



School Improvement Plan

Owen Elementary School

Pontiac City School District

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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	During the 2019-2020 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.	

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 process is an ongoing process that involves multiple stakeholders over the course of each school year. The school improvement team consists of the building principal, Oakland Schools Leadership coach, three lower elementary teachers, three upper elementary teachers, ESL teacher, special education teacher, parent liaison, and a student representative. Owen's School Improvement Planning Team monitors the development of the comprehensive needs assessment during their monthly BTN meeting held throughout the year.

Additional work sessions are scheduled, as needed. The BTN team, in collaboration with grade-level teams/PLC, collects and analyzes multiple types of data to identify strengths and needs of our students, staff, and the school as a whole. As we examine our data, we identify our target populations (students farthest from state standards), and also priority areas (content standards that are weakest where we could focus our efforts to close achievement gaps). These become the driving forces in determining goal areas, setting objectives, and selecting research-based strategies and activities. Our BTN Team consists of teachers, support staff, administrators, parent representative, and a student who meets with the team. During the 2019-2020 school year, to ensure we meet all requirements in designing our school wide plan in a way that would result in improved student achievement the team received guidance and support from a School Wide Facilitator placed through Oakland Schools to assist the team in reviewing and adjusting our school wide plan.

Using the results of our data analysis, we developed long-term goals in reading, writing, math, science, and social studies. We researched best practices, and selected strategies that would meet the needs of all students. We also selected strategies that would meet the needs of our target populations and help close the achievement gaps we uncovered between all students and target students. This will help us move toward our AMO objectives of 85% proficiency in all content areas by 2024.

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?

Reading Gap Statement

NWEA Reading-2018-2019 School Year

KINDERGARTEN

24% of students met NWEA national norm rate of 50% in Fall test session

14% of students met NWEA national norm rate of 50% in Winter test session

11% of students met NWEA national norm rate of 50% in Spring test session

FIRST GRADE

8% of students met NWEA national norm rate of 50% in Fall test session

38% of students met NWEA national norm rate of 50% in Winter test session

13% of students met NWEA national norm rate of 50% in Spring test session

SECOND GRADE

11% of students met NWEA national norm rate of 50% in Fall test session

4% of students met NWEA national norm rate of 50% in Winter test session

2% of students met NWEA national norm rate of 50% in Spring test session

THIRD GRADE

6% of students met NWEA national norm rate of 50% in Fall test session

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12% of students met NWEA national norm rate of 50% in Winter test session

6% of students met NWEA national norm rate of 50% in Spring test session

FOURTH GRADE

25% of students met NWEA national norm rate of 50% in Fall test session

not tested in Winter test session

18% of students met NWEA national norm rate of 50% in Spring test session

FIFTH GRADE

16% of students met NWEA national norm rate of 50% in Fall test session

not tested in Winter test session

12% of students met NWEA national norm rate of 50% in Spring test session

The data shows that students made growth however not enough to reach the increased NWEA national norm expected growth over the school year.

KINDERGARTEN:

Students increased their NWEA Mean RIT score by 13.6 points from Fall to Spring test sessions; 3.5 points less than the NWEA projected growth Mean RIT in Reading.

FIRST GRADE:

Students increased their NWEA Mean RIT score by 15.5 points from Fall to Spring test sessions; 1.3 points less than the NWEA projected growth Mean RIT in Reading.

SECOND GRADE:

Students increased their NWEA Mean RIT score by 9.3 points from Fall to Spring test sessions; 4.7 points less than the NWEA projected growth Mean RIT in Reading.

THIRD GRADE:

Students increased their NWEA Mean RIT score by 13.3 points from Fall to Spring test sessions; 3.0 points more than the NWEA projected growth Mean RIT in Reading.

FOURTH GRADE:

Students increased their NWEA Mean RIT score by 4.9 points from Fall to Spring test sessions; 2.8 points less than the NWEA projected growth Mean RIT in Reading.

FIFTH GRADE:

Students increased their NWEA Mean RIT score by 4.7 points from Fall to Spring test sessions; 1.4 points less than the NWEA projected growth Mean RIT in Reading.

M-Step Reading 2017-2018 School Year

Grade 3-6.3% of students were Proficient, 93.8% of students were Partially or Not Proficient. Owen School has a gap of 38.2% from the State .

Grade 4- 14.55 is Proficient and 85.5% is Partially or Not Proficient. Owen School has a gap of 30.5% from the State.

Grade 5-22.9% is Proficient, 77.1% is Partially or not Proficient. Owen School has a gap of 23.6% from the State.

Grade 6- 11.9% of 6th graders was Proficient, and 88.1% was Partially or Not Proficient. Owen School has a gap of 29.5% from the State .

The data shows growth still need to improve for reading.

MATH GAP STATEMENT

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NWEA MATH 2018-2019 School Year

KINDERGARTEN

14% of students met NWEA national norm rate of 50% in Fall test session

17% of students met NWEA national norm rate of 50% in Winter test session

5% of students met NWEA national norm rate of 50% in Spring test session

FIRST GRADE

14% of students met NWEA national norm rate of 50% in Fall test session

12% of students met NWEA national norm rate of 50% in Winter test session

5% of students met NWEA national norm rate of 50% in Spring test session

SECOND GRADE

9% of students met NWEA national norm rate of 50% in Fall test session

14% of students met NWEA national norm rate of 50% in Winter test session

10% of students met NWEA national norm rate of 50% in Spring test session

THIRD GRADE

2% of students met NWEA national norm rate of 50% in Fall test session

4% of students met NWEA national norm rate of 50% in Winter test session

2% of students met NWEA national norm rate of 50% in Spring test session

FOURTH GRADE

6% of students met NWEA national norm rate of 50% in Fall test session

not tested in Winter test session

9% of students met NWEA national norm rate of 50% in Spring test session

FIFTH GRADE

9% of students met NWEA national norm rate of 50% in Fall test session

not tested in Winter test session

6% of students met NWEA national norm rate of 50% in Spring test session

The data shows that students made growth however not enough to reach the increased NWEA national norm expected growth over the school year.

KINDERGARTEN:

Students increased their NWEA Mean RIT score by 14.0 points from Fall to Spring test sessions; 5.1 points less than the NWEA projected growth Mean RIT in Math.

FIRST GRADE:

Students increased their NWEA Mean RIT score by 18.2 points from Fall to Spring test sessions; 0.2 points less than the NWEA projected growth Mean RIT in Math.

SECOND GRADE:

Students increased their NWEA Mean RIT score by 11.3 points from Fall to Spring test sessions; 3.9 points less than the NWEA projected growth Mean RIT in Math.

THIRD GRADE:

Students increased their NWEA Mean RIT score by 11.0 points from Fall to Spring test sessions; 2.0 points less than the NWEA projected growth Mean RIT in Math.

FOURTH GRADE:

Students increased their NWEA Mean RIT score by 11.2 points from Fall to Spring test sessions; 0.4 points less than the NWEA projected

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growth Mean RIT in Math.

FIFTH GRADE:

Students increased their NWEA Mean RIT score by 7.0 points from Fall to Spring test sessions; 3.0 points less than the NWEA projected growth Mean RIT in Math.

M-Step Math 2017-2018 School Year

Grade 3-Less than 5% of students are Proficient. 95% of students are Partially or not Proficient.Owen School has a gap of 40.7% from the State.

Grade 4- Less than 10% of students are Proficient, 90% of students are not Partially or Not Proficient. Owen School has a gap of 32% from the State.

Grade 5- 12.5% of students are Proficient, 87.5% of students are not Proficient. Owen School has a gap of 21.8% from the State.

Grade 6- Less than 10% of students are Proficient, 90% of students are Partially or not Proficient. Owen School has a gap of 24.6% from the State.

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.

After our analysis of student achievement, process data and demographic data as described above, we have identified the following Title 1 Schoolwide Diagnostic needs:

- Increase student achievement in all content areas
- Improve climate and culture
- Provide high- quality instruction
- Increase parent participation

These priorities are addressed in our goals and objectives:

Goal 1: Owen Elementary students will demonstrate an increased and knowledge of scientific concepts.

Measurable Objective:

60% of All Students will demonstrate a proficiency in determining the meaning of academic and specific words or phrases in a text relevant to Phenomenal Science curriculum(Pre-test and Post-Test) and(M-Step for 5th graders).State Standards.

Goal 2: Owen Elementary Students will demonstrate an increase in proficiency in mathematics.

Measurable Objective:

60% of All Students will demonstrate a proficiency in Numbers and Operations in Mathematics as measured by National (NWEA: K-5), State (M-Step 3-5), District and local assessments by implementing Common Core Units.

Goal 3: All Students at Owen Elementary will become proficient in English Language Arts.

Measurable Objective:

60% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts as measured by National (NWEA k-5), state assessments (M-Step 3-5, MiAccess, WIDA), District Assessments (Fountas& Pinnell, and other assessments as outlined in Atlas Rubicon).

Goal 4: All Students at Owen Elementary will improve their comprehension of Social Studies content.

Measurable Objective:

60% of All Students will demonstrate a proficiency in content in Social Studies as measured by State (M-Step- grade 5), District and Building -Level (Pre and Post Tests) Assessments.

Goal 5: Culture And Climate: Owen Elementary School will create a climate and culture that supports the diversity of all students

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academically and socially.

Measurable Objective:

Students will demonstrate an understanding of the behavior expectations in all areas of the school as measured by a 50% decrease in the amount of referrals.

Goal 6: Educational Reform: The Building Turnaround Network team and the Instructional Staff will ensure that all students benefit from high-quality instruction by utilizing PLC, ILC, and District Initiatives.

Measurable Objective:

Demonstrate a proficiency of at least 75% of teachers and 75% of administrators will be rated effective or highly effective on professional competencies identified as measured by the district's evaluation system.

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 school Improvement Plan provides goals, objectives, and strategies for all students to increase their knowledge and understanding of scientific concepts. increase proficiency in numbers and operations mathematics, All students will become proficient in English Language Arts. Students will improve their comprehension of Social Studies. The school has included goals to improve the climate and culture by supporting the diversity of all students academically and socially. Finally, the leadership team and the instructional staff will ensure that all who are disadvantaged and require more Tier 2 or Tier 3 support. Some of the activities and additional staff include:

- Class Size reduction w/Highly Qualified Teachers
- After School Tutoring
- Intervention specialist for English language Arts and mathematics
- Bilingual Tutoring
- Homeless Students and Transportation
- At Risk social Workers
- Instructional Coach for teachers
- Supplemental Instructions
- Second Step lesson

Component 2: Schoolwide Reform Strategies

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

At Owen Elementary School our vision, which includes our parents, teachers, administrators, students, partners, and other stakeholders, is to assist all students in realizing their maximum academic, emotional, physical and social potential in order to succeed in a rapidly changing world. All students will be educated in a safe and secure environment that promotes respect, responsibility, manners, self-esteem, and communication. Setting high standards and enriching our curriculum with research-based methods and techniques will contribute to students achieving academic success. The ways in which we will address the needs of all children in the school will be through educational reform measures which will include high-quality instruction by utilizing PLCs, ILCs, and District Initiatives. Teachers will work in content specific PLCs (English language Arts, Writing, Mathematics, Science, Social Studies) to examine and discuss student achievement data that is collected through pre & post assessment that will be reviewed in Instructional Learning Cycles (ILC) that is focused on selected district and state standards. Professional Learning Communities will collaborate to identify effective research-based strategies and appropriate resources that will be used to support student learning of selected state standards; and agree on assessment techniques that will be used to provide evidence of student learning.

In collaboration, teachers develop a common formal plan outlining the lesson objectives (relevant to the standards), the materials to be used, the procedures, the time frame for the lesson, and the activities in which students will be engaged; and decide what evidence of student learning will be collected (monitored & evaluated) during the implementation. Teachers present the planned lesson, make note of the successes and challenges and collect evidence of student work. They deliver the lesson as planned within the specified time period; record the results, especially noting where students struggled and where instruction did not achieve expected outcomes; and collect the agreed on evidence of student learning to take back to the collaborative planning team.

Teachers meet to examine the student work collected to serve as evidence of student understanding of the standards. They work together to revisit and familiarize themselves with the targeted standards before analyzing student work; analyze a sampling of student work for evidence of student learning; discuss whether students have met the expectations in the standards and make inferences about the strengths, weaknesses, and implications of instruction; and identify what students know and what skills or knowledge needs to be strengthened in future lessons. Finally, teachers reflect on the implications arising from the analysis of student work. They discuss alternative instructional strategies or modifications to the original strategy that may better promote student learning. In collaboration, teachers reflect on their common or disparate teaching experiences; consider and identify alternative instructional strategies for future use; refine and improve the lesson; and determine when the instructional modifications will take place, what can be built into subsequent lessons, and what needs an additionally targeted lesson.

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).

In an effort to increase the amount and quality of learning time, Owen Elementary School has implemented the following practices and programs to support all students: Focus on improving and increasing instruction: The ways in which we will address the needs of all children in the school will be through educational reform measures which will include high quality instruction by utilizing PLCs, ILCs, and District Initiatives. Teachers will work in content specific PLCs (English language Arts, Writing, Mathematics, Science, Social Studies) to examine and discuss student achievement data that is collected through pre & post assessment that will be reviewed in Instructional Learning Cycles (ILC) that is focused on selected district and state standards. Teachers will implement 30 minutes of intervention time in Reading and Math for SY 2019-2020

Tier 2 students to work on closing the achievement gap. ESL students will receive additional academic support from the ESL teacher and tutors at least twice a week. After-school tutoring is provided for grades 2nd-5th to strengthen academic basic skills. Kindergarten students will receive full day academic support 5 days a week.

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

Owen's comprehensive needs assessment shows that as an instructional staff, we need to continue to help all students improve in vocabulary comprehension. Our research from the school data shows we need more professional workshops in Math, and Reading to enhance our student's comprehension of informational text and vocabulary concepts. Our Math data shows we need to work on number operations to increase our student's ability to succeed on District and State assessment (NWEA, M-Step, and Fountas and Pinnell and classroom Assessments). As a staff, we are using concepts of the Blueprint (i.e., HQI, PLCs, and ILCs) to help reinforce the learning initiatives for our students.

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.

Owen Elementary School's school-wide plan provides several interventions for students who need the most instructional support.

- The first line of intervention is provided by the classroom teacher who identifies needs and delivers targeted instruction in reading, writing, math, science and social studies.

- In addition to the time allotted for a core instruction push-in intervention specialist, highly qualified, in reading and math instruct individual or small-groups to backtrack, elaborate or reinforce classroom curriculum during the school day. Our ESL teacher and Special Education teachers also push-in for all content areas for identified students.

- Behavior management instruction and monitoring will be provided by Elementary Behavior Specialist and at-risk social workers for identified Tier 2 & 3 students.

- Supplemental targeted instruction is provided by Intervention Specialist as a pull-out, not during core instruction.

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

Progress monitoring determines if the needs of students are being met. Classroom teachers administer formative assessments (i.e., quizzes, homework, unit and chapter assessments) in reading, writing, math, science and social studies. Summative assessments are identified in the written curriculum and administered according to Atlas for each content area. District benchmark assessments are administered three times a year in ELA and math. Fountas and Pinell which measures proficiency in reading is administered 3 times a year. NWEA assesses students K-5 in reading, and math. This test is administered 3 times per year. State testing, M-Step, is also administered annually as required. PLCs are composed of all instructional staff members who meet monthly to collaborate toward continued improvement in meeting learner needs through a shared curricular-focused guided by instructional strategies to increase student achievement. PLCs meet 1-2 times per month to analyze group and individual assessments to identify student needs and plan supplemental instruction and services for students not meeting standards.

Owen's instructional staff will meet 3-5 times during the 2015-2016 school year to collaborate on Tier 2 & 3 (RTI) students who are

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considered intensive and strategic according to their Fountas and Pinnell scores. During these RTI meetings Reading reports on scores are discussed and intervention plans are created for those students who need more intensive and specific instruction in order to be successful in school.

These services will be provided either in a classroom or in the media center by instructional intervention personnel. Progress will be monitored closely with progress monitoring every 4-6 weeks.

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.	No	Currently our building has eight paraprofessionals, four of the eight our substitute paraprofessionals. We are working with human resources and Specialized Student Services to provide necessary training and possible programs for the individuals to gain appropriate certification.	

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.	No	For the 2018-2019 school year we had 21 instructional teachers five general educations were substitutes and four special education teachers were substitutes. Talent Management is working to put in place teacher mentoring, lead teachers and other resources and support to maintain highly qualified teachers.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

For 2018-2019 school year all of our 2017-2018 special education teachers which were certified were transferred to other district locations and our building received substitutes. We lost our Music and Art teacher during the beginning of the school year and had 4 substitutes in the general education setting. So, our teacher turn-over rate for the 2018-2019 school year was close to 50%.

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

Of our current twenty one teachers for the 2018-2019 school year, 5 has been at Owen 10 years or more, 10 teachers were subs this year, and the others have 3 years or less experience working in Pontiac Schools.

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

New teachers are supported by their grade level partner, Department Head, the behavior team members provide in class support and the building administrator provides one on one support.

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

The School District of the City of Pontiac has undertaken the following initiatives to attract and retain highly qualified teachers:

1. Posting vacancies on a variety of websites and platforms including JobSpot, MASA website, Indeed.com, WSU, Michigan State Univ, Oakland University, relevant subject matter State organizations (Michigan Music Teachers Association, Michigan Association for Special Educators, for example), Oakland County Applitrak.
2. Candidates are interviewed by a team from Human Resources and the principal or designee of the selected school. In addition there are three phases to the interview process: Round 1: interview; Round 2: Behavioral and Performance Task Interview; Round 3: Fit To School (Candidate tours and job shadows for a portion of the day to determine if a fit is found).
3. We look for applicants that have experience with urban school districts, especially our student Interns who are in an Urban Cohort, these students have proven to be some of our most successful hires.
4. We pair each new teacher with a subject matter mentor and give them specific time to foster a safe relationship where they can exchange concerns and support the new staff member. We hope to be able to give a stipend to the mentors, and will move forward with doing so in the 2018-2019 school year.
5. We orient new staff on basic District information including; student attendance /grade processes, evaluation, Human Resource supports, and district technology use. This creates a good foundation for new staff.
6. Onboarding will take place at the Curriculum and School site level to reach out to all new staff the first, third and 6th week of employment to see how things are going and to let them know we are there to support their efforts.

7. When an employee resigns, we do a brief written exit interview to see what we can improve upon for the next hire.

- 8. Provide an opportunity to earn a retention bonus
- 9. Provide an opportunity to receive a recruitment bonus

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 special education turn over rate has been out of our control, due to the staffing and placement of instructional staff is done by Specialized Student Services. At the building level new teachers are assigned a support and mentor teacher, department heads, behavior team support and one on one time with the building administrator. We model all expectations that are asked of new teaching staff and team members. Our leadership team and office staff orient new staff on basic District information including; student attendance /grade processes, evaluation, Human Resource supports, and district technology use. This creates a good foundation for new staff.

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.

Owen Elementary has established (based on our comprehensive needs assessment) that the staff will receive professional learning/training in the following areas:

NWEA formative assessment: This test will be given three times year for grades K-5. Students will be tested on the subjects reading and math.

Data Analysis: The district will provide training on how to take the results from the NWEA test and analysis what skills that our classes/building need to improve on.

Blueprint-High Quality Instruction: small group instruction based on similar instructional needs, well-structured and explicit instruction with clearly-defined skills or concepts, appropriate delivery pace, time for student mastery through practice, and progress monitoring.

Differentiation Strategies: The district had several in-services on how to differentiate our lessons to meet the needs of all students in the building.

PLC/ILC: An effective PLC strongly adheres to student learning, and a critical step in establishing a PLC is to create a shared mission and vision as well as shared values and goals. Establishing a PLC can be challenging, which is why you need to make sure that your goals and objectives are shared by all participants. According to DuFour and Eaker (2006) Effective goals will specify:

Exactly what is to be accomplished

The specific steps that will be taken to achieve the goal.

The individual or group responsible for initiating and/or sustaining each step toward achieving the goal.

The timeline for each phase of the activity.

The criteria to be used in evaluating progress toward the goal.

Math- Specific training will be taught on the math common core an explanation/examples from Atlas Rubicon on different math lesson plans to use/implementation of the lesson. In addition, teachers and paraprofessional are encouraged to seek additional skills and educational training by attending of the district, local intermediate school district professional development, university coursework and other state and nationally publicized development to enhance and strengthen their own professional needs.

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

NWEA and MSTEP proctor training is sustained by test coordinators and the instructional coach facilitating training every year and checking in with all teachers while testing is occurring. We also make sure to have data dialogue after these assessments are complete in order to use data to drive instruction. This aligns with Owen's goal of demonstrating an increase in proficiency in math, science, ELA, and social studies.

Explicit Instruction training with a focus on Vocabulary is sustained by the instructional coach conducting refresher training every year and by keeping vocabulary instruction in the front of ILC and PLC data conversations. This aligns with Owen's goal of demonstrating an increase in proficiency in science, ELA, and social studies.

Math- Our math training is sustained with the support of train the trainers and district instructional coaches and math supervisor. This aligns with Owen's goal of demonstrating an increase in proficiency in math.

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ELA- Our ELA training is sustained throughout the school year by going to various ELA training every year held at the district level and with support from instructional coaches and literacy supervisor. Supporting staff with Reader's Workshop, Fountas and Pinnell Benchmark Assessment System, Supporting Struggling Readers in the Content Areas, and Assessing Writing (5th grade) during their instruction. This aligns with Owen's goal of demonstrating an increase in proficiency in ELA.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	Additional time is needed to compile the necessary needs for our instructional staff.	

Component 6: Strategies to Increase Parental Involvement

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

Owen Elementary School will seek parental involvement in the design of our school-wide plan in several ways. Owen's Parent/Teacher/Kids Organization (PTK) holds a school-wide election every year to elect members (President, Vice-President, Secretary, and Treasurer), bilingual staff is available to translate and clarify as needed at all Title I PTK meetings. The PTK organization works alongside the leadership team on School Improvement Planning by conducting a parent survey to address parent perceptions of Owen's strengths and weaknesses. The elected members of the parent committee (PTK) meet monthly to review and help coordinate student activities and assist in the building as needed. The elected members of the PTK are invited to attend monthly school improvement planning meetings to review the Goals and Objectives of the School Improvement Plan with the staff and building administration. The PTK then holds monthly Title I PTK meetings for all parents (bilingual staff is available to translate and clarify as needed) in which the building administration, teachers, and PTK leadership inform all parents of Owen's goals and objectives and seek their input.

Owen also has a copy of our School Improvement Plan Goals and Objectives available for all to review in our main office.

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

Parents are invited to be involved in the implementation of the School Improvement Plan. Parents and community stakeholders will be involved in helping Owen to create a positive culture of achievement and personal growth for every child. All parents are given an overview of their child's grade level curriculum during Curriculum Night (bilingual staff is available to translate and clarify as needed). Owen has an open door policy in which parents may visit their child's classroom and stay informed in their child's educational progress. Parent conferences are held in the fall and spring, reports cards are sent home quarterly (bilingual staff is available to translate and clarify as needed), and at mid-marking period progress reports are sent home for identified students to keep parents informed of their child's academic progress.

Parents volunteer in the classroom and assist with special projects as needed. Owen's PTK organization supports special student curriculum activities such as Reading Make and Take events, Math Workshops, Science Fair, and Anti-bullying workshop. They also support extracurricular incentive activities such as Fall Festival, Winter Blast, Valentine's Celebrations, and Field Day Carnival. Our Parent Group also supports staff with Kindergarten Round-Up, Middle School Transition, and Teacher Appreciation activities. Owen's PTK leadership team supports all parents by offering parenting classes, holding parent workshops during school hours (bilingual staff is available to translate and clarify as needed), and sending home parent newsletters translated in their home language. Parents are invited to participate as a team member of the active School Improvement Planning Team.

Parent comments, questions, and concerns related to the school-wide plan or their student's services are sought through scheduled parent meeting, informal meetings and the comment box in the office. This perception data is collected three times a year beginning in the fall at the PTK Title I Election and School Improvement meeting, at the beginning of the second semester in January, and in the after spring break (documentation is sent home to all parents and translated into their home language). This data will help in the evaluation of the school-wide plan to determine the strengths and weaknesses of Owen's programs and activities. Parents also complete school-wide surveys regarding academics, school climate/culture, and behavioral concerns. During School Improvement planning meetings, the PTK Leadership Team is invited to attend and they provide feedback and suggestions during the review and development of Owen's School Improvement Planning of Goals and Objectives.

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

Parents will be invited to attend building level BTN meetings monthly. Parents will be surveyed for perception data in the fall at the PTK Title I Election and School Improvement meeting and in the spring (sent home to all parents and translated into their home language) of each school year to determine the strengths and weaknesses of Owen's programs and activities. Parents complete school-wide surveys regarding academics, school climate/culture, and behavioral concerns. During School Improvement meetings and BTN meetings, and PTK Leadership Team members are also invited to attend and they provide feedback and suggestions during the review and development of Owen's School Improvement Goals and Objectives.

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		

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

Owen Elementary School will be taking the following actions to outline the ESEA Section 1118 (e) 1-5, 14 and (f), which is detailed and explained in our School-Level Title I Parent Involvement Policy to encourage the effective involvement of parents in their children's education and to establish strong school, parent, and community partnerships to improve student academic achievement:

Owen provides assistance to parents in understanding State content & achievement standards, State, and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators to support their child's education by: [1118(e)(1)] - Providing parents with a syllabus or summary of the essential concepts and skills taught at each grade level/course. These are distributed at curriculum night, during parent-teacher conferences, and are posted on the school's website. -Reviewing the purpose of assessments and how the data are used with parents during curriculum night, parent conferences, and other parent meetings. -Conducting workshops; hosting guest speakers; sharing tips for parents in school newsletters. -Reviewing Title I requirements during the annual Title I meeting; providing program information in parent newsletters.

The school will provide parents with materials and training to help them work with their children to improve their children's achievement. The school conducts parent and parent/child workshops and activities based on the school's assessed areas of need and parent/family interests. Such training could include literacy training and using technology, as appropriate, to foster parental involvement. [1118(e)(2)]

-The Parents Teachers and Kids Organization, with the Parent Liaison's leadership, plans and conducts [4] parent workshops per year. The PTK assists with communications to inform parents of all students of upcoming workshops and activities. -A Parent Resource Room has been established as a working site for parents to hold meeting/workshops, work on projects. Parents are provided access to current, reputable literature and materials on a variety of topics relevant to parents. Materials are provided in a format that is understandable to parents.

Educates teachers, pupil services personnel, principals and other staff with the assistance of parents, in the value and utility of contributions parents can make as classroom volunteers, sharing skills and interests, assisting and coordinating workshops, helping in the parent center and encouraging other parents. [1118(e)(3)]

-The principal with the assistance of parents provides opportunities for staff to share effective practices with colleagues during selected staff meetings throughout the year. -PTK organization supports Owen School's Kindergarten Round-Up Activities and the Middle School Transition meeting for students and parents held annually.

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Encourages the coordination of the Title I parent involvement program and activities with the Bilingual/ESL, the school's Parent Teacher Kids Organization and other programs for parents by sharing information, co-sponsoring workshops, and encouraging attendance and/or participating in activities that serve the needs of one or more groups. [1118(e)(4)] In addition, the following structures are in place to support and promote the coordination of parent programs:

The Parent Liaison serves as a communication link between the different programs. Program leaders co-plan meetings/workshops with the Parent Liaison.

-The School Improvement Team monitors implementation of parent involvement activities through the continuous improvement process.

Feedback from parents are studied and used to plan subsequent workshops or meetings.

-The Title I Program Administrator reviews all parent meeting and workshop agendas and parent feedback to ensure and support effective coordination and integration of program activities. Making information related to school and parent programs, meetings, and other activities available in a format and, to the extent possible in a language parents can understand, in both English and Spanish. [1118(e)(5)]

-Translating is facilitated through the building ESL Tutors, principal and bilingual instructors.

-The principal, teachers, and Parent Liaison are available to respond to parents' questions or provide information on specific programs or activities to parents, as needed.

Owen provides other reasonable support, as requested by parents: such as Parenting classes and other Parent Workshops available during school hours. [1118(e)(14)]

Owen Elementary parents with disabilities and Limited English proficiency are able to access full opportunities in parent involvement activities by:

-Providing ramps, within the building to ensure access to all areas of the school campus.

-Ensuring that school communications are free from educational jargon and presented in a format and, to the extent feasible, a language that parents can understand.

-Translating school documents and communications into languages that are most prevalent in our community (Spanish)

-Providing services of a translator during parent meetings, workshops, conferences, as needed.

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

At the beginning of the school year, the school-wide plan is presented to parents during our parent meeting. Owen has monthly parent meetings and some portion of the school-wide plan is discussed and parents complete feedback surveys and forms at each meeting. Parents are also asked to complete school-wide parent surveys every semester to evaluate the school's climate, culture, academics and behavioral concerns.

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

Owen School will use the results of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies. All parents' representatives, staff, and administration will review the data to assist in the development of the Parent/Student/Teacher Compact and the School-Level Title I Parent Involvement Policy.

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

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The Owen Elementary Parent/Student/Teacher Compact Agreement was adopted by the district improvement planning team. The agreement is reviewed and revised annually by the school improvement team (building administrator, Oakland Schools coach, 3 lower elementary teachers, 3 upper elementary teachers, ESL teacher, Special Ed teacher, parent liaison, and a student representative) to ensure it reflects the vision, beliefs, and goals of the school community with regard to an effective home-school partnership. Owen Elementary School has parent representatives to serve on Title One Parental Advisory Committee and District Improvement Planning Team. Owen Elementary School also has parent representatives serve on the School Improvement Team. Parents assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance based on parent and community surveys given at least twice a year as well as student data from assessments which are reviewed during our comprehensive needs assessment. Parent representatives with the involvement of other parents will have an annual evaluation of the content and effectiveness of the parental Involvement Policy in improving the quality of achievement. The collaborative planning will include identifying barriers, parents/stakeholders, students and teacher concerns to strengthen participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

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

The Owen Elementary School Parent/Student/Teacher Compact addresses the importance of regular, two-way, meaningful communication between teachers and parents on an ongoing basis through:

During Parent-Teacher conferences which are held each semester, the parent compact is discussed with individual parents as it relates to the individual child's achievement. The compact is also available for review on the Owen Elementary School instructional website in English and Spanish.

The parent compact is presented in a way that attends to the literacy and language levels of parents (ESL staff is available to translate and answer questions regarding the compact). During the second-semester parent-teacher conferences the compact is again distributed and explained.

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

This question has been reviewed by our school improvement team and the District Improvement Planning Team, however, it is not applicable to our grade levels.

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

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

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Owen Elementary has information available to parents in both English and Spanish. We also have an ESL Teacher and ESL Tutors due to the diversity of the school population. The ESL staff supports teachers and is available to translate into the parent's home language during all parent meetings, conferences, school activities and events.

Parents in grades 3rd-5th receive a Parent Copy of the State of Michigan M-STEP score. Teachers explain the process of how the M-STEP scores impact their student's progress. K-5 teachers present the overall NWEA Data showing results of progress to parents at various Parent Night Meetings. Teachers also send home progress reports to inform parents of their child's academic performance.

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?

In addition to the yearly Preschool visit and Kindergarten Round-Up, parents of preschool children are invited to attend our spring parent workshops with our parent organization (PTK) parents, Kindergarten teachers, ESL teacher, and tutors. During the workshop preschool parents are given ideas for how to help their preschool age child at home to prepare for kindergarten.

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?

During our Parent/Teacher/Kids (PTK) workshops; preschool parents will be given information on how to help their child at home to prepare for kindergarten. We will explain the importance of reading with young children at home (parents will be encouraged to read books in whatever language is spoken in the home). Parents will also be asked to begin by focusing on the letters in their child's name to help make a connection that letters are put together to make words (alphabetic principle). Preschool parents will be given letter and number cards to practice letter/number recognition along with a list of games they can play at home to promote learning the necessary skills for kindergarten. In addition, we will show parents how to stay connected using technology and how to access our Owen website with ways to help at home and links to connect to good quality on-line educational games.

All Pontiac School District preschool teachers are highly qualified and have been trained in the use of appropriate early childhood education strategies to best prepare preschool children for kindergarten. During the preschool visitation to Owen, preschool teachers will share observations with kindergarten teachers regarding children that they have already identified as intensive/strategic students in need of extra support either academically and/or behaviorally.

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?

There is a building level decision making process which includes a leadership (cohort) team of teachers, parents, and administrators (Building Turnaround Network). Generally all decisions are initiated through data collection, dis-aggregation, and analysis. The data is then organized and assembled for participants to review, discuss, and develop goals. Team participants weigh options considering alternative perspectives in the development of action steps which when established are monitored. This collaborative decision making process grants teachers shared decision making authority, research duties, implementation, monitoring, and reflective input opportunities. All decisions are subject to review and modification as informed reflected in achievement, demographic, process and perceptual data. The Building Turnaround Network believes that parents and families are partners in helping students to succeed. In this role, they serve an important function as participants in the decision making process. Specific efforts are made by teachers to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

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

The Building Turnaround Network utilizes the comprehensive needs assessment as a primary instrument of data collection, management and analysis. Templates secured from the state school improvement framework are source of continuity and clarity for all stakeholders providing a more explicit understanding of the framework. Local assessments are reviewed for depth of knowledge, and evaluated quarterly. State level standardized assessment data is analyzed upon release. Both local and state level assessment data is reviewed in a more exhaustive manner during the summer by the BTN in an effort to revise and align existing goals along with action strategies for improvement.

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.

There is a building level decision-making process which includes a leadership (cohort) team of teachers parents and administrators. Generally, all decisions are initiated through data collection, disaggregation, and analysis. The data is then organized and assembled for participants to review, discuss and develop goals. Team participants weigh options considering alternative perspectives in the development of action steps which when established are monitored. This collaborative decision-making process grants teachers shared decision making authority, research duties, implementation, monitoring and reflective input opportunities All decisions are subject to review and modification as informed reflected in achievement, demographic, process, and perceptual data. Staff believes that parents and families are partners in helping students to succeed. In this role, they serve an important function as participants in the decision making process. Specific efforts are made by the teachers to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

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?

Supplemental Instruction support is in place on a smaller scale to aid students who require Tiers II and III Interventions (in addition to core instruction). During the regular school year, HQ teachers and intervention specialists (HQ teachers) will provide supplemental instruction to identified students having difficulty mastering grade-level core academic standards during [30-40] minute intervention blocks. Intervention services emphasize mathematics and literacy (reading/writing) across content areas. Students will be identified for intervention using eligibility and multiple assessment criteria. Intervention services will be provided during a designated intervention block of time and/or through a push in services, as needed by individual students. NWEA and other assessments used for universal screening, and assessments administered as part of the schoolwide PLC and ILC process. Intervention plans that articulate the areas of need for each student and/or group of students will be developed to support instruction.

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

HQ classroom teachers will provide all students with research-based core instruction based on the district's core curriculum which is aligned to state standards. Teachers will use the results of the classroom and common assessments administered through the ILC process to differentiate classroom instruction and identify students who need additional support. Teachers group students, as needed, to provide additional, targeted instruction on concepts/skills that are causing students difficulty. Classroom teachers and/or intervention specialists, who push into core classes, provide intervention support to designated groups of students to enhance and support core 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.

FEDERAL

1. Title I, Part A

- a. K-12 Supplemental Online Learning Tools (School Wide "SW" Component 2)
- b. K-8 Tier I/Tier II Intervention Teachers (SW2, SW3, SW9)
- c. 6-8 Tier III Intervention Teachers (SW9)
- d. Reading/Math Intervention Specialists and Materials (SW2, SW3, SW9)
- e. Behavior Intervention Specialists and Materials (SW9)
- f. Homeless Student Supplies (SW9)
- g. Bilingual Tutors (SW9)
- h. Career and Technical Education Teacher Assistants (SW9)
- i. College and Career Readiness Tutor (SW9)
- j. College and Career Readiness Specialist (SW9)
- k. At-Risk Social Workers (SW9)
- l. Professional Learning Stipends and Substitutes (SW1, SW5, SW8)
- m. MTSS Coordinator (SW1, SW2, SW5, SW9)
- n. Grants Compliance & Billing Coordinator (SW10)
- o. Grants Compliance & Billing Specialist (SW10)
- p. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- q. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. Core Content Area Parent Nights Literature, Refreshments and Interpreters (SW6)

2. Title II, Part A

- a. Instructional Coaches and Materials (SW5)
- b. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, High Quality Instruction, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, LLI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)
- c. Title II Coordinator (SW5)
- d. Retention and Recruitment Bonuses (SW4)

3. Title III, Part A

- a. Bilingual Tutors (SW9)
- b. English Learners Oriented Professional Development (SW5)
- c. English Learners Supplemental Materials (SW9)

4. Title IV

- a. Reading/Math Intervention Specialists/Teachers and Materials (SW2, SW3, SW9)
- b. Behavior Intervention Specialists (SW9)
- c. Behavior/Social Emotional Materials/Supplies (SW9)
- d. Safety Training (SW9)

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5. Fresh Fruit and Vegetables Program (FFVP)
 - a. During the Day Afternoon Snack for elementary students
6. Child and Adult Care Food Program (CACFP)
 - a. Afterschool Programs Snack/Supper for students
7. School Nutrition Program (SNP) and Community Eligibility Programs (CEP)
 - a. During the Day Breakfast and Lunch FREE for all students
8. IDEA - (Special Education Funding)
 - a. Special Education Phycologists (SW9)
 - b. Special Education Speech and Language Pathologists (SW9)
 - c. Special Education Social Workers (SW9)
 - d. Special Education Professional Development (SW5)

STATE AND LOCAL

1. Section 21h
 - a. ELE STEM Program Contractor and Supplies (SW9)
 - b. Data Instructional Coach (SW1, SW5, SW8)
 - c. Behavior Intervention Specialists (SW9)
 - d. HS PBIS Initiatives (SW9)
 - e. Teacher Leader/Coach (SW5)
 - f. After/Before/Summer Tutorial Program (SW9)
2. Section 31A
 - a. Bilingual Tutors (SW9)
 - b. ESL Teachers (SW9)
 - c. Police Authority Officers (SW9)
 - d. Alternative Education Teachers and Counselor (SW9)
 - e. Homeless Student Transportation (SW9)
 - f. Homeless Student Supplies (SW9)
 - g. K-3 Reading/Math Teachers and Materials (SW9)
 - h. Art/Music Intervention (SW9)
 - i. Breakfast Program Supplemental Supplies/Materials (SW2)
 - j. Parental Involvement Software Subscription (SW6)
 - k. NWEA Assessment System (SW1)
3. Section 32d
 - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
 - a. Reading Intervention Materials and Training (SW2, SW3, SW5, SW9)
 - b. NWEA testing substitutes (SW8)
 - c. Summer Literacy Program (SW9)
5. Section 41
 - a. Bilingual Tutors (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
 - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
 - a. NWEA Assessment System (SW1, SW8)

School Improvement Plan

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8. Career Focused Education

- a. Career Focused Education Staff (SW9)

NO FUNDS NEEDED

1. No Funds Needed

- a. Current Employee Recognitions (SW4)

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. Comprehensive Needs Assessment

- a. NWEA Assessment System (Section 31a, Section 104d)
- b. Professional Learning Stipends and Substitutes (Title I)
- c. Data Analysis Training (Title I, Title II, Section 21h)

2. Schoolwide Reform Strategies

- a. K-12 Supplemental Online Learning (Title I)
- b. K-8 Tier I/Tier II Intervention Teachers (Title I)
- c. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
- d. During the Day Afternoon Snack for Elementary Students (FFVP)
- e. During the Day Breakfast and Lunch FREE for all students (CEP)

3. Highly Qualified Staff (Instruction)

- a. K-8 Tier I/Tier II Intervention Teachers (Title I)
- b. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)

4. Attract and Retain Highly Qualified Staff

- a. Current Employee Recognitions (No Funds)
- b. Restructuring of Salary Schedules (General Funds)
- c. Retention and Recruitment Bonuses (Title II)

5. Professional Development

- a. Instructional Coaches and Materials (Title II)
- b. Data Instructional Coach (Section 21h)
- c. Special Education Professional Development (IDEA)
- d. English Learners Oriented Professional Development (SW5)
- e. Professional Learning Communities Stipends and Subs (Title I)
- f. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)
- g. MTSS Coordinator (Title I)
- h. Title II Coordinator (Title II)
- i. Data Instructional Coach (Section 21h)

6. Parental Involvement

- a. Parent Events/Initiatives Literature, Refreshments and Interpreters (Title I, GSRP)

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- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)
- d. Parental Involvement Software Subscription (Section 31a)
- 7. Preschool Transition
 - a. Elementary School Parent and Student Visits (General Fund)
- 8. Assessment Decisions
 - a. NWEA Assessment System (Title I)
 - b. Professional Learning Communities Substitutes and Stipends (Title I)
 - c. Data Analysis Training (Title II)
 - d. Data Instructional Coach (Section 21h)
- 9. Timely & Additional Assistance
 - a. Core Content Intervention Specialists (Title I)
 - b. K-8 Tier I/Tier II Intervention Teachers (Title I)
 - c. 6-8 Tier III Intervention Teachers (Title I)
 - d. ESL Teachers (Section 31a)
 - e. HS English Language Development Teacher, Training and Materials (Section 21h)
 - f. HS Reading Intervention Teacher (Section 21h)
 - g. ELE Reading/Math Intervention Specialists, Training and Materials (Section 21h)
 - h. ELE STEM Program Contractor and Supplies (Section 21h)
 - i. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
 - j. After/Before/Summer Tutorial Program (Section 21h)
 - k. Summer Literacy Program (Section 35a5)
 - l. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
 - m. Alternative Education Teachers and Counselor (Section 31a)
 - n. K-3 Reading/Math Teachers (Section 31a)
 - o. Art/Music Intervention (Section 31a)
 - p. Breakfast Program Supplemental Supplies/Materials (Section 31a)
 - q. Career and Technical Education Teacher Assistants (Title I)
 - r. College and Career Readiness Tutor (Title I)
 - s. College and Career Readiness Specialist (Title I)
 - t. Career Focused Staff (Title I, Section 61a6, CFE)
 - u. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
 - v. Special Education Psychologists (IDEA)
 - w. Special Education Speech and Language Pathologists (IDEA)
 - x. Behavior Intervention Materials and Specialists (Title I, Title IV)
 - y. Behavior/Social Emotional Materials/Supplies (Title IV)
 - z. At-Risk Social Workers (Title I)
 - aa. HS PBIS Initiatives (Section 21h)
 - bb. Special Education Social Workers (IDEA)
 - cc. MTSS Coordinator (Title I)
 - dd. Police Authority Officers (Section 31a)
 - ee. Homeless Student Transportation (Section 31a)
 - ff. Homeless Student Supplies (Title I and Section 31a)
- 10. Coordination & Integration of Federal, State and Local Resources

- a. Grants Compliance & Billing Coordinator (Title I, Title II)
- b. Grants Compliance & Billing Specialist (Title I, Title II)

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.

- 1. Students receive a daily free breakfast and lunch thru the Community Eligibility Provision Program (CEP);
- 2. Students receive a daily snack between lunch and school dismissal thru the Fresh Fruit and Vegetable Program (FFVP);
- 3. Students receive a meal thru the Child and Adult Care Food Program (CACFP) if they participate in our alternative education program, athletics programs, and afterschool enrichment program funded via the 21st Century Community Learning Centers Grant;
- 4. Police Authority Officers, Behavior Intervention Specialists and At-Risk Social Workers work with students to prevent and minimize truancy, assist with social and emotional behaviors that limit the student's academic achievement results;
- 5. A Preschool Program (GSRP) is provided to 272 students;
- 6. Vocation and Technical Education, dual Enrollment and Job training opportunities are provided to HS students.

Evaluation:

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

Implementation of the school-wide program will be evaluated annually. The Building Turnaround Network (BTN) Team with the assistance of parents and the PTK Organization will collect evidence using the MDE Program Evaluation Tool. The success of the program will be based on the impact on students' academic achievement (planned targets) and stakeholders' satisfaction.

At least twice per year (September/October and April/ May) the BTN Leadership Team meets to review the implementation of the school-wide program. PLCs/ILC teams meet at least monthly to review students' academic progress including assigned interventions for students not meeting academic standards. The principal reviews the lesson plans observe the fidelity of programs during walkthroughs and conducts formal and informal dialogue with teachers about the implementation of school-wide programs. The principal also monitors the school-wide budget and use of funds and resources for programs.

The teachers and the principal solicit parent comments and concerns about school-wide programs through regular communication. Parents complete perception surveys at least twice per year. Staff members also attend PTK Organization meetings to make note of comments and concerns.

The BTN Leadership analyzes artifacts and data in May in order to decide if the programs will be maintained, revised or eliminated

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.

The MDE Program Evaluation Tool will be a guide to the evaluation of the impact of the school-wide program on student achievement. PLCs/ILC teams will examine student assessments during quarterly meetings. This includes analysis of State assessment scores, M-Step, NWEA, and Fountas and Pinnell along with unit assessments, ILC results, summative and formative assessments. Data teams will determine if student achievement increased as planned in each of the measurable objectives of the SI Plan. The results for ALL students and for targeted subgroups will be examined. The BTN Team with the assistance of parents and the PTK Organization will decide if the program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards

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.

The Schoolwide team and BTN with the assistance of parents and the PTK Organization will determine the effectiveness of the achievement of students who are furthest from the standards by:

- The examination of sub-groups' scores for multiple assessments. This includes State assessment scores and district benchmark assessments, ILC results and other assessments as noted in the SI Plan.
- Program records of students' entering and exiting supplemental programs.
- Student, parent and staff satisfaction perception surveys.

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?

The schoolwide program is designed to ensure continuous improvement of students. Schoolwide strategies and activities are evaluated annually by the SI leadership with the assistance of parents and the PTK Organization. If a program or activity is not resulting in the intended student achievement for all students or for students not meeting standards, the SI leadership will use the MDE Program Tool to assess:

- the readiness for the program
- the knowledge and skills of the staff and administrators to implement the program
- the opportunity for high-quality implementation
- implementation fidelity

This assessment will lead to the type of revisions that are needed to make adjustments to the program or to the decision to eliminate the program or activity. The plan is discussed at a general staff meeting and it is then approved by all stakeholders including parents.

Owen Elementary School 2019-2020 Improvement Plan Goals

Overview

Plan Name

Owen Elementary School 2019-2020 Improvement Plan Goals

Plan Description

2019-2020 School Improvement Plan Goals

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	Owen Elementary students will demonstrate an increased understanding and knowledge of scientific concepts.	Objectives: 2 Strategies: 3 Activities: 8	Academic	\$14100
2	Owen Elementary Students will demonstrate an increase in proficiency in mathematics.	Objectives: 2 Strategies: 4 Activities: 11	Academic	\$28000
3	All students at Owen Elementary will become proficient in English Language Arts.	Objectives: 3 Strategies: 4 Activities: 11	Academic	\$81000
4	All students at Owen Elementary School will improve their comprehension of Social Studies content.	Objectives: 3 Strategies: 3 Activities: 10	Academic	\$17750
5	CULTURE AND CLIMATE: Owen Elementary School will create a climate and culture that supports the diversity of all students academically, socially, and emotionally..	Objectives: 3 Strategies: 6 Activities: 17	Organizational	\$85300

Goal 1: Owen Elementary students will demonstrate an increased understanding and knowledge of scientific concepts.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth 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 in determining the meaning of academic and specific words or phrases in a text relevant to a topic in Science by 06/12/2020 as measured by M-Step grade 5, and pre-test/post test in class..

(shared) Strategy 1:

Science Vocabulary/Concepts - The teacher will engage the students in multiple activities to reinforce science vocabulary words and concepts.

Category: Science

Research Cited: Hyerle, D., Ed.D., & Yeager, C., Ed.D. (2007). Thinking Maps. In A Language for Learning. Cary, NC:

Thinking Maps, Inc. <http://dx.doi.org/2007>

.Bell, M. J. (2009). Harcourt Science. Orlando, FL: Harcourt Schools. <http://dx.doi.org/2009>

Allen, K. Z., & Berg, L. R., Ph.D. (2005). Holt Science & Technology Series. Orlando, FL: Holt,

Rinehart and Winston. <http://dx.doi.org/2005>

Tier: Tier 1

Activity - Hands on Science lab using resource kits.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be introduced to the scientific method, with the intensive students utilizing supplemental materials, activities and tutorial support. Which will allow them to participate in scientific inquiry based experiments.	Materials	Tier 2	Implement	09/03/2019	06/12/2020	\$4000	Title I School Improvement (ISI)	All teaching and intervention staff
Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will extend learning opportunities for students to display their knowledge of the scientific method by student producing science fair projects. Students in kindergarten and 1st grade will develop a class project and students in grade 2-5 will have the opportunities to develop individual science fair projects. Some students in grade 2 will work with a partner or small groups.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$3000	Title I School Improvement (ISI)	All teaching and intervention support staff.

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Activity - Field trips/Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will connect science concepts to real world experiences.	Field Trip	Tier 1	Implement	09/03/2019	06/12/2020	\$1500	Title I Schoolwide	all teaching staff, interventionist, parents, and principal

Activity - Vocabulary notebooks/Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize word study methods using content area notebooks to support intensive students by helping them organize and recall scientific terminology.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$1800	Title I Schoolwide , Title I School Improvement (ISI)	all teaching and intervention staff

Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
explicit instruction teach with vocabulary	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$500	School Improvement Grant (SIG)	Science PLC Committee

Strategy 2:

Data Dialogue - Teachers will dialogue and analysis student's assessments data during Science Professional Learning Committees and Instructional Learning Cycles for planning, interventions and developing differentiated instruction for proficiency and enrichment.

Category: Science

Research Cited: Data Driven Dialogue (Bohm, D..1990), developed by Teacher Development Group, 2002. National School Reform Faculty, Harmony Education Center(WWW.nsrharmony.org).

Tier: Tier 1

Activity - Interventions/Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will formulate and implement interventions for students not meeting the district and state standards in science.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$500	Title I Schoolwide , Title I Schoolwide	All teaching and intervention staff

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development on science content, data analyze, explicit instruction, The District curriculum Phenomenal Science.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$1500	Title I Schoolwide	All content teachers

Strategy 3:

Phenomenal Science - Teacher focuses on instructional strategies for implementing learning in K-5 science. Such as productive talk, integration, note booking, and planning inquiry cycles around anchoring phenomena.

Category: Science

Research Cited: Michigan Stem Partnership is sponsored by Michigan Virtual University

Tier: Tier 1

Activity - Phenomenal Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science curriculum	Curriculum Development	Tier 1	Implement	09/03/2019	06/12/2020	\$1300	Title I Schoolwide	the whole staff

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth and Fifth 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 in scientific method through inquiry skills in Science by 06/30/2017 as measured by state and district assessment (NWEA 2-6)..

(shared) Strategy 1:

Science Vocabulary/Concepts - The teacher will engage the students in multiple activities to reinforce science vocabulary words and concepts.

Category: Science

Research Cited: Hyerle, D., Ed.D., & Yeager, C., Ed.D. (2007). Thinking Maps. In A Language for Learning. Cary, NC:

Thinking Maps, Inc. <http://dx.doi.org/2007>

.Bell, M. J. (2009). Harcourt Science. Orlando, FL: Harcourt Schools. <http://dx.doi.org/2009>

Allen, K. Z., & Berg, L. R., Ph.D. (2005). Holt Science & Technology Series. Orlando, FL: Holt,

Rinehart and Winston. <http://dx.doi.org/2005>

Tier: Tier 1

Activity - Hands on Science lab using resource kits.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will be introduced to the scientific method, with the intensive students utilizing supplemental materials, activities and tutorial support. Which will allow them to participate in scientific inquiry based experiments.	Materials	Tier 2	Implement	09/03/2019	06/12/2020	\$4000	Title I School Improvement (ISI)	All teaching and intervention staff
Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will extend learning opportunities for students to display their knowledge of the scientific method by student producing science fair projects. Students in kindergarten and 1st grade will develop a class project and students in grade 2-5 will have the opportunities to develop individual science fair projects. Some students in grade 2 will work with a partner or small groups.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$3000	Title I School Improvement (ISI)	All teaching and intervention support staff.
Activity - Field trips/Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will connect science concepts to real world experiences.	Field Trip	Tier 1	Implement	09/03/2019	06/12/2020	\$1500	Title I Schoolwide	all teaching staff, interventionist, parents, and principal
Activity - Vocabulary notebooks/Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will utilize word study methods using content area notebooks to support intensive students by helping them organize and recall scientific terminology.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$1800	Title I Schoolwide, Title I School Improvement (ISI)	all teaching and intervention staff
Activity - Explicit Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
explicit instruction teach with vocabulary	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$500	School Improvement Grant (SIG)	Science PLC Committee

Goal 2: Owen Elementary Students will demonstrate an increase in proficiency in mathematics.

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Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth 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 in Numbers and Operations in Mathematics by 06/12/2020 as measured by National (NWEA: K-5), State (MI-STEP), MI-Access and District and local assessments by implementing Common Core Units.

(shared) Strategy 1:

Apply problem solving skills. - Teachers will integrate supplemental Math Games weekly to improve problem solving skills. Teachers will use supplemental kits and teacher made activities as documented in their lesson plans and monitored at least 4 times per marking period.

Category: Mathematics

Research Cited: Bell, Jean, Max Bell, and Amy Dilliard. Everyday Mathematics. Chicago, IL: Wright Group/McGraw-Hill, 2008. Print.;"Problem-Solving Strategies and the Common Core Practice Standards." The Max Ray Blog RSS.<http://mathforum.org/blogs/max/problem-solving-strategies-and-the-common-core-practice-standards/>;"SuccessMaker®: A Digital Learning Curriculum." Pearsonscool.com:. N.p., n.d. Web. 04 June 2013.

Tier: Tier 2

Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively engage in Math Workshop to develop problem solving strategies using Common Core 8 Standards of Mathematical Practices. Students will utilize interactive white boards, computers, supplemental kits, and activities to increase engage and comprehension of mathematical concepts to strengthen their knowledge of the math curriculum.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$1000	Title I Schoolwide	All teachers and support staff of mathematics.
Activity - Individualized Computer Based Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Owen students will participate in individualized computer based practice weekly. Our intensive students will receive additional math computer based practice with the assistance of 2 math intervention support people	Technology	Tier 2	Implement	09/03/2019	06/12/2020	\$5000	Title I Schoolwide	Principal, K-5 staff, Intervention Support Staff
Activity - NWEA Action Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice per year NWEA Action Plan for grades Kindergarten through 5. Teachers will give pre and post tests on specific skills based on NWEA data dialogues.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Teachers of grades Kindergarten through 5. NWEA coordinator

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Activity - Canned Food Drive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will collect, display and interpret data from the canned food drive.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All Teachers

(shared) Strategy 2:

Small-group Instruction - Teachers will plan differentiated instruction for small groups of students intended to increase the quality of discourse and understanding of problem-solving processes. This will be documented in daily lesson plans.

Category: Mathematics

Research Cited: "Effective Mathematics Instruction." National Dissemination Center for Children with Disabilities. N.p., n.d. Web. 04 June 2013.<http://nichcy.org/research/ee/math>

Tier:

Activity - Everyday Mathematics Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply problem-solving strategies, differentiated by the use of the journal as directed by the teacher.	Other			09/03/2019	06/12/2020	\$10000	Title I Schoolwide	K-5 Teachers

Activity - Everyday Mathematics Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively engage in Everyday Math games by applying problem solving strategies. Students will engage in Interactive White Board activities to further develop understanding of concepts presented in EDM games	Academic Support Program		Implement	09/03/2019	06/12/2020	\$5000	Title I Schoolwide	Principal and K-5 teachers of Mathematics

Activity - Vocabulary Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use explicit instruction strategies in their vocabulary notebooks	Direct Instruction		Implement	09/03/2019	06/12/2020	\$1500	General Fund	All teachers

Strategy 3:

Build Automaticity in Math Facts - Teachers will use time practice drills to develop automaticity in basic math facts.

Category: Mathematics

Research Cited: "Math-fluency.com." Math-fluency.com. N.p., n.d. Web. 04 June 2013.

Tier:

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Activity - Timed Practice Drills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use time practice drills to develop automaticity in basic math facts.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$1000	Title I Schoolwide	Classroom and Resource Teachers

Activity - Math Wizards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a school wide math fact competition. K-2 will have a competition for Addition/Subtraction Facts, 3-5 for Multiplication Facts.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All Teachers of Mathematics

Strategy 4:

Data Dialogue - Teachers will have meaningful dialogue about student data during monthly PLC and ILC meetings as appropriate.

Category:

Research Cited: Love, Nancy. Using Data, Getting Results: A Practical Guide for School Improvement in Mathematics and Science. Norwood, MA: Christopher-Gordon, 2002. Print.

Tier:

Activity - Interventions/Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After dialoging about student data, teachers will plan and implement interventions/differentiated instruction strategies that meet the culturally diverse needs of all learners.	Academic Support Program			09/03/2019	06/12/2020	\$3000	Title I Schoolwide	Owen Administrator and Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Owen Staff will attend appropriate Mathematics professional development trainings based on the needs from our PLC and ILC data dialogues. Workshops may include but are not limited to (CCSS implementation, math workshop differentiated instruction, other pertinent workshops).	Professional Learning			09/03/2019	06/12/2020	\$1500	Title I Schoolwide	Owen Staff and Administration

Measurable Objective 2:

60% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Data Analysis in Mathematics by 06/12/2020 as measured by Pre/Post Unit Assessments.

(shared) Strategy 1:

Apply problem solving skills. - Teachers will integrate supplemental Math Games weekly to improve problem solving skills. Teachers will use supplemental kits and

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teacher made activities as documented in their lesson plans and monitored at least 4 times per marking period.

Category: Mathematics

Research Cited: Bell, Jean, Max Bell, and Amy Dilliard. Everyday Mathematics. Chicago, IL: Wright Group/McGraw-Hill, 2008. Print.;"Problem-Solving Strategies and the Common Core Practice Standards." The Max Ray Blog RSS.<http://mathforum.org/blogs/max/problem-solving-strategies-and-the-common-core-practice-standards/>;"SuccessMaker®: A Digital Learning Curriculum." Pearsonschool.com:. N.p., n.d. Web. 04 June 2013.

Tier: Tier 2

Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively engage in Math Workshop to develop problem solving strategies using Common Core 8 Standards of Mathematical Practices. Students will utilize interactive white boards, computers, supplemental kits, and activities to increase engage and comprehension of mathematical concepts to strengthen their knowledge of the math curriculum.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$1000	Title I Schoolwide	All teachers and support staff of mathematics.
Activity - Individualized Computer Based Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Owen students will participate in individualized computer based practice weekly. Our intensive students will receive additional math computer based practice with the assistance of 2 math intervention support people	Technology	Tier 2	Implement	09/03/2019	06/12/2020	\$5000	Title I Schoolwide	Principal, K-5 staff, Intervention Support Staff
Activity - NWEA Action Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice per year NWEA Action Plan for grades Kindergarten through 5. Teachers will give pre and post tests on specific skills based on NWEA data dialogues.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Teachers of grades Kindergarten through 5. NWEA coordinator
Activity - Canned Food Drive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will collect, display and interpret data from the canned food drive.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All Teachers

(shared) Strategy 2:

Small-group Instruction - Teachers will plan differentiated instruction for small groups of students intended to increase the quality of discourse and understanding of

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problem-solving processes. This will be documented in daily lesson plans.

Category: Mathematics

Research Cited: "Effective Mathematics Instruction." National Dissemination Center for Children with Disabilities. N.p., n.d. Web. 04 June 2013.<http://nichcy.org/research/ee/math>

Tier:

Activity - Everyday Mathematics Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply problem-solving strategies, differentiated by the use of the journal as directed by the teacher.	Other			09/03/2019	06/12/2020	\$10000	Title I Schoolwide	K-5 Teachers

Activity - Everyday Mathematics Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively engage in Everyday Math games by applying problem solving strategies. Students will engage in Interactive White Board activities to further develop understanding of concepts presented in EDM games	Academic Support Program		Implement	09/03/2019	06/12/2020	\$5000	Title I Schoolwide	Principal and K-5 teachers of Mathematics

Activity - Vocabulary Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use explicit instruction strategies in their vocabulary notebooks	Direct Instruction		Implement	09/03/2019	06/12/2020	\$1500	General Fund	All teachers

Goal 3: All students at Owen Elementary will become proficient in English Language Arts.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth 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 in reading comprehension in English Language Arts by 06/12/2020 as measured by National (NWEA 2-5), State assessments (M-Step, MI-Access, WIDA), District/ISD assessments (Fountas and Pinnell, and other assessments as outlined in Atlas Rubicon).

(shared) Strategy 1:

Reading Comprehension - Teachers will use Fountas and Pinnell Continuum of Learning and CORE Sourcebook strategies aligned to the Common Core to increase student comprehension of complex and informational text.

Category: English/Language Arts

Research Cited: Honig, Bill, Linda Diamond, Linda Gutlohn, and Carrie L. Cole. Teaching Reading Sourcebook. Novato, CA: Arena, 2008. Print. "THINKING MAPS A Language for Learning Training/Resource Manual K-12 [Ring-bound]." THINKING MAPS A Language for Learning Training/Resource Manual K-12: Ed. D., and Chris

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Yeager M. Ed. David Hyerle: 9781884582271: Amazon.com: Books. 2007. The Continuum of Literacy Learning, Grades PreK-8: A Guide to Teaching, Second Edition.

Pinnell, Gay Su and Fountas, Irene C. ISBN: 10: 0-325-02878-8. 2011

Tier: Tier 2

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff (Bilingual tutors, and ESL Teacher included) will provide appropriate reading intervention as needed to increase comprehension of text.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$500	Title I Schoolwide	All Teacher Staff, Bilingual Tutors and Principal

Activity - Reading & Writers Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at Owen Elementary will demonstrate an increase in proficiency in reading and writing. Following training, Reading and Writing Workshops will be implemented at all grade levels and within all classrooms. Teachers will utilize small group instruction during Reading and Writing Workshop. Teachers will use assessments to screen the instructional needs of students based on our data dialogues of student performance on State and District assessments (ILC Focus Skills, Fountas and Pinnell, Brigance, WIDA-Access, NWEA, and State assessments). Our cause of gap statement shows that Owen Elementary School has a high deficit in reading and writing. Reading and Writing Workshop supports all components of a balanced literacy approach which combines whole-class (Mini-lessons, Interactive Writing, Shared Reading, and End of Workshop Sharing/Reporting) and small group instruction (Partner Reading, Guided Reading Lessons, Strategy Lessons, and Conferences). Owen Elementary staff will participate in ongoing professional development provided by Oakland Schools ELA coaches; identified teachers will facilitate a Train the Trainer model to share information with the whole staff.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$45000	Title I Schoolwide	All Instructional Staff, Reading Specialists and Bilingual Tutors.

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will clarify difficult and abstract concepts by connecting a dynamic visual design with a specific thought process using thinking maps based on the 8 cognitive skills.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$500	Title I Schoolwide	All Teaching Staff (including ESL and Special Services), Reading Specialist, Bilingual Tutors and Building Principal
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Activity - Before and/or After School Tutoring/Learning Extensions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will guide extra learning support activities and enrichment to promote reading proficiency in a before and/or after school environment. Activities may include ESL support for ELL students, book club, homework and classroom support of reading (phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension). Use of technology (Promethean boards, Chromebooks, computer software/websites, etc.) to promote reading proficiency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$5000	Title I Schoolwide	All Staff, Building Principal and Support Staff

Activity - Use of Technology - White Boards, Chromebooks, etc.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize technology with Chromebooks/Tablets, various promethean board activities (flipcharts, resources and online games and programs such as RazKids, Front Row, and MobyMax) to promote proficiency in the 5 Components of Reading.	Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$500	Title I Schoolwide	All Staff and Building Principal

(shared) Strategy 2:

Data Dialogue - Teachers will have meaningful dialogue about student data during monthly PLC and ILC meetings as appropriate.

Category: English/Language Arts

Research Cited: Harrison, Cindy, and Chris Brown. "Data Dialogue." (n.d.): n. pag. Rpt. in National Staff Development Council. No. 4 ed. Vol. 29. N.p.: n.p., Fall 2008. 15-19. Print.

Tier: Tier 2

Activity - Interventions/Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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After dialoguing about student data during ILC's, teachers will plan and implement a NWEA Action Plan (2-6) with interventions/differentiated instruction strategies that meet the culturally diverse needs of all learners.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$3000	Title I Schoolwide	Owen Administrator and Staff
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Owen Staff will attend appropriate ELA professional development trainings based on the needs from our PLC and ILC data dialogues. Workshops may include but are not limited to (Writing Pathways, Fountas and Pinnell, Guided Reading, CORE strategies, differentiated instruction, Phonics First, Thinking Maps and other pertinent workshops).	Professional Learning			09/03/2019	06/12/2020	\$1500	Title I Schoolwide	Administrator and all Staff

Strategy 3:

Explicit Instruction (vocabulary) - All students will receive Explicit Instruction, particularly in the area of vocabulary, across the curriculum. One of the most successful tools available to educators is explicit instruction. It is structured, systematic and effective for teaching academic skills. Educational researcher, Robert J. Marzano suggests that we can help close the achievement gap by explicitly teaching subject-specific academic vocabulary to those students who are lacking the background knowledge to succeed in school (Robert J. Marzano's "Six Steps to Effective Vocabulary Instruction" from Building Background Knowledge for Academic Achievement).

Owen's EL population, as well as the At-Risk student population that have low oral language skills is too large to simply rely on one ESL (English as a Second Language) teacher in our school. All teachers will become proficient in Explicit Instruction, particularly in the area of vocabulary. Explicit instruction is absolutely necessary in teaching content that students could not otherwise discover." Because vocabulary development is critical in all subject areas, teachers will use explicit instruction for vocabulary instruction across the curriculum. Our test data indicate that explicit instruction is needed in all areas, particularly in informational reading, social studies, science, and math which often have difficult vocabulary.

Category: English/Language Arts

Research Cited: Robert J. Marzano's "Six Steps to Effective Vocabulary Instruction" from Building Background Knowledge for Academic Achievement and Effective and Efficient Teaching by Anita L. Archer and Charles A. Hughes, copyright 2011 by the Guilford Press.

Tier: Tier 1

Activity - Instructional Staff Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The book study activity will provide instructional staff with Professional development that will help support low level readers (At Risk and ESL) in all content areas. Teachers will explore the foundations of Explicit Instruction, Design Lessons using Skills and Strategies of Explicit Instruction with the outcome that they will develop skills to increase knowledge of explicit instruction to increase students vocabulary skills.	Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$20000	Title I Schoolwide	All Instructional Staff, ELA & Math Interventionist, Instructional Coach, Content Coaches and Building Administrators.
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Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth and Fifth 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 in comprehension of informational text with a 20% increase in assessment scoring in English Language Arts by 06/30/2020 as measured by Fountas and Pinnell (K-5), National (NWEA 2-5), State (M-Step, MiAccess, Brigance, WIDA) and District/ISD assessments (End of Selection tests and teacher made assessments).

(shared) Strategy 1:

Reading Comprehension - Teachers will use Fountas and Pinnell Continuum of Learning and CORE Sourcebook strategies aligned to the Common Core to increase student comprehension of complex and informational text.

Category: English/Language Arts

Research Cited: Honig, Bill, Linda Diamond, Linda Gutlohn, and Carrie L. Cole. Teaching Reading Sourcebook. Novato, CA: Arena, 2008. Print. "THINKING MAPS A Language for Learning Training/Resource Manual K-12 [Ring-bound]." THINKING MAPS A Language for Learning Training/Resource Manual K-12: Ed. D., and Chris Yeager M. Ed. David Hyerle: 9781884582271: Amazon.com: Books. 2007. The Continuum of Literacy Learning, Grades PreK-8: A Guide to Teaching, Second Edition. Pinnell, Gay Su and Fountas, Irene C. ISBN: 10: 0-325-02878-8. 2011

Tier: Tier 2

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff (Bilingual tutors, and ESL Teacher included) will provide appropriate reading intervention as needed to increase comprehension of text.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$500	Title I Schoolwide	All Teacher Staff, Bilingual Tutors and Principal

Activity - Reading & Writers Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Owen Elementary School

All students at Owen Elementary will demonstrate an increase in proficiency in reading and writing. Following training, Reading and Writing Workshops will be implemented at all grade levels and within all classrooms. Teachers will utilize small group instruction during Reading and Writing Workshop. Teachers will use assessments to screen the instructional needs of students based on our data dialogues of student performance on State and District assessments (ILC Focus Skills, Fountas and Pinnell, Brigance, WIDA-Access, NWEA, and State assessments). Our cause of gap statement shows that Owen Elementary School has a high deficit in reading and writing. Reading and Writing Workshop supports all components of a balanced literacy approach which combines whole-class (Mini-lessons, Interactive Writing, Shared Reading, and End of Workshop Sharing/Reporting) and small group instruction (Partner Reading, Guided Reading Lessons, Strategy Lessons, and Conferences). Owen Elementary staff will participate in ongoing professional development provided by Oakland Schools ELA coaches; identified teachers will facilitate a Train the Trainer model to share information with the whole staff.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$45000	Title I Schoolwide	All Instructional Staff, Reading Specialists and Bilingual Tutors.
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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will clarify difficult and abstract concepts by connecting a dynamic visual design with a specific thought process using thinking maps based on the 8 cognitive skills.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$500	Title I Schoolwide	All Teaching Staff (including ESL and Special Services), Reading Specialist, Bilingual Tutors and Building Principal

Activity - Before and/or After School Tutoring/Learning Extensions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will guide extra learning support activities and enrichment to promote reading proficiency in a before and/or after school environment. Activities may include ESL support for ELL students, book club, homework and classroom support of reading (phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension). Use of technology (Promethean boards, Chromebooks, computer software/websites, etc.) to promote reading proficiency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$5000	Title I Schoolwide	All Staff, Building Principal and Support Staff

School Improvement Plan

Owen Elementary School

Activity - Use of Technology - White Boards, Chromebooks, etc.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize technology with Chromebooks/Tablets, various promethean board activities (flipcharts, resources and online games and programs such as RazKids, Front Row, and MobyMax) to promote proficiency in the 5 Components of Reading.	Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$500	Title I Schoolwide	All Staff and Building Principal

(shared) Strategy 2:

Data Dialogue - Teachers will have meaningful dialogue about student data during monthly PLC and ILC meetings as appropriate.

Category: English/Language Arts

Research Cited: Harrison, Cindy, and Chris Brown. "Data Dialogue." (n.d.): n. pag. Rpt. in National Staff Development Council. No. 4 ed. Vol. 29. N.p.: n.p., Fall 2008. 15-19. Print.

Tier: Tier 2

Activity - Interventions/Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After dialoguing about student data during ILC's, teachers will plan and implement a NWEA Action Plan (2-6) with interventions/differentiated instruction strategies that meet the culturally diverse needs of all learners.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$3000	Title I Schoolwide	Owen Administrator and Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Owen Staff will attend appropriate ELA professional development trainings based on the needs from our PLC and ILC data dialogues. Workshops may include but are not limited to (Writing Pathways, Fountas and Pinnell, Guided Reading, CORE strategies, differentiated instruction, Phonics First, Thinking Maps and other pertinent workshops).	Professional Learning			09/03/2019	06/12/2020	\$1500	Title I Schoolwide	Administrator and all Staff

Measurable Objective 3:

60% of Kindergarten, First, Second, Third, Fourth and Fifth 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 in the understanding of the traits and process of writing by producing a portfolio of writing samples in English Language Arts by 06/12/2020 as measured by Writing Pathways Rubric, National (NWEA 2-5), State (M-Step, Mi-Access), and District/ISD assessments.

Strategy 1:

Writing Process - Teachers will utilize the writing process and best practices to model successful writing at each grade level. We will utilize the grade level designated 5 point rubric for a comprehensive assessment of student writing.

Category: English/Language Arts

School Improvement Plan

Owen Elementary School

Research Cited: Sebranek, Patrick, Dave Kemper, and Verne Meyer. Write Source. Wilmington, MA: Write Source, 2005. Print. Culham, Ruth. 6 + 1 Traits of Writing: The Complete Guide. New York: Scholastic Professional, 2003. Print. Fontenot, Jennifer, and Karen Carney. Blueprint for Exceptional Writing. Boston: Pearson, 2009. Print. Calkins, Lucy. Units of Study for Primary Writing: A Yearlong Curriculum. Portsmouth, NH: FirstHand, 2003. Print. Calkins, Lucy, Marjorie Martinelli, Ted Kesler, Cory Gillette, Maria Colleen. Cruz, Medea McEvoy, Mary Chiarella, and Kathy Collins. Units of Study for Teaching Writing, Grades 3-5. Portsmouth, NH: FirstHand, 2006. Print

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will clarify difficult and abstract concepts by connecting a dynamic visual design with a specific thought process using thinking maps based on the 8 cognitive skills.	Direct Instruction			09/03/2019	06/12/2020	\$500	Title I Schoolwide	All Staff and Building Principal

Activity - Daily Writing Folders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students write daily using writing notebooks and personal writing folders in order to work through the steps of the writing process as they increase writing proficiency.	Academic Support Program			09/03/2019	06/12/2020	\$3000	Title I Schoolwide	All Staff and Building Principal

Activity - Comprehensive Assessment of Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Writing Pathways On-Demand assessment 3 times a year which will be scored by multiple teachers to ensure students understanding of the Writing Process.	Academic Support Program	Tier 1		09/03/2019	06/12/2020	\$1500	Title I Schoolwide	All Staff and Building Principal

(shared) Strategy 2:

Data Dialogue - Teachers will have meaningful dialogue about student data during monthly PLC and ILC meetings as appropriate.

Category: English/Language Arts

Research Cited: Harrison, Cindy, and Chris Brown. "Data Dialogue." (n.d.): n. pag. Rpt. in National Staff Development Council. No. 4 ed. Vol. 29. N.p.: n.p., Fall 2008. 15-19. Print.

Tier: Tier 2

Activity - Interventions/Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Owen Elementary School

After dialoguing about student data during ILC's, teachers will plan and implement a NWEA Action Plan (2-6) with interventions/differentiated instruction strategies that meet the culturally diverse needs of all learners.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$3000	Title I Schoolwide	Owen Administrator and Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Owen Staff will attend appropriate ELA professional development trainings based on the needs from our PLC and ILC data dialogues. Workshops may include but are not limited to (Writing Pathways, Fountas and Pinnell, Guided Reading, CORE strategies, differentiated instruction, Phonics First, Thinking Maps and other pertinent workshops).	Professional Learning			09/03/2019	06/12/2020	\$1500	Title I Schoolwide	Administrator and all Staff

Goal 4: All students at Owen Elementary School will improve their comprehension of Social Studies content.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 in content in Social Studies by 06/12/2020 as measured by ,State (currently M-Step), District and Building-Level (Pre and Post Tests) Assessments.

(shared) Strategy 1:

Explicit Vocabulary instruction - Students will engage in multiple activities to reinforce Social Studies vocabulary. Teachers will use Explicit Vocabulary instruction to teach important content vocabulary. Explicit Vocabulary Instruction District Model (Define, Fill-in-the-blank, Create a Sentence, Analogy, Concept Map, Word Wall), and Four Square Vocabulary.

Category: Social Studies

Research Cited: District Provided Active Reading Framework

Hart, B., & Risley, R. T. (1995). Meaningful differences in the everyday experience of young American children. Baltimore: Paul H. Brookes.

Hyerle, David & Yeager, Chris. (2007). Thinking Maps : A Language for Learning. Cary, North Carolina: Thinking Maps, Incorporated. Berson, Michael J., Howard,

Tyrone C., & Salinas, Cinthia. (2007). Michigan Curriculum Framework, Social Studies. <http://oaklandk12-public.rubiconatlas.org>.

Reading and Learning Strategies for Middle and High School Students (Lenski, Wham, and Johns 1999)

Honig, Diamond and Gutlohn (2012). Teaching Reading Sourcebook: Updated Second Edition. Academic Therapy Publishers; Novato, CA. Harcourt School Publishers.

Orlando : Harcourt School Publishers, ©2007.

Heidi Hayes Jacobs; Brenda Randolph; Michal LeVasseur; Prentice Hall World Explorer. Prentice-Hall, inc. Needham, Mass. : Prentice Hall, ©2003.

Tier: Tier 1

School Improvement Plan

Owen Elementary School

Activity - Active Reading Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers will use the Pontiac School District Active Reading Initiative to teach Informational/ Expository text structure. Examples include: Text Coding Guide	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$3500	Title I School Improvement (ISI)	All Content Teachers

Activity - Explicit Vocabulary instruction Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Explicit Vocabulary Instruction Model as a Before Reading Strategy to help learn/master important content vocabulary. This activity includes methods such as Definition, Fill-in-the-Blank, Create a Sentence, Create a Visual for your sentence, Analogy, Metaphors and Similes, Concept Maps, and Word Wall.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/12/2020	\$2500	Title I Schoolwide	All content teachers

Activity - White boards activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in Social Studies promethen board activities (Example: Promethean Planet).	Technology	Tier 1	Monitor	09/03/2019	06/12/2020	\$2500	Title I Schoolwide	All content staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Thinking Maps to help increase vocabulary comprehension.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/12/2020	\$1000	Title I Schoolwide	All content staff

(shared) Strategy 2:

Data Dialogue - Teachers will have meaningful dialogue about student data during monthly PLC and ILC meetings as needed.

Category: Social Studies

Research Cited: Data Driven Dialogue (Bohm, D., 1990) , developed by Teacher Development Group, 2002. National School Reform Faculty, Harmony Education Center (www.nsrffharmony.org).

Tier: Tier 1

Activity - Interventions/DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will formulate and implement interventions that meet the diverse needs of students, both academic and cultural.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Title I Schoolwide	Teachers

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Professional Development as needed to implement the various Instructional Learning Cycles.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$1500	Title I Schoolwide	All Content Teachers

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 in reading and comprehension of Expository/ Informational (Complex Text) in Social Studies by 06/29/2018 as measured by National (NWEA; 2-6), State (currently M-step), District and Building-Level (Pre and Post Tests) Assessments..

(shared) Strategy 1:

Explicit Vocabulary instruction - Students will engage in multiple activities to reinforce Social Studies vocabulary. Teachers will use Explicit Vocabulary instruction to teach important content vocabulary. Explicit Vocabulary Instruction District Model (Define, Fill-in-the-blank, Create a Sentence, Analogy, Concept Map, Word Wall), and Four Square Vocabulary.

Category: Social Studies

Research Cited: District Provided Active Reading Framework

Hart, B., & Risley, R. T. (1995). Meaningful differences in the everyday experience of young American children. Baltimore: Paul H. Brookes.

Hyerle, David & Yeager, Chris. (2007). Thinking Maps : A Language for Learning. Cary, North Carolina: Thinking Maps, Incorporated. Berson, Michael J., Howard,

Tyrone C., & Salinas, Cinthia. (2007). Michigan Curriculum Framework, Social Studies. <http://oaklandk12-public.rubiconatlas.org>.

Reading and Learning Strategies for Middle and High School Students (Lenski, Wham, and Johns 1999)

Honig, Diamond and Gutlohn (2012). Teaching Reading Sourcebook: Updated Second Edition. Academic Therapy Publishers; Novato, CA. Harcourt School Publishers. Orlando : Harcourt School Publishers, ©2007.

Heidi Hayes Jacobs; Brenda Randolph; Michal LeVasseur; Prentice Hall World Explorer. Prentice-Hall, inc. Needham, Mass. : Prentice Hall, ©2003.

Tier: Tier 1

Activity - Active Reading Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers will use the Pontiac School District Active Reading Initiative to teach Informational/ Expository text structure. Examples include: Text Coding Guide	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$3500	Title I School Improvement (ISI)	All Content Teachers

Activity - Explicit Vocabulary instruction Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use the Explicit Vocabulary Instruction Model as a Before Reading Strategy to help learn/master important content vocabulary. This activity includes methods such as Definition, Fill-in-the-Blank, Create a Sentence, Create a Visual for your sentence, Analogy, Metaphors and Similes, Concept Maps, and Word Wall.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/12/2020	\$2500	Title I Schoolwide	All content teachers
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Activity - White boards activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in Social Studies promethen board activities (Example: Promethean Planet).	Technology	Tier 1	Monitor	09/03/2019	06/12/2020	\$2500	Title I Schoolwide	All content staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Thinking Maps to help increase vocabulary comprehension.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/12/2020	\$1000	Title I Schoolwide	All content staff

(shared) Strategy 2:

Data Dialogue - Teachers will have meaningful dialogue about student data during monthly PLC and ILC meetings as needed.

Category: Social Studies

Research Cited: Data Driven Dialogue (Bohm, D., 1990) , developed by Teacher Development Group, 2002. National School Reform Faculty, Harmony Education Center (www.nsrffharmony.org).

Tier: Tier 1

Activity - Interventions/DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will formulate and implement interventions that meet the diverse needs of students, both academic and cultural.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Title I Schoolwide	Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Professional Development as needed to implement the various Instructional Learning Cycles.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$1500	Title I Schoolwide	All Content Teachers

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth 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 behavior students will serve in leadership roles and participate in service learning activities within Owen Elementary School in Social Studies by 06/29/2018 as measured by student participation and service learning projects..

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Strategy 1:

Responsible Citizenship - All content area teachers will expand student's understanding of public issues and the importance of citizen action in a democratic republic.

Category: Social Studies

Research Cited: http://www.nationalservice.gov/pdf/08_1112_Isa_prevalence_factsheet.pdf

<http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/62/Current%20CRD%20Web%20Docs/Elementary%20Handbook%20Revised%20July%2010.pdf>

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi): <http://miblsi.cenmi.org/>

Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend field trips to historical museums (e.g. Pine Grove, Greenfield Village, etc.). Students will also visit with public service institutions (e.g. Police Station, Fire Department, Hospital).	Field Trip	Tier 1	Monitor	09/03/2019	06/12/2020	\$3500	Title I Schoolwide	All instructional staff, Paraprofessional, Teacher Assistants, Building Helpers, School Staff and Administrators
Activity - Service Learning Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively be involved in Service Learning Projects that will allow them to positively impact their classrooms, their school and their community.	Community Engagement	Tier 1	Monitor	09/03/2019	06/12/2020	\$2000	Title I Schoolwide	All building staff and building administrator.
Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be exposed to various careers in order to facilitate a future career choice. This will help motivate them to be responsible citizens.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/12/2020	\$250	Title I Schoolwide	Building Administrator, All Building Staff, Career Day Committee (teachers and building staff)
Activity - Black History Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and classes will focus on Black history month with reports and presentations for a program. Each classroom will decorate their classroom doors enhancing a Black American. We will judge the doors for first, second, and third place winners.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$1000	Title I Schoolwide	Social Studies PLC Committee. And all classroom teachers.

Goal 5: CULTURE AND CLIMATE: Owen Elementary School will create a climate and culture that supports the diversity of all students academically, socially, and emotionally..

Measurable Objective 1:

increase student growth of positive behaviors that align with school expectations and character improvement; while minimizing challenging behaviors by 06/12/2020 as measured by a 50% decrease in the amount of referrals..

Strategy 1:

Behavior Intervention Specialist/Behavior Expectations - Behavior Intervention Specialist/Teachers will teach, monitor, acknowledge, and correct identified behavior expectations in order to reduce the risk of academic and behavior problems. As a part of our MiBLSi initiative staff will continually stress the importance of our schoolwide Owen Beaver MiBLSi slogan (Be Respectful, Be Responsible, Be Safe). Staff will utilize our Give Me Five signal to gain students attention and focus in all areas of the school. Staff will teach our Owen behavior expectations for all locations (hallways, cafeteria, buses/lines, playground, bathroom, assemblies, and classrooms) in accordance with our "Beaver Behavior" expectations matrix.

SCOPE OF POSITION: The Elementary Behavior Intervention Specialist provides leadership and direction at the school level, working to design, implement, coordinate and evaluate a comprehensive behavior support program. In addition, the Elementary Behavior Specialist works directly and aggressively with identified students to adopt behaviors that substantially increase their academic performance. These students are the lowest achieving elementary students who have been identified in Child Study as requiring substantial supplemental behavior intervention and support. Under the supervision of the building principal and district representative, the

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Owen Elementary School

Behavior Intervention Specialist will provide diversified strategies and activities specifically designed for targeted students.

- Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
- Facilitate team meetings with the identified student's teachers and parents for the purpose of completing a Functional Behavioral Assessment.
- Facilitate team meetings that: design Behavior interventions Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support; and factors that affect effectiveness including social validity and treatment integrity.
- Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
- Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.
- Use ongoing assessments to maintain a record of student progress. • Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess student behavior skills and understandings.
- Regard assessment as a joint venture through which both student and teacher understanding is enhanced.
- Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings.
- Model good assessment processes that assist students in assessing their own work and behavior.
- Provide recognition of a variety of student accomplishments and positive behaviors.
- Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
- Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.
- Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
- Engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
- Conduct conflict resolution and peer mediation sessions
- Review behavior referrals and SWIS data reports
- Participate in building level MiBLSI team and/or grade level meetings, as appropriate • Consult with school social worker, PRIDE counselor, and teachers.
- Attend professional development opportunities to maintain high level of skill and knowledge of current research and practices
- Serve as a consultant to administrators, teachers, and parents
- Organize and schedule time commitments to meet demands of the job
- Comply with all safety policies, practices and procedures; report all unsafe activities to supervisor and/or Human Resources.
- Participate in proactive team efforts to achieve District, building, departmental and/or grade level goals
- Provide leadership to others through example and sharing of knowledge/skill

Category: School Culture

School Improvement Plan

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Research Cited: "What Does MiBLSi Do?" Behavior and Reading Support in Michigan. N.p., n.d. Web. 20 May 2013. "PBIS Apps." PBISApps.org. N.p., n.d. Web. 20 May 2013

Tier: Tier 1

Activity - Beaver Bucks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive "Beaver Bucks" as part of our Positive Behavior Support program for following MiBLSi Schoolwide Behavior Expectations. Students will be given the opportunity to trade "Beaver Bucks" at the school store or for special activities (dances, ice cream social, free gym, extra recess, game day, etc.)	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$1500	Title I Schoolwide	All staff and building principal
Activity - Collecting/Evaluating/Monitoring - MI Star and SRSS data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Owen Elementary staff and administration will use SRSS and MI Star data to monitor behavior and attendance trends/concerns to support all students academically and socially.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$5000	Title I Schoolwide	Owen Administration and Staff
Activity - Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Intervention Specialist will observe and analyze problematic behaviors and classroom management systems. They will also use SRSS data, in addition to their analysis to plan specific behavioral support and instruction, for whole class or individual(s).	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$600	Title I Schoolwide	Behavior Intervention Specialist
Activity - Behavior Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Intervention Specialist will teach, monitor, acknowledge, and correct identified behavior expectations in order to reduce the risk of academic and behavior problems.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$45000	Title I Schoolwide	Behavior Intervention Specialist
Activity - PBIS Packet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive a PBIS packet to instruct and teach students about behavior.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$1000	Title I Schoolwide	PBIS Team

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Activity - Bus Incentive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are selected for bus captain duties to help monitor bus safety. Roles are assigned to provide students opportunities for leadership.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$1500	Title I Schoolwide	Behavior team
Activity - Classroom Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Team will visit classrooms presenting topics supporting school and classroom cultures (i.e., positive behaviors, social/emotional learning, relationship building, etc.).	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$1000	Title I Schoolwide	PBIS Team
Activity - Attendance Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student who have good attendance everyone month will attend some type of activity.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$1500	Title I Schoolwide	Behavior team and PBIS Team
Activity - Busy to Best Beavers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are selected through assessment of SRSS data to determine Tier 1 (Best) or Tier 3 (Busy) Beavers. Based on their standing, behavioral support or reward activities are assigned.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$2000	Title I Schoolwide	Behavior Team

(shared) Strategy 2:

C.H.A.M.P.S. - Teachers will teach and model activity-appropriate classroom expectations using the C.H.A.M.P.S. model (Conversations, Help, Activities, Movement, and Participation) so that students will have "Success" during instructional time.

Category: School Culture

Research Cited: Sprick, Randall S., and Keba Baldwin. CHAMPs: A Proactive & Positive Approach to Classroom Management. Eugene, Or.: Pacific Northwest Pub., 2009. Print.

Tier: Tier 1

Activity - Various small/whole group discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in various small/whole group discussions/activities daily to practice using C.H.A.M.P.S strategies.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$200	Title I Schoolwide	All staff and building principal

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Strategy 3:

Second Step - K-5 classroom teachers will integrate social-emotional learning (SEL) into their classrooms using the Second Step Curriculum. Using the Second Step curriculum has been shown to decrease problem behaviors and increase school success by promoting self-regulation, safety, and support.

Category: School Culture

Research Cited: In one study, conducted with 7300 students and 321 teachers in 61 schools across 6 school districts, significant improvements in social-emotional competence and behavior were seen in children who started the school year with skill deficits in these areas.

Journal of School Psychology. Promoting social-emotional competence: An evaluation of the elementary version of Second Step®. Sabina Low a., Clayton R. Cook , Keith Smolkowski c, Jodie Buntain-Ricklefs

Tier: Tier 1

Activity - Weekly SEL lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons are taught once a week in all K-5 classrooms and take 30–35 minutes, followed by 5- to 10-minute daily activities.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$4000	Title I Schoolwide	Principal, All Classroom Teacher, Behavior Support Staff

Measurable Objective 2:

demonstrate a behavior that is taught from Second Step, which will increase student's positive behaviors, coping skills, relationships, and self-regulation, resulting in improved academics. by 06/12/2020 as measured by a 20% decrease in behavior referrals..

(shared) Strategy 1:

C.H.A.M.P.S. - Teachers will teach and model activity-appropriate classroom expectations using the C.H.A.M.P.S. model (Conversations, Help, Activities, Movement, and Participation) so that students will have "Success" during instructional time.

Category: School Culture

Research Cited: Sprick, Randall S., and Keba Baldwin. CHAMPs: A Proactive & Positive Approach to Classroom Management. Eugene, Or.: Pacific Northwest Pub., 2009. Print.

Tier: Tier 1

Activity - Various small/whole group discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in various small/whole group discussions/activities daily to practice using C.H.A.M.P.S strategies.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$200	Title I Schoolwide	All staff and building principal

Strategy 2:

Elementary At-Risk Social Worker/Effective Behavior Support for Tier 2 & 3 Students - Owen Elementary will implement effective behavior support systems that support the diversity of all students academically and socially. Additional support will be available for Tier 2 & 3 students through the At-Risk School Social Worker.

The principle tasks of the At-Risk School Social Worker will be to help students and families at the Tier 2 & 3 levels make the best use of available opportunities and resources and to fully develop each student's individual potential. The School Social Worker brings to the educational process an understanding of the psychosocial development of children and the influences of family, community, and cultural differences as they interact with the educational process.

Direct Services with Students:

- Conduct assessment of student needs
- Promote regular school attendance
- Conduct home visits
- Promote safe, caring, and drug free schools
- Empowerment of/advocacy for students
- Provide culturally competent services
- Provide appropriate services for homeless students
- Provide individual counseling
- Facilitate group counseling
- Self-esteem
- Anger management
- Impulse control
- Social skills training
- Substance abuse prevention
- Provide crisis intervention services
- Complete social developmental case studies
- Participate in the evaluation of special education placements
- Participate in the development of behavioral modification plans
- Functional Behavioral Assessments (FBA), and Supportive Intervention Plans (SIP)
- Provide short/long-term case management services to individual students
- Referrals to community agencies
- Coordination of services with community agencies
- Coordination of services with other disciplines within the school
- Participate in transition planning for students
- Coordinate pregnancy prevention programs
- Coordinate drop out prevention programs

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- Report suspected child abuse/neglect

Direct Services with Families/Communities services to Homeless Students (transportation and supplies such as uniforms via Title I and At-Risk Students.

- Promote parental involvement in the schools
- Promote parental involvement in school conferences
- Promote parental responsibility for regular school attendance
- Conduct home visits
- Conduct family needs assessments
- Promote safe, caring, and drug free schools
- Empowerment of/advocacy for families
- Provide culturally competent services
- Provide appropriate services/referrals for homeless families
- Provide crisis intervention services
- Refer to community agencies
- Facilitate parent groups
- Parenting skills
- Substance abuse awareness
- Special needs children
- Child abuse prevention
- Appropriate discipline
- Assist families with the interpretation of school policies and procedures
- Collaborate with community agencies
- Collaborate with support personnel within the school
- Participate in case conferences with other school specialists
- Participate in the identification and resolution of school-wide/community needs
- Interpret the School Social Work role to the community
- Serve as a liaison between the school/family/community
- Participate in referrals and case management of students/families involved in the court system
- Serve on school-based committee meetings
- Serve on the school Crisis Team to promote a safe school environment
- Promote a safe, caring, and drug free school environment

Program Planning and Evaluation:

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- Conduct individual and/or system-wide surveys to assess the school and/or community needs
- Implement appropriate programs, groups and initiatives to target at-risk populations (according to the assessment)
- Plan individual school and/or system-wide programs to promote a positive and caring school climate
- Collaborate with community agencies to coordinate services within the school system

Advocacy:

- Facilitate the implementation of federal and state education regulations
- Address child abuse and neglect, due process, and liability issues
- Advocate for school environments to operate in the best interests of children
- Encourage parents to be actively involved in their children's educational experiences
- Adhere to the National Association of Social Workers code of ethical behavior and professional practice.(see attachment)

Consultation and Education:

- Preventive interventions
- Classroom management
- Child abuse and neglect
- Mental health and emotional impairments
- Family and psychosocial functioning
- Parent involvement
- Maintenance of caring, safe and drug-free learning environments
- Identification of barriers to educational achievement

Category: School Culture

Research Cited: Luiselli, J.K., Putnam, R.F., Handler, M.W., & Feinberg, A.B. (2005). Whole School Positive Behavior Support: Effects on student discipline problems and academic performance. Educational Psychology 25 (2-3) 183-198.

Tier: Tier 3

Activity - Monitoring/Evaluating - Monitor Student Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cross-curricular/grade level teams (PLC's, ILC's, and Data Team) will review student' progress and identify indicators (attendance, below-level achievement, and discipline referrals); to develop and implement interventions to support students academically and socially.	Behavioral Support Program	Tier 3	Evaluate	09/03/2019	06/12/2020	\$0	No Funding Required	Owen Administrator and Staff

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Activity - Monthly Review of Intensive Students/IST	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level instructional support team will review data on identified students who are determined to be "at-risk" due to attendance, behavior and/or academics to select interventions support and services that meet the students needs.	Behavioral Support Program	Tier 3	Evaluate	09/03/2019	06/12/2020	\$0	Title I Schoolwide	Administrator, IST Coordinators, Instructional Staff

Strategy 3:

Job-Embedded Professional Development and Collaborative Planning - Owen Elementary Teachers, ESL Teacher, Bilingual Tutors, Paraprofessionals, and Teacher Assistants will participate in professional development and collaborative planning sessions in order to build staff's skills that better serve our population (academically, socially, and emotionally).

Category: School Culture

Tier: Tier 1

Activity - Professional Development and Collaborative Planning Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff (All Teachers, Bilingual Tutors, Paraprofessionals and teacher Assistants) will participate in building level and district professional development such as Culturally Responsive Teaching that focus on building relationships and how to implement strategies that promote student engagement.	Professional Learning	Tier 1	Implement	09/05/2017	06/29/2018	\$0	No Funding Required	All Teachers, Bilingual Tutors, Paraprofessionals, Teacher Assistants, and Administration

Measurable Objective 3:

collaborate to increase parent, teacher, and kids (PTK) involvement, by 06/12/2020 as measured by a 10% increase in monthly meetings to address school and community activities/concerns..

Strategy 1:

Parent/Guardian Involvement - Parents will be notified of all school activities via communication sent home in English/Bi-Lingual translation. Invite parents to discuss/plan activities during PTK meetings and utilize parent surveys. Provide activities that are scheduled for mornings and/ or evenings to accommodate parents. Offer bi-lingual translation to effectively communicate parents concerns.

Category: School Culture

Research Cited: "Family Involvement in Elementary School Children's Education / Browse Our Publications / Publications & Resources / HFRP - Harvard Family Research Project." Family Involvement in Elementary School Children's Education / Browse Our Publications / Publications & Resources / HFRP - Harvard Family Research Project. Harvard Family Research Project, Winter 2006/2007. Web. 11 Feb. 2014.

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Tier: Tier 1

Activity - Parent Communication: monthly PTK meetings/bi-monthly newsletters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discuss, plan and share schoolwide information and community resources to enhance student learning at monthly PTK meetings and in bi-monthly newsletters sent home in English/Spanish translation. PTK will solicit parent/guardian feedback and conduct surveys to obtain parent input.	Parent Involvement			09/05/2017	06/29/2018	\$10000	Title I Schoolwide	PTK parent representatives, Owen Administration and Staff
Activity - Student Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTK will help to support extra curricular student/family activities that support the diversity of all students academically and socially. Activities may include (but are not limited to) assemblies, field trips, Family Fun Nights, honors and awards ceremonies, 5th grade promotion, Winter Blast, Career Day, Field Day, and other student social events.	Extra Curricular	Tier 1		09/03/2019	06/12/2020	\$10000	Title I Schoolwide	PTK parent representatives, Owen Administration and Staff
Activity - parent recruitment, Parent behavior Mtg, and Parent support groups.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Owen school will recruit parents to become more involve in our building. We also will start offering Parent behavior meetings and parent support groups.	Community Engagement	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$2000	Title I Schoolwide	Behavior specialist, staff and administration.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring/Evaluating - Monitor Student Progress	Cross-curricular/grade level teams (PLC's, ILC's, and Data Team) will review student' progress and identify indicators (attendance, below-level achievement, and discipline referrals); to develop and implement interventions to support students academically and socially.	Behavioral Support Program	Tier 3	Evaluate	09/03/2019	06/12/2020	\$0	Owen Administrator and Staff
Math Wizards	There will be a school wide math fact competition. K-2 will have a competition for Addition/Subtraction Facts, 3-5 for Multiplication Facts.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$0	All Teachers of Mathematics
Canned Food Drive	K-5 students will collect, display and interpret data from the canned food drive.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$0	All Teachers
NWEA Action Plan	Twice per year NWEA Action Plan for grades Kindergarten through 5. Teachers will give pre and post tests on specific skills based on NWEA data dialogues.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$0	Teachers of grades Kindergarten through 5. NWEA coordinator
Professional Development and Collaborative Planning Sessions	Staff (All Teachers, Bilingual Tutors, Paraprofessionals and teacher Assistants) will participate in building level and district professional development such as Culturally Responsive Teaching that focus on building relationships and how to implement strategies that promote student engagement.	Professional Learning	Tier 1	Implement	09/05/2017	06/29/2018	\$0	All Teachers, Bilingual Tutors, Paraprofessionals, Teacher Assistants, and Administration

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Behavior Support	Behavior Intervention Specialist will observe and analyze problematic behaviors and classroom management systems. They will also use SRSS data, in addition to their analysis to plan specific behavioral support and instruction, for whole class or individual(s).	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$600	Behavior Intervention Specialist
Timed Practice Drills	Teachers will use time practice drills to develop automaticity in basic math facts.	Academic Support Program		Implement	09/03/2019	06/12/2020	\$1000	Classroom and Resource Teachers
Collecting/Evaluating/Monitoring - MI Star and SRSS data	Owen Elementary staff and administration will use SRSS and MI Star data to monitor behavior and attendance trends/concerns to support all students academically and socially.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$5000	Owen Administration and Staff
Bus Incentive	Students are selected for bus captain duties to help monitor bus safety. Roles are assigned to provide students opportunities for leadership.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$1500	Behavior team
Everyday Mathematics Games	Students will actively engage in Everyday Math games by applying problem solving strategies. Students will engage in Interactive White Board activities to further develop understanding of concepts presented in EDM games	Academic Support Program		Implement	09/03/2019	06/12/2020	\$5000	Principal and K-5 teachers of Mathematics
Thinking Maps	Students will clarify difficult and abstract concepts by connecting a dynamic visual design with a specific thought process using thinking maps based on the 8 cognitive skills.	Direct Instruction			09/03/2019	06/12/2020	\$500	All Staff and Building Principal
Instructional Staff Book Study	The book study activity will provide instructional staff with Professional development that will help support low level readers (At Risk and ESL) in all content areas. Teachers will explore the foundations of Explicit Instruction, Design Lessons using Skills and Strategies of Explicit Instruction with the outcome that they will develop skills to increase knowledge of explicit instruction to increase students vocabulary skills.	Curriculum Development, Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$20000	All Instructional Staff, ELA & Math Interventionist, Instructional Coach, Content Coaches and Building Administrators.
Student Activities	PTK will help to support extra curricular student/family activities that support the diversity of all students academically and socially. Activities may include (but are not limited to) assemblies, field trips, Family Fun Nights, honors and awards ceremonies, 5th grade promotion, Winter Blast, Career Day, Field Day, and other student social events.	Extra Curricular	Tier 1		09/03/2019	06/12/2020	\$10000	PTK parent representatives, Owen Administration and Staff

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Everyday Mathematics Journals	Students will apply problem-solving strategies, differentiated by the use of the journal as directed by the teacher.	Other			09/03/2019	06/12/2020	\$10000	K-5 Teachers
Vocabulary notebooks/Word Wall	Classroom teachers will utilize word study methods using content area notebooks to support intensive students by helping them organize and recall scientific terminology.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$1500	all teaching and intervention staff
Interventions/DI	Teachers will formulate and implement interventions that meet the diverse needs of students, both academic and cultural.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Teachers
Career Day	Students will be exposed to various careers in order to facilitate a future career choice. This will help motivate them to be responsible citizens.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/12/2020	\$250	Building Administrator, All Building Staff, Career Day Committee (teachers and building staff)
Black History Project	Students and classes will focus on Black history month with reports and presentations for a program. Each classroom will decorate their classroom doors enhancing a Black American. We will judge the doors for first, second, and third place winners.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$1000	Social Studies PLC Committee. And all classroom teachers.
Interventions/Differentiated Instruction	After dialoguing about student data during ILC's, teachers will plan and implement a NWEA Action Plan (2-6) with interventions/differentiated instruction strategies that meet the culturally diverse needs of all learners.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/12/2020	\$3000	Owen Administrator and Staff
Thinking Maps	Students will clarify difficult and abstract concepts by connecting a dynamic visual design with a specific thought process using thinking maps based on the 8 cognitive skills.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$500	All Teaching Staff (including ESL and Special Services), Reading Specialist, Bilingual Tutors and Building Principal
Phenomenal Science	Science curriculum	Curriculum Development	Tier 1	Implement	09/03/2019	06/12/2020	\$1300	the whole staff

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PBIS Packet	All staff will receive a PBIS packet to instruct and teach students about behavior.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$1000	PBIS Team
parent recruitment, Parent behavior Mtg, and Parent support groups.	Owen school will recruit parents to become more involve in our building. We also will start offering Parent behavior meetings and parent support groups.	Community Engagemen t	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$2000	Behavior specialist, staff and administrati on.
Beaver Bucks	Students receive "Beaver Bucks" as part of our Positive Behavior Support program for following MiBLSi Schoolwide Behavior Expectations. Students will be given the opportunity to trade "Beaver Bucks" at the school store or for special activities (dances, ice cream social, free gym, extra recess, game day, etc.)	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$1500	All staff and building principal
Professional Development	Owen Staff will attend appropriate ELA professional development trainings based on the needs from our PLC and ILC data dialouges. Workshops may include but are not limited to (Writing Pathways, Fountas and Pinnell, Guided Reading, CORE strategies, differentiated instruction, Phonics First, Thinking Maps and other pertinent workshops).	Professiona l Learning			09/03/2019	06/12/2020	\$1500	Administrat or and all Staff
Field Trips	Students will attend field trips to historical museums (e.g. Pine Grove, Greenfield Village, etc.). Students will also visit with public service institutions (e.g. Police Station, Fire Department, Hospital).	Field Trip	Tier 1	Monitor	09/03/2019	06/12/2020	\$3500	All instructiona l staff, Paraprofes sional, Teacher Assistants, Building Helpers, School Staff and Administrat ors
Attendance Incentives	Student who have good attendance everyone month will attend some type of activity.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$1500	Behavior team and PBIS Team
Various small/whole group discussions	Students participate in various small/whole group discussions/activities daily to practice using C.H.A.M.P.S strategies.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$200	All staff and building principal
Math Worshop	Students will actively engage in Math Workshop to develop problem solving strategies using Common Core 8 Standards of Mathematical Practices. Students will utilize interactive white boards, computers, supplemental kits, and activities to increase engage and comprehension of mathematical concepts to strengthen their knowledge of the math curriculum.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$1000	All teachers and support staff of mathematic s.

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Professional Development	Owen Staff will attend appropriate Mathematics professional development trainings based on the needs from our PLC and ILC data dialogues. Workshops may include but are not limited to (CCSS impelmentation, math workshop differentiated instruction, other pertinent workshops).	Professional Learning			09/03/2019	06/12/2020	\$1500	Owen Staff and Administration
Busy to Best Beavers	Students are selected through assessment of SRSS data to determine Tier 1 (Best) or Tier 3 (Busy) Beavers. Based on their standing, behavioral support or reward activities are assigned.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$2000	Behavior Team
Reading & Writers Workshops	All students at Owen Elementary will demonstrate an increase in proficiency in reading and writing. Following training, Reading and Writing Workshops will be implemented at all grade levels and within all classrooms. Teachers will utilize small group instruction during Reading and Writing Workshop. Teachers will use assessments to screen the instructional needs of students based on our data dialogues of student performance on State and District assessments (ILC Focus Skills, Fountas and Pinnell, Brigance, WIDA-Access, NWEA, and State assessments). Our cause of gap statement shows that Owen Elementary School has a high deficit in reading and writing. Reading and Writing Workshop supports all components of a balanced literacy approach which combines whole-class (Mini-lessons, Interactive Writing, Shared Reading, and End of Workshop Sharing/Reporting) and small group instruction (Partner Reading, Guided Reading Lessons, Strategy Lessons, and Conferences). Owen Elementary staff will participate in ongoing professional development provided by Oakland Schools ELA coaches; identified teachers will facilitate a Train the Trainer model to share information with the whole staff.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$45000	All Instructional Staff, Reading Specialists and Bilingual Tutors.
Monthly Review of Intensive Students/IST	Building level instructional support team will review data on identified students who are determined to be "at-risk" due to attendance, behavior and/or academics to select interventions support and services that meet the students needs.	Behavioral Support Program	Tier 3	Evaluate	09/03/2019	06/12/2020	\$0	Administrator, IST Coordinators, Instructional Staff
Reading Intervention	Teachers and support staff (Bilingual tutors, and ESL Teacher included) will provide appropriate reading intervention as needed to increase comprehension of text.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$500	All Teacher Staff, Bilingual Tutors and Principal

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Weekly SEL lessons	Lessons are taught once a week in all K-5 classrooms and take 30–35 minutes, followed by 5- to 10-minute daily activities.	Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$4000	Principal, All Classroom Teacher, Behavior Support Staff
Field trips/Assemblies	Teacher will connect science concepts to real world experiences.	Field Trip	Tier 1	Implement	09/03/2019	06/12/2020	\$1500	all teaching staff, interventionist, parents, and principal
Use of Technology - White Boards, Chromebooks, etc.	Students will utilize technology with Chromebooks/Tablets, various promethean board activities (flipcharts, resources and online games and programs such as RazKids, Front Row, and MobyMax) to promote proficiency in the 5 Components of Reading.	Technology	Tier 2	Monitor	09/03/2019	06/12/2020	\$500	All Staff and Building Principal
Before and/or After School Tutoring/Learning Extensions	Staff will guide extra learning support activities and enrichment to promote reading proficiency in a before and/or after school environment. Activities may include ESL support for ELL students, book club, homework and classroom support of reading (phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension). Use of technology (Promethean boards, Chromebooks, computer software/websites, etc.) to promote reading proficiency.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$5000	All Staff, Building Principal and Support Staff
Service Learning Projects	Students will actively be involved in Service Learning Projects that will allow them to positively impact their classrooms, their school and their community.	Community Engagement	Tier 1	Monitor	09/03/2019	06/12/2020	\$2000	All building staff and building administrator.
Interventions/Differentiated Instruction	After dialoging about student data, teachers will plan and implement interventions/differentiated instruction strategies that meet the culturally diverse needs of all learners.	Academic Support Program			09/03/2019	06/12/2020	\$3000	Owen Administrator and Staff
Professional Development	Teachers will attend professional development on science content, data analyze, explicit instruction, The District curriculum Phenomenal Science.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$1500	All content teachers
Parent Communication: monthly PTK meetings/bi-monthly newsletters	Discuss, plan and share schoolwide information and community resources to enhance student learning at monthly PTK meetings and in bi-monthly newsletters sent home in English/Spanish translation. PTK will solicit parent/guardian feedback and conduct surveys to obtain parent input.	Parent Involvement			09/05/2017	06/29/2018	\$10000	PTK parent representatives, Owen Administration and Staff

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Behavior Intervention Specialist	Behavior Intervention Specialist will teach, monitor, acknowledge, and correct identified behavior expectations in order to reduce the risk of academic and behavior problems.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/29/2018	\$45000	Behavior Intervention Specialist
Thinking Maps	Students will use Thinking Maps to help increase vocabulary comprehension.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/12/2020	\$1000	All content staff
Explicit Vocabulary instruction Model	Students will use the Explicit Vocabulary Instruction Model as a Before Reading Strategy to help learn/master important content vocabulary. This activity includes methods such as Definition, Fill-in-the-Blank, Create a Sentence, Create a Visual for your sentence, Analogy, Metaphors and Similes, Concept Maps, and Word Wall.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/12/2020	\$2500	All content teachers
Daily Writing Folders	Students write daily using writing notebooks and personal writing folders in order to work through the steps of the writing process as they increase writing proficiency.	Academic Support Program			09/03/2019	06/12/2020	\$3000	All Staff and Building Principal
Comprehensive Assessment of Student Writing	Students will complete the Writing Pathways On-Demand assessment 3 times a year which will be scored by multiple teachers to ensure students understanding of the Writing Process.	Academic Support Program	Tier 1		09/03/2019	06/12/2020	\$1500	All Staff and Building Principal
Classroom Presentations	Behavior Team will visit classrooms presenting topics supporting school and classroom cultures (i.e., positive behaviors, social/emotional learning, relationship building, etc.).	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$1000	PBIS Team
Individualized Computer Based Intervention	All Owen students will participate in individualized computer based practice weekly. Our intensive students will receive additional math computer based practice with the assistance of 2 math intervention support people	Technology	Tier 2	Implement	09/03/2019	06/12/2020	\$5000	Principal, K-5 staff, Intervention Support Staff
White boards activities	Students will engage in Social Studies promethen board activities (Example: Promethean Planet).	Technology	Tier 1	Monitor	09/03/2019	06/12/2020	\$2500	All content staff
Interventions/Differentiated Instruction	Teachers will formulate and implement interventions for students not meeting the district and state standards in science.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$0	All teaching and intervention staff
Professional Development	Teachers will attend Professional Development as needed to implement the various Instructional Learning Cycles.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$1500	All Content Teachers
Interventions/Differentiated Instruction	Teachers will formulate and implement interventions for students not meeting the district and state standards in science.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$500	All teaching and intervention staff

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Notebooks	All students will use explicit instruction strategies in their vocabulary notebooks	Direct Instruction		Implement	09/03/2019	06/12/2020	\$1500	All teachers

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Fair	Teachers will extend learning opportunities for students to display their knowledge of the scientific method by student producing science fair projects. Students in kindergarten and 1st grade will develop a class project and students in grade 2-5 will have the opportunities to develop individual science fair projects. Some students in grade 2 will work with a partner or small groups.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$3000	All teaching and intervention support staff.
Hands on Science lab using resource kits.	All students will be introduced to the scientific method, with the intensive students utilizing supplemental materials, activities and tutorial support. Which will allow them to participate in scientific inquiry based experiments.	Materials	Tier 2	Implement	09/03/2019	06/12/2020	\$4000	All teaching and intervention staff
Active Reading Strategy	All content area teachers will use the Pontiac School District Active Reading Initiative to teach Informational/ Expository text structure. Examples include: Text Coding Guide	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$3500	All Content Teachers
Vocabulary notebooks/Word Wall	Classroom teachers will utilize word study methods using content area notebooks to support intensive students by helping them organize and recall scientific terminology.	Academic Support Program	Tier 2	Implement	09/03/2019	06/12/2020	\$300	all teaching and intervention staff

School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Explicit Instruction	explicit instruction teach with vocabulary	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$500	Science PLC Committee