



School Improvement Plan

Oakley W. Best Middle School

Dearborn Heights School District #7

Jon Znamierowski
22201 POWERS AVE
DEARBORN HEIGHTS, MI 48125-2548

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

OW Best Middle School has remained fairly consistent in student population. The biggest changes that have occurred are in demographics, meaning that our African American and Arabic populations have increased significantly. In addition, the community has been hard hit by the recent economic downturn. Significant numbers of homes have turned from being owned by the occupants to being rental properties.

Finally, the number of At-risk students has risen dramatically from approximately 28% eight years ago to more than 76% currently. Much of this rise in the number of At-Risk students has to do with income, attendance and the multiple criteria to identify "At-risk" students.

School's Purpose

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

OW Best vision statement is predicated on the core of the Professional Learning Communities questions:

What is it we expect students to learn?

How will we know when students have learned it?

How will we respond when students don't learn?

The OW Best Mission Statement is succinct and to the point: Achievement-Responsibility-Success in life!

As stated in the previous cell, OW Best has experienced significant change in both our demographics as well as the educational make-up of our student population. Many of our parents are either unemployed or underemployed. Due to the fact that our students, by definition, are At-Risk, we have revamped our pyramid of interventions and how we deal with academically struggling students. The changes include a new "ZAP" (Zeros Aren't Permitted) Program and a credit recovery program (E2020) which gives students renewed hope even if they fail a summative examination.

Our expectations for our students is that they work, that they achieve and that they give an honest effort to be successful. Failure to achieve the standards is absolutely not an option for our students.

Notable Achievements and Areas of Improvement

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

OW Best works diligently to help students meet academic standards. Are we where we want to be? No. Areas where we have made significant progress over recent years is in reading and writing as measured on the MEAP.

With the change in the state assessment to the MSTEP, all schools have a new baseline from which to measure student growth. We look forward to improving instruction and helping students reach greater achievement than ever before at O. W. Best. We look forward to developing a solid multi tiered system of supports so that students with debilitating behavioral, academic and social concerns are able to achieve success in school. We look forward to utilizing a new assessment system called Illuminate. It is hoped that this system will enable teachers to generate and utilize data efficiently.

In addition, we have had the Positive Behavioral Supports Program in place for the past four years. We seek to hold students accountable for high levels of academic achievement. The after school homework helpers, Zeros Aren't Permitted, Saturday School and summer school programs are all avenues used to support student achievement. For the previous three years, we have had decreases in every category of Daily Office Referrals. Furthermore, the efforts of positive Behavior Support program rewards students for good behavior and supports students who have work to do.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

OW Best has developed a solid relationship with parents. Perhaps the most significant aspect of the relationship is the level of trust that exists between the teachers, the parents and the administrative team. Most stakeholders recognize that we all want what is best for our students and are willing to work collaboratively to make that happen.

Is that to say that we have the perfect system at Best? Absolutely not! But we work hard to make the system work for all stake holders.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Staff were selected based upon prior involvement in the SIP process as well as a general offer for anyone who had an interest to become involved.

Parents were involved based upon their involvement with the school's parent club. A request was made to the parent's club asking for volunteers to sit on the committee.

Finally, both administrators were involved in the SIP process. (There are only two administrators in the building.)

Meetings were held during the school day with school improvement teams. During PLC meetings, all staff contributed to the development and documentation of school improvement goals.

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

Teachers and administrators were involved in the development of the school improvement Plan. Staff met numerous times to develop their understanding and skills to better implement the common core standards and prepare for the administration of the MSTEP state test. In the 2015-16 school year we will implement the second year of the new MSTEP assessment. During School Improvement Meetings, the staff focuses on strategies to increase student achievement of learning targets and align classroom assessments to state assessment practices.

The perspectives of parents and students were included in the SIP. Feedback from parents was gathered during parent meetings throughout the school year. The feedback is addressed in the school improvement plans. Feedback from both stakeholder groups was actively sought and responses were embedded into the new SIP.

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

For the staff of OW Best, once the SIP is completed, the SIP team will share the documentation of all goals with the staff at our June faculty meeting. For the parents, the SIP will be shared at the June Best Parent's Club meeting and the administrator will explain both the goals of the plan and the rationale why we chose specific goals.

Typically, the staff refers to the SIP goals often. Unlike in previous years where student proficiency on mathematics and English Language Arts were paramount, now student proficiency in Social Studies and Science standards is critical. The parents, while being aware of the SIP, are not as intimately involved in the implementation of the SIP.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Over the past three years O. W. Best has experienced changes in student enrollment. The proportion of students enrolled in the school as school of choice students is increasing. School of choice students come from many different areas including Taylor, Detroit, and Inkster School districts. In addition, there are a significant number of new resident students that have recently moved into the district from other districts.

The number of 6th grade students that are coming into the middle school from the district elementary school dropped this past school year by approximately 100 students. This class has been relatively small for a number of years. we watched for changes in the numbers of this class over the years and were prepared to make the necessary adjustments at Best as they entered O. W. Best. As this class moves through the middle school next year's 8th grade class will smaller than the current 8th grade class. Staffing assignments will need to be reviewed and revised.

The 6th grade class for next year is also small - about the same size as this year.

O. W. Best is very active in recruiting SOC students to attend O. W. Best.

Student Demographic Data

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

Because of the change in demographics Best has experienced over the past three years, the number of truancy reports have gone up significantly. Many of our students live far away and need to get a ride to school. Parents often complain that they do not have a car of someone to drive their child to school so these students.

More than 75% of our students are considered at risk. Many students come from homes where the parents live check-to-check. Being in school is critical for these students not only for their educational needs but also because when they come to school they get free breakfast and lunch.

Many students come from single parent or low income households where parents work more than one job to make ends meet. Parents frequently find it difficult to balance making ends meet financially along with supporting student academic needs when they at home.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges

have been identified?

For the past several years O. W. Best has developed a strong Positive Behavior Intervention Support program. The program has dramatically contributes to a decrease in behavior referrals. The Student Code of Conduct and student discipline plan is reviewed, revised, and published yearly. In general the staff at Best are consistent in enforcing the school rules and discipline. Being consistent in those gray areas are most challenging. The school staff does a great job making expectations clear and communicating them with students.

Student Demographic Data

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

To address truancy, we plan to continue to have a truancy intervention specialist on staff. This role is most important in making contacts with parents and students when there are student truancy issues. The truancy intervention specialist will continue the process of working with parents and students to get kids to school and help students catch up on school work. The specialist plans to continue to use community and Court Mediation Services to improve attendance and decrease Court procedures. When all avenues have failed to improve student attendance in school with the parents, then a JC01 will be filed in the court.

To ensure all students do not come to school hungry, Best plans to continue provided free breakfast to all students who desire to come to breakfast at school.

To increase student enrollment, the district continues to develop strategies to attract students to the D-7 School District.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Greater experience a school leader has in working working effectively with parents, using data toward results, providing proven instructional strategies, and developing the school staff , the greater impact they should have student achievement.

Teacher/School Leader(s) Demographic Data

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

Greater experience a staff member has with working effectively with parents, guiding students, utilizing proven instructional strategies and developing professionally, the greater impact they should have student achievement.

Teacher/School Leader(s) Demographic Data

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

Districts invest a great amount of resource into the development of school leaders The leaders at Best are mostly absent due to professional

development activities and school related meetings. A school leader's professional development is key to the school moving forward academic goals.

Occasionally the leaders are absent from school to take care of family concerns and health needs. It is also important that a school leader is of good general health to maintain the rigors of running a school effectively. When the need arises, time must be taken out of the work day to tend to and resolve health concerns.

Teacher/School Leader(s) Demographic Data

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

It is important that teachers are in the classroom as often as possible. When the teachers are not present in the classroom, student learning generally suffers. However, teachers need to develop professionally. It is important the professional development plans are strategic; That teachers have opportunities to gain professional development during non instructional time like during the summer or non-instructional school time; That proven substitute teachers are utilized when a teacher is absent; and that professional development activities are strongly tied to school instructional goals.

Teacher/School Leader(s) Demographic Data

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

The student population at Best is highly diverse, yet the demographic of the teaching staff is not. The school should look for avenues to increase the diversity among the staff. In the future, in the event that we are able to hire a new teacher, we should make sure that there is diversity among the candidates.

Process Data

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

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

Two areas that stand out in the SSR as strengths are Teaching for Student Learning and Leadership for Student Learning.

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

The area of the SSR that stands out as a challenge is School, Family, Community Relationships. While the staff have some very strong relationships with parents and community members, more can be done to advance these relationships. One way is to develop resources for parents to help keep their children on track, such as a parent handbook to help parents understand how they can help students succeed.

12. How might these challenges impact student achievement?

Strong and productive ties between students, families, and schools focused on student learning contribute to build a culture that centers on student achievement. Working together, reinforces for the child a sense of community that supports academic achievement.

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

A parent handbook could be developed as a resource for parents. The handbook could include resources for parents such as: student supply lists, explanations about student rules, family counseling services, school support and interventions services, communicating with teachers and so on.

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

One way students with disabilities are ensured that they have access to a full array of intervention programs is during the IEP process. Teachers will work with parents and support service staff to develop a plan that meets the needs of the student. Students with disabilities have access to all of the support services the school provide as are appropriate to the student's disability including credit recovery, summer school, after school tutoring, speech and language support, Check-in Check-out, Saturday School, Self contained classes, co-taught classes and other services as needed.

Teachers record interventions, modifications, and accommodations used in each class daily for students with disabilities. Special ed teachers co-teach in the regular ed classes, RESA personnel provided services as needed for students as outlined in the IEP. The academic progress of students with disabilities is monitored regularly through the IEP process.

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

Students in all grades, 6, 7, and 8, have the following extended learning opportunities: Saturday School, After School Homework Helpers, After or before school tutoring, and Summer School, For students in mathematics, students who fail a common unit assessment are placed in a recovery course called E20/20 where the student learns the material from the failed test. The E20/20 test grade replaces the failing grade. Students also have a 25 minute MP2 class where they can meet with their case manager and/or content area teacher for academic support.

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

All the Extended learning opportunities are described on the school website and discussed with parents during conferences. open house, and parent meetings. Students who have low academic progress may be placed into Saturday School. Teachers send student class work to makeup in Saturday School. Parents are notified in writing and by phone.

Students are encouraged to make an appointment to meet with their teachers during MP2, before or after school for additional instruction. Parents are notified of this service during conferences.

Students who are at risk of failing a grade level are placed into summer school. If room is available, parents may request their child to attend. Parents are notified via the web site and by letters sent home during the school year.

Students who wish to get help with their homework may go to homework helpers after school on a walk-in bases. Two certified teachers are present to help students with their work. Students must sign in and out and a record of attendance. Parents learn about Homework helpers on the website, during open house, and during conferences.

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

Each year each content area has a series of meetings to develop curriculum. The most important objective is to ensure the curriculum is fully aligned to the state standards. Teachers meet in both grade level teams and across grade-level teams to align the curriculum both vertically and horizontally.

Content area teams meet during PLC late start time to discuss and fine tune the curriculum.

This year the district is developing a strategic plan to improve teacher effectiveness at all grade levels. This process will focus on the continual vertical and horizontal alignment of courses.

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

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We implemented the MYPHY survey to gather data on the sexual activity of 7th grade students. This data was used to identify areas of concern and develop a new sex education curriculum for 6th grade students.

Achievement/Outcome Data

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

19a. Reading- Strengths

This year O. W. Best implemented a school wide annotation reading strategy. Students use annotation regularly to make sense of and organize their thoughts during reading. all content areas have strengthened their approach to improving student literacy. Students are getting better at annotating a piece of text.

Each year at the end of the 6th and 7th grade years students have the opportunity to test into the advanced ELA program for the following year. The process to enter the program is competitive. Student grades in class, State test scores, Advanced placement test scores and behavior in class are all criteria used to determine placement into the program. Students in this program will learn the math content much more in depth and faster than the grade leveled ELA courses.

19b. Reading- Challenges

Students difficulties in Reading between the lines in the story and making inferences.

Also they have some challenges with reading vocabulary that they are not familiar with. Often times students will skip over words instead of making sure they understand them in class.

19c. Reading- Trends

School Improvement Plan

Oakley W. Best Middle School

Many ELA students struggle with a number of issues including 1) self discipline, 2) lack of basic literacy skills, 3) need for additional reading. In general as students repeatedly become exposed to reading challenges that address higher level thinking skills students will strengthen their reading skill in both interpretation and vocabulary. the common Core standards incorporate higher level thinking skills including analysis and interpretation of the content.

19d. Reading- Summary

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

Students will have many opportunities to improve their reading/literacy skills. the following is a list of strategies included in the school improvement plan to meet the needs and improve the achievements of students in ELA:

MP2 period

Homework Website

Professional Learning Communities

Zeros Aren't Permitted Program

Curriculum and assessment revision process

E20/20 Summer School Program

Saturday School

Homework Helper After School Program

Check-in Check-out program

Updated Novels for Reading

Classroom instructional Technology

Language Arts Notebook

Next year we plan to implement the Achieve 3000 reading program with the expectation that this program will improve student literacy.

20a. Writing- Strengths

The students at O. W. Best are strong in their ability to develop paragraphs. Students have well developed bodacious beginning in their written work. Students tend to use good descriptive language when reminded to do so.

20b. Writing- Challenges

Some students struggle to support their ideas sufficiently. They often have trouble expanding upon the ideas in the text. Also they sometimes have difficulty connecting ideas in the text to an argumentative piece of writing.

20c. Writing- Trends

Some of the trends in student writing goals include increasing their ability to expand upon their thinking. Students are learning how to better describe what they mean. The appropriate use of descriptive vocabulary is important to this concept. Also students are working with students to develop skills to expand their thinking skills.

20d. Writing- Summary

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

Last year, O. W. Best began implementation of a school-wide reading annotation strategy in all content areas. The strategy is designed to improve literacy skills and help students organize their thoughts around a piece of text in preparation to respond in writing to a prompt.

Next year O. W. Best plan to implement the Achieve 3000 program to improve student reading levels.

21a. Math- Strengths

Each year at the end of the 6th and 7th grade years students have the opportunity to test into the advanced math course for the following year. The process to enter the program is competitive. Student grades in class, State test scores, Advanced placement test scores and behavior in class are all criteria used to determine placement into the program. Students in this program will learn the math content much more in depth and faster than the grade leveled math courses.

21b. Math- Challenges

Students among all grade-level have difficulty turning in their assignments on time. often times students do not have the support at home to help them complete their work. Being that the study of mathematics is a constructive process, students who fail a section of math can fall behind quickly and have sometime great difficulty keeping up in class when they fail to understand important concepts.

21c. Math- Trends

It is extremely important that students develop grade-level skills in mathematics. O. W.Best recognizes that students often have great difficulty learning math. We choose to apply much of the school resources to helping student succeed in math. Students have many avenues at their disposal to help them develop the skills in mathematics.

21d. Math- Summary

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

To support students succeed in their studies of mathematics, O. W. Best provides the following systems that support student achievement goals:

Zeros Aren't Permitted (ZAP)

Homework website

MP2 period

Professional Learning Communities

E20/20 Program

Computer Technology

Curriculum and Assessment Revision Process

Staff Development on Best Instructional Practices

Saturday School

At-Risk Truancy Intervention Program

Homework Helpers

Summer School

Mathematics Support Courses

22a. Science- Strengths

Students have a good attitude toward using a hands-on approach in science. Teachers are learning new ways to improve instructional practices and developing a STEM program.

22b. Science- Challenges

During hands on activities, students rely too much on a scripted approach to scientific inquiry.

22c. Science- Trends

To help students work through the thought process during scientific investigation, OW Best and the school district is adopting the Next Generation Science Standards Practices and a STEM approach to the study of science. These practices focus on developing the students ability to tie the Scientific process with scientific inquiry and incorporate math, technology, and engineering into student scientific investigations.

22d. Science- Summary

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

The development of the STEM program relies on a hands on approach to the student of science that incorporates math, technology, and engineering. Lab materials. computers, and other technology need to be selected and purchased. Science teachers need to be trained. O. W. Best commits a significant portion of its budget toward the lab materials needed to support the program.

With the adoption of the Next Generation Science Standards, teachers will develop a new 6, 7, and 8th grade alignment of science course content. The expectation is that at the end of the 2018-19 school year, students will be tested by the state on the new standards at the end of their 8th grade year.

23a. Social Studies- Strengths

The students at O. W. Best generally do well in 8th grade Economics. They have good skills in reading charts and tables and interpreting data from them. While students have challenges reading maps, they have a good understanding of latitude and longitude. The students enjoy working on hands-on activities.

23b. Social Studies- Challenges

The students at Best generally find it difficult knowing where places are on a map. Students need more work in developing their map reading skills.

Many students are challenged by the vocabulary associated with Social Studies.

Working with our students to think critically and develop their higher-level thinking skills is an ongoing challenge.

23c. Social Studies- Trends

The current trend in teaching social studies is to learn the content in themes rather than chronological order. Also the teaching of social students requires students to read and write more than ever before. Therefore there is a great focus on the development of literacy.

23d. Social Studies- Summary

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

Over the past couple of years, O. W. Best continues to develop better ways to teach students social studies. During the 2015-16 school year we piloted the MC3 curriculum. The MC3 curriculum uses many online resources and other technologies to help students learn. Teachers are developing lessons that focus on the vocabulary of social studies and implementing the use of a word wall. Next year the teachers will implement the ZAP program for social studies in an effort to get students to turn in their homework on time.

Perception Data

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

24a. Student Perception Data

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

Students feel safe in the school and feel that their teachers care about them.

24b. Student Perception Data

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

Students requested more course offerings among elective courses.

24c. Student Perception Data

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

We are seeking to offer more after school programs that will meet the varied interests of students. Teachers are developing effective instructional strategies that students find more valuable and engaging.

25a. Parent/Guardian Perception Data

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

Parents responses to School safety and satisfaction with extra curricular activities were among the highest ratings given by parents to the school on the survey.

25b. Parent/Guardian Perception Data

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

Reponses to the following two questions indicated the overall lowest rating on the parent survey: 1) Communication with families occurs in an open and respectful manner and 2) I am actively involved with the school.

25c. Parent/Guardian Perception Data

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

We need to treat parents in a consistently friendly manner. It is important to do all we can to make parents feel welcome and an important part of the educational process at O. W. Best.

The school is developing processes to improve communication efforts.

26a. Teacher/Staff Perception Data

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

"Our School Leaders expect staff members to hold all students to high academic standards" and "I use a process to inform students of their learning expectations and standards of performance" are among the highest ratings given by teachers in the survey.

26b. Teacher/Staff Perception Data

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

"Our school uses data to monitor student readiness and success at the next level" and "In our school, related support services are provided for all students based on their needs" are the two areas rated lowest among the staff on the survey.

26c. Teacher/Staff Perception Data

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

It is important that all academic areas, math, ELA, Science and Social Studies, be provided with adequate and equitable support to meet the needs of struggling student learners.

27a. Stakeholder/Community Perception Data

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

This survey will be developed next school year.

27b. Stakeholder/Community Perception Data

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

This survey will be developed next school year.

27c. Stakeholder/Community Perception Data

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

This survey will be developed next school year.

Summary

28a. Summary

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

O. W. Best has an extremely talented and dedicated staff. Over the years, much of the school funding and energy was devoted to Math and ELA practices. With the Common Core standards comes higher expectations for student learning in all content areas. Time and resources need to be allocated to all of the core area teachers to make sure teachers can be successful in their efforts toward student learning objectives.

While O. W. Best is a safe place for students and staff, we need to be more receptive to helping parents feel a sense of belonging in our school. Since nearly 50 percent of the students in D-7 are school of choice families, it is up to school staff to make families feel welcome and supported in our district. School staff have a responsibility develop and support a strong sense of community and belonging to all family members. Doing so will encourage productive partnerships between family members and school staff and lead them to work together to support student efforts and development.

28b. Summary

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

The staff at O. W. Best need to continue to work hard and smart to strengthen classroom practices that lead to student success. We must continue to develop programs that support all of our students during the learning process and utilize proven and effective methods of instruction. Relevant and timely data must be used to assess student learning and identify instructional needs. Parents and family members are some of our untapped resources. O. W. Best must continue its work to develop a school culture that is inviting and friendly to students and families.

28c. Summary

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

The strategies and activities included in our School Improvement Plan reflect academic goals in Math, Science, Social Studies and English Language Arts. There is a strong focus on developing curriculum and assessment practices that align to higher standards and levels of rigor. Next year we plan to monitor the effects of these strategies on student progress using State and Local student achievement data.

To improve communication, build relationships, and encourage productive routines with students, parents and families, our school improvement strategies include parent announcements, participation and agreements.

School Improvement Plan

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Many parents express that their children feel safe at O. W. Best. The School Improvement Plan makes continuous strides to improve the level of security at O. W. Best Middle School.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	The district complies with the Michigan Educational Assessment Program in addition to additional assessments that are used at the primary level such as NWEA and the future Smarter Balanced Assessments.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.district7.net/AER.html	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Each student has an EDP which are updated yearly.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The EDP's are reviewed annually and are managed by the two school counselors.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	In addition to being in compliance, the actual laws are published in each student planner so that parents not only have access to what the laws mean, but there are district phone numbers for contact persons in the event that parents have questions.	

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	If, by institution, the question means the district, then District 7 has a compliance officer (Sue Mitchell) whose name is listed in the OW Best Student planner.	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	OW Best has a parent manual that assists parents to access programs and resources available through the school. These include ZAP, E2020, Counselors, Mentoring Programs, Tutoring Programs other interventions listed on the OW Best Pyramid of Interventions.	

2016-17 O. W. Best Middle School SIP

Overview

Plan Name

2016-17 O. W. Best Middle School SIP

Plan Description

2016-17 School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at O. W. Best Middle School will be proficient in Mathematics	Objectives: 2 Strategies: 9 Activities: 19	Academic	\$180900
2	All students at O. W. Best Middle School will be proficient in English Language Arts	Objectives: 3 Strategies: 11 Activities: 22	Academic	\$187000
3	All students at O. W. Best Middle School will be proficient in Science	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$312750
4	All students at O. W. Best Middle School will be proficient in Social Studies	Objectives: 1 Strategies: 7 Activities: 15	Academic	\$23250
5	O. W. Best Middle School will be a safe, orderly and predictable school where students can excell.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$51000

Goal 1: All students at O. W. Best Middle School will be proficient in Mathematics

Measurable Objective 1:

A 20% increase of All Students will demonstrate a behavior of reducing the number of missing assignments in Mathematics by 04/14/2017 as measured by the number of zeros students earn that are recorded in gradebook program in MiStar..

Strategy 1:

Zeros Aren't Permitted Program (ZAP) - Core math classroom teachers will identify students who are not completing assignments in a timely manner. ZAP will apply to core math classes only. Core math teachers will use the missing scores option in MiStar to generate their ZAP list each day. Each teacher may ZAP up to 2 (two) assignments per ZAP session. ZAP will be held after school for 1 (one) hour. Students will receive 90% credit for the work they turn in late from the ZAP program.

Category: Learning Support Systems

Research Cited: Case Study: Randolph County Vocational Technical Center, Elkins, W. Va.

Tier: Tier 1

Activity - After school ZAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ZAP students will be given a copy of the missing assignment and instructed to work on the assignment in the after school ZAP class. Students in ZAP will be supervised by the ZAP teacher. Completed work will be reviewed by the ZAP teacher. Academic tutoring will be provided as needed. Completed student work will be collected by the ZAP teacher.	Academic Support Program	Tier 2	Implement	09/06/2012	05/27/2016	\$10000	Section 31a	Classroom teachers, Building administrators, ZAP teacher.

Strategy 2:

Homework Website - Students and parents will have this resource available to them to identify daily homework assignments. This will eliminate the excuse that a student did not know what he/she had for homework. An online link will be placed on the school website that will list the assignments/homework students will be expected to do on a given day. Each teacher will post the daily assignments for the current week on the Homework Site at the beginning of each week. Teachers will indicate upcoming tests quizzes, or projects. When appropriate, teachers will scan worksheets into a grade level/teacher file cabinet so students and parents will have

School Improvement Plan

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access to handouts and worksheets.

Category: Learning Support Systems

Research Cited: Jaynes, W. H. (2005) Parental Involvement and Student Achievement: A Meta Analysis. Family Involvement Research Digests: Harvard Family Research Project, Harvard Graduate School of Education.

Tier: Tier 1

Activity - Weekly updates to Homework Site	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post daily assignments to the school website on the Homework Link. The online link is accessible from the school website that will list the assignments/homework students will be expected to do on a given day. Each teacher will post daily assignments for the current week on the homework site at the beginning of each week. Teachers will indicate upcoming tests, quizzes, or projects. When appropriate, teachers will scan worksheets into the grade-level/teacher file cabinet so students and parents will have access to handouts and worksheets.	Parent Involvement, Technology	Tier 1	Monitor	09/17/2012	06/09/2017	\$0	No Funding Required	Teachers will create the Homework link on the school website. Teacher leaders will train the teaching staff on the process of updating the site on a weekly basis. Administrators will monitor the homework site and ensure all teachers actively participate.

Strategy 3:

MP2 Period - During the MP2 class period in the school day, teachers will work with students to develop their skills in all core classes and elective classes. Students may sign up to meet with their classroom teachers for additional help on assignments.

Category: Learning Support Systems

School Improvement Plan

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Research Cited: The MP2 program has worked successfully for the past few years at the high school in D-7 school district.

Tier: Tier 1

Activity - MP2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Many students struggle with a number of issues including 1) self discipline, 2) lack of basic skills, 3) the need for additional reading comprehension readiness, and 4) developing better relationships with students. The MP2 Program centers on developing a 25 minute additional class period during the day for all students.	Academic Support Program	Tier 1	Implement	09/07/2012	05/31/2017	\$0	No Funding Required	Teachers and administrators

Strategy 4:

Professional Learning Communities - Teachers will meet regularly in Professional Learning Communities to discuss student achievement, assessment goals and data.

Category: Learning Support Systems

Research Cited: "School Leadership That Works" (2005, Marzano, Waters, and McNulty

"Professional Learning Communities at Work" (1998), DuFour and Eaker

"Collaborative Analysis of Student Work": Improving Teaching and Learning" (2003), Langer, Colton, and

Goff

"Classroom Instruction that Works" (2001), Marzano, Pickering, and Pollock

Tier: Tier 2

Activity - Professional Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Oakley W. Best Middle School

<p>Teachers will meet regularly throughout the school year in PLCs to review assessment data and to revise the curriculum and develop plans as necessary to address student needs. Common assessment data will enable the PLC members to identify concepts that students do not understand and plan effective teaching strategies.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2013</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>District administrators will select a series of dates for teachers to meet in PLCs. Building administrators and teachers will develop the agendas for the PLC meetings. Administrators and teachers will keep appropriate records of meeting minutes.</p>
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Measurable Objective 2:

80% of Sixth, Seventh and Eighth 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 Common Unit Assessments in Mathematics by 05/31/2017 as measured by unit assessment data and 2015-16 student learning targets.

Strategy 1:

E20/20 At-risk intervention program - A student who fails (60% or below) a common unit assessment in math is immediately and temporarily removed from his/her elective and is placed in an E20/20 class. The E20/20 program offers remediation for the unit failed by the student. Once the student completes the E20/20 program he/she returns to the elective course. The grade for the E20/20 work replaces the failing grade in the math class for that unit test. Class size is limited to 25 students.

Category: Learning Support Systems

Research Cited: The high school in the D-7 school district has been using the E20/20 program successfully with students for a couple of years.

Many case studies indicate that the E20/20 program is successful with struggling students.

School Improvement Plan

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http://www.iaak.net/App_Content/Documents/Education_2020_Case_Studies_031008TS.PDF

Tier: Tier 2

Activity - E20/20 course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math core classroom teachers will identify students who fail a common unit assessment. Teachers will use the E20/20 computer program to customize the curriculum of failing students to address his or her needs. The E20/20 computer program customizes the instructional content for each student. Students who fail a summative assessment in Math will be removed from an elective course and placed into a E20/20 math course for remediation on the material failed. The students failing grade on the CUA will be replaced by the E20/20 score. E20/20 classes will be facilitated by math teachers. Elective teachers will excuse the work missed by students attending the E20/20 program, but only for the work missed during the E20/20 class.	Academic Support Program	Tier 2	Implement	09/02/2014	05/31/2017	\$30000	Section 31a	Classroom teachers and building administrators

Activity - E20/20 Computer Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students failing a grade-level math course will be place in the E20/20 computer assisted course. Each class will utilize a computer laptop cart to support student learning. Three carts will be used in the program. Technology Bond funds will support computer technology needs.	Academic Support Program, Technology	Tier 2	Implement	09/02/2014	05/31/2017	\$30000	Other	Teachers and building administrators

Activity - E20/20 computer program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The E20/20 computer program develops a prescriptive math curriculum for each student. Site licenses for 50 students will be purchased. Students receive computerized coursework, tutorials and assessments via the program in a teacher assisted classroom.	Academic Support Program, Technology	Tier 2	Implement	09/02/2014	05/31/2017	\$36000	Section 31a	teachers and building administrators

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Strategy 2:

Curriculum and assessment revision process - Teachers will meet in grade-level groups to assess and revise the math curriculum as needed to align with the Common Core Standards, MSTEP/Smarter Balanced-like Assessment, and meet the needs of students.

Category: Learning Support Systems

Research Cited: Smith, C. and Gillespie, M. (2007) Research on Professional Development and Teacher Change: Implications for Adult Basic

Education, http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf

Tier: Tier 2

Activity - Curriculum and Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core math teachers will attend Professional Development workshops offered by Wayne RESA to learn about classroom implications related to instruction for CCSS and learn about the Illuminate Assessment system.	Professional Learning	Tier 1	Implement	09/06/2016	05/31/2017	\$12000	Title II Part A	Administrators will coordinate curriculum and assessment development plans. Teachers will meet in grade-level groups to learn about the curriculum and assessment standards and discuss the implementation of best practices.

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Activity - Math Department Grade-level meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum and assessment plans for math were revised during the 2012-13 school year. Full implementation of the CCSS occurred during the 2013-14 school year. Full implementation of the M-STEP Assessment process online implemented in 2014-15 school year. Teachers will continue to meet in grade-level groups to refine the curriculum and common core unit assessments and make adjustments to meet student needs as necessary. This will include the process to align common unit assessments with the MSTEP expectations.	Curriculum Development, Technology	Tier 1	Implement	09/01/2014	05/31/2017	\$900	Title II Part A	Teachers will plan to meet. Administrators will facilitate the meeting, secretaries will arrange subs to release teachers from the classroom.

Activity - Training for Assessment Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrator and teacher leaders will attend BAA, School Improvement, and MASSP conferences to learn about the new guidelines related to the Common Core standards and testing practices.	Professional Learning	Tier 1	Implement	09/01/2014	05/31/2017	\$2000	Title II Part A	Administrators, teachers, secretaries, central office staff

Strategy 3:

Common Core Readiness Math Elective Course - All students will be required to take a (quarterly) math elective at some point in the school year. This elective will expose and teach students about the new teaching expectations on the State Tests.

Category: Mathematics

Research Cited: The United States Department of Education (USDOE) Clearing House <http://ies.ed.gov/ncee/wwc/topic.aspx?sid=9>

Best Evidence Encyclopedia www.bestevidence.org

Tier: Tier 1

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Activity - Math Elective Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Common Core Readiness Math Elective will be scheduled for each student during 1 (one) of the 4 (four) quarters throughout the year. This elective will focus on the vocabulary used by the State Test as well as the shift in the type of questions students will experience on the new assessments.	Academic Support Program	Tier 1	Implement	09/02/2014	05/31/2017	\$0	No Funding Required	Classroom teachers, building administrators and counselors

Strategy 4:

Academic Support Services - Academic Support Services

Math ZAP, Homework Helpers, Saturday School, Summer School and Truancy follow-up are services to promote academic success to struggling students. In ZAP students will be given an additional copy of the assignment they are missing. Students will hand it to the ZAP teacher prior to leaving the session. Students will be given 90% credit for the work completed in ZAP. If a student does not complete the work in ZAP, he or she will be assigned Saturday School. Another support will be Saturday School. Students that are struggling academically due to missing work or being unprepared on a consistent basis will be placed in Saturday School. Saturday School will be three additional hours per week to get academic support. At-Risk Truancy tracking and follow-up will also be provided for students with attendance issues.

Category: Learning Support Systems

Research Cited: Research Cited:

Case Study: Randolph County Vocational Technical Center, Elkins, W.VA.

Parental Involvement and Student Achievement: A Meta Analysis. Family Involvement Research Digests: Harvard Family Research Project, Harvard Graduate School of Education

Tier: Tier 1

Activity - ZAP Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will keep records of students who do not complete assignments throughout the week. Teachers will provide missing work for students to complete in ZAP. Students will attend ZAP. They will complete the work, and hand it to the ZAP teacher prior to dismissal. Parents will be notified via robo call when student is to attend ZAP after school.	Academic Support Program	Tier 1	Implement	09/01/2015	05/31/2017	\$6000	Section 31a	Teachers and Administrators

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Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will recommend students that are struggling due to missing work or being unprepared. These students will be required to attend Saturday School. The teachers will provide work that must be completed. Students will complete the work and hand it in for credit.	Academic Support Program	Tier 2	Implement	09/01/2015	05/31/2017	\$5000	Section 31a	Teachers and administrators

Activity - Truancy Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An At-Risk Truancy Specialist will monitor student attendance. Families of students that have attendance issues will be contacted. The Specialist will work closely with mediators, Court systems, Families, and Students to improve the attendance of at risk of failure due to truancy..	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/02/2014	05/31/2017	\$10500	Section 31a	Truancy Specialist, Teachers, Administrators

Activity - Homework Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to work with a certified teacher after school four days a week for one hour per day. The teacher will give academic support for students that attend homework helpers.	Academic Support Program	Tier 1	Implement	09/02/2014	05/31/2017	\$4000	Section 31a	Teachers and administrators.

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

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Students who have failed 3 out of 8 semester core classes will be required to attend summer school to reduce the possibility of being retained. Summer school is a six week program where students utilize the E2020 program for math and ELA to recover academic information not learned during the regular school year. Summer school will be held Monday- Thursday from 8:00 – noon for 6 weeks.	Academic Support Program, Technology	Tier 2	Implement	06/22/2015	05/31/2017	\$20000	Section 31a	Teachers and Administrators
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Activity - MTSS Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MTSS team will improve upon the current process of provided at risk students with a multi tiered system on supports.	Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/06/2016	06/06/2017	\$1500	Section 31a	The MTSS team at O. W. Best MS.

Strategy 5:

Instructional Technology Integration - Technology will be integrated into math classrooms. Math education is constantly changing. Use of technology to keep up with the changes is necessary. Math also requires use of multi-media. Technology will allow teachers to present necessary content in different modalities.

Category: Technology

Research Cited: Research Cited:

“Classroom Instruction that Works” (2001, Marzano, Pickering, and Pollock)

Tier: Tier 1

Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Oakley W. Best Middle School

Math classrooms will be provided with new student computers, a projector and a document camera to integrate technology into the classroom. Teachers will use technology to engage students in the teaching and learning process. Students will be able to experience on-line resources as a class. Teachers will improve upon effective instructional practices. Technology bond funds will be used to support the professional development of teachers.	Academic Support Program, Technology	Tier 1	Getting Ready	09/01/2015	05/31/2017	\$10000	Section 31a	Technology Department, Teachers, Administrators
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Activity - Calculators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math classrooms will be provided with current working calculators and will be updated/ replaced when needed.	Academic Support Program, Technology	Tier 1	Implement	09/01/2015	06/09/2017	\$3000	Other	Teachers and Administrators

Goal 2: All students at O. W. Best Middle School will be proficient in English Language Arts

Measurable Objective 1:

30% of Sixth, Seventh and Eighth 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 of reducing the number of missing assignments in English Language Arts by 06/10/2016 as measured by student gradebook reports.

Strategy 1:

Zeros Aren't Permitted Program - Core ELA classroom teachers will identify students who are not completing assignments in a timely manner. Core ELA teachers will use the missing scores option in MiStar to generate their ZAP lists each day. Each teacher may ZAP up to 2 (two) assignments per ZAP session. ZAP will be held after school for 1 (one) hour one day per week. Students will receive 90% credit for the work they turn in late from the ZAP program.

Category: Learning Support Systems

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Research Cited: Research Cited: Case Study: Randolph County Vocational Technical Center, Elkins, W. Va.

Tier: Tier 1

Activity - After school ZAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ZAP students will be given a copy of the missing assignment and instructed to work on the assignment in the after school ZAP class. Students in ZAP will be supervised by the ZAP teacher. Academic tutoring will be provided as needed. Completed student work will be collected by the ZAP teacher.	Academic Support Program	Tier 2	Implement	09/01/2015	06/02/2017	\$5000	Section 31a	Classroom teachers, Building administrators, ZAP teachers, Hall monitors, Intervention specialists, and paraprofessionals.

Strategy 2:

MP2 Period - Many students struggle with a number of issues including 1) self discipline, 2) lack of basic math/literacy skills, 3) the need for additional reading comprehension readiness, and 4) developing better relationships with students. The MP2 Program centers on developing an 30 minute additional class during the school day for all students. During the MP2 class, teachers will work with students to develop their skills in core courses.

Category: Learning Support Systems

Research Cited: The MP2 program has worked successfully for the past few years at the high school in D-7 school district.

Tier: Tier 1

Activity - MP2 Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Oakley W. Best Middle School

Teachers will mentor students in their MP2 class and provide students with academic support skills in core subject areas.	Academic Support Program	Tier 1	Implement	09/03/2012	06/09/2017	\$0	General Fund	Teachers will use specific lessons to develop student skills in core subject areas. Teachers and administrators will work together to develop the lessons that address critical skills students need to learn as identified by CUA and MEAP data.
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Strategy 3:

Homework Website - Homework Website - An online link will be placed on the school website that will list the assignments/homework students will be expected to do on a given day. Each

teacher will post the daily assignments for the current week on the Homework Site at the beginning of each week. Teachers will indicate upcoming tests quizzes, or projects. When appropriate, teachers will scan worksheets into a grade level/teacher file cabinet so students and parents will have access to handouts and worksheets.

Parents and students will use the site to gain information of the current daily classroom activities and assignment due dates.

Teachers will use the file cabinet feature on the website so that parents and students can gain access to printed instructional materials from home computers.

Category: Learning Support Systems

Research Cited: Jaynes, W. H. (2005) Parental Involvement and Student Achievement: A Meta Analysis. Family Involvement Research Digests: Harvard Family Research Project, Harvard Graduate School of Education

Tier: Tier 1

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Activity - Weekly updates to homework site.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post daily assignments to the school website on the Homework Link. The site will be updated weekly. Teachers will utilize the file cabinet system so parents and students have access to printed instructional materials from home.	Academic Support Program, Technology	Tier 1	Implement	09/06/2012	06/09/2017	\$0	General Fund	Teachers will create the Homework link on the school website. Teacher leaders will train the teaching staff on the process of updating the site on a weekly basis. Administrators will monitor the homework site and ensure all teachers actively participate.

Strategy 4:

Professional Learning Communities - Professional Learning Communities - Teachers will meet regularly in PLCs to review student assessment data and revise the curriculum and develop plans as necessary to address student needs. Common assessment data will enable the PLCs to identify concepts that students do not understand and plan effective reteaching strategies.

Category: English/Language Arts

Research Cited: "School Leadership That Works" (2005, Marzano, Waters, and McNulty

"Professional Learning Communities at Work" (1998), DuFour and Eaker

"Collaborative Analysis of Student Work": Improving Teaching and Learning" (2003), Langer, Colton, and

Goff

"Classroom Instruction that Works" (2001), Marzano, Pickering, and Pollock

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Tier: Tier 1

Activity - Professional Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly on Professional Learning Communities to discuss student achievement and assessment goals and data.	Professional Learning	Tier 1	Implement	09/06/2010	06/09/2017	\$0	General Fund	District administrators will select a series of dates for teachers to meet in PLCs. Building administrators and teachers will develop the agendas for the PLC meetings. Administrators and teachers will keep appropriate records of meeting minutes.

Measurable Objective 2:

50% of Sixth, Seventh and Eighth 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 English Language Arts Standards in English Language Arts by 06/10/2016 as measured by Common Unit Assessments and State Standardized Tests and 2014-15 learning targets.

Strategy 1:

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Curriculum and assessment revision process - Curriculum and assessment revision process – The 2014-2015 rewritten curriculum and assessment plans for Math and ELA will be revised for implementation during the 2015-2016 school year. Teachers will meet in subject area and grade level teams to vertically and horizontally align the curriculum to the Common Core Standards for mathematics and English. The teams will also meet to revise common unit assessments and the student assessment preparation process to align with the State Assessment expectations. Teachers will also meet to refine curriculum plans after the initial implementation stages during the 2016-17 school year. Teachers will meet in PLCs to review student data and discuss best practices. Teachers will attend professional development sessions to learn updates related to curriculum and assessment development.

Category: English/Language Arts

Research Cited: Smith, C. and Gillespie, M. (2007) Research on Professional

Development and Teacher Change: Implications for Adult Basic

Education, http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf

Tier: Tier 1

Activity - Curriculum and Assessment Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers develop student learning and assessment activities that reflect the best practices learning in professional development sessions at RESA and school conferences during the year related to Common Core State Standards and State Assessments for the 2015-2016 school year.	Professional Learning	Tier 1	Getting Ready	09/02/2013	06/10/2016	\$2000	Title II Part A	Administrators will coordinate curriculum development plans. Teachers will meet to learn about the curriculum and assessment standards and discuss the implementation of best practices.

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Activity - Training on curriculum and assessment best practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a series of RESA workshop designed to teach best practices. Teachers will attend professional development sessions to learn the Illuminate Assessments system supported by Wayne RESA.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2900	Title II Part A	Teachers, administrators, and secretaries, central office

Strategy 2:

Summer School Program - E20/20 or Achieve 3000 Summer School Program. Students who fail ELA during the regular school year will be placed in a 6 week summer school program. The summer school E20/20 program is designed to improve student skills in ELA. Students will receive a prescriptive ELA curriculum. Students may work on the program at home. Class size is limited to 20 students. The program is designed to bring students failing ELA up to grade level.

Category: Learning Support Systems

Research Cited: The high in the D-7 school district has been using the E20/20 program successfully with students for a couple of years. Many case studies indicate that the E20/20 program is successful with struggling students.

http://www.iaak.net/App_Content/Documents/Education_E2020_Case_Studies_031008TS.PDF

Tier: Tier 2

Activity - E20/20 Courses/ Achieve 3000 Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail a unit assessment in mathematics and/or English Language Arts will be identified by the classroom teacher. Administrators will assign students to attend summer school for ELA. Students will attend summer school class for six weeks, Monday through Thursday from 8 am to 12 pm. Students must pass the assessment with a grade of 70% or greater to demonstrate proficiency. Students who fail summer school will be considered for retention.	Academic Support Program, Technology	Tier 2	Implement	06/27/2016	07/29/2016	\$30000	Section 31a	teachers, office staff, and administrators

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Strategy 3:

Classroom Technology - Teachers will increase the use of technology in the classroom (digital projectors, document cameras). Teachers will be able to use technology to display online research, model quality student work samples, and effectively guide instruction. Students will use computer technology to access up to date instructional materials.

Category: Learning Support Systems

Research Cited: Classroom Instruction that Works by Marzano

Professional Learning Communities

Accelerated Math

Tier: Tier 1

Activity - Instructional Technology Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate the use of updated technology including, teacher computers, digital projectors and other technology devices to support effective instruction during classroom activities. Students will be provided with greater opportunities to use technology to learn concepts.	Academic Support Program, Technology	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$54000	Other, Title II Part A	Administration will assess the technology needed to support student learning in individual classrooms. Teachers will be trained and use the technology with students.

Activity - Google training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be trained on the use of google docs.	Professional Learning, Technology	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$5000	Title II Part A	Administrators and instructional staff
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Strategy 4:

At-Risk Intervention Program - Students who are identified as being at risk of failure in Mathematics and ELA will be assigned additional academic support that focuses on building student skills to meet grade-level expectations and working with parents to support student learning. Individual demographic and academic data will be used to identify students at risk of failure in Math and ELA. Students will receive academic support and mentoring during the school day, after school, on Saturdays, and during the summer.

Category: Learning Support Systems

Research Cited: After School Programs (2004). Education Week, May 10. <http://www.edweek.org/ew/issues/after-school-programs/>

Tier: Tier 2

Activity - A-Risk Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The At-Risk Intervention Specialist will work with a case-load of no more than twenty-five students identified as at risk of failing math and ELA due to attendance. The specialist will contact students and their families to support efforts that increase student attendance in school and academic progress. The intervention specialist will keep detailed records of student attendance and academic progress; make regular contacts with parents, teachers, and truancy officers as needed. The intervention specialist will meet with students and their parents as needed after school and on Saturdays to support completion of schoolwork. The at risk intervention specialist will work closely with the court system to ensure students and parents are accountable for regular attendance in school.</p>	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/09/2017	\$10500	Section 31a	<p>The At-Risk Intervention Specialist will communicate regularly with students, teachers, parents and truancy officers to promote student learning goals and student attendance in school. Administrators will monitor the program and maintain accurate records.</p>
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Activity - After School Tutoring for Math and ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will have the opportunity to work with a teacher to learn Math and ELA skills and concepts.</p>	Academic Support Program	Tier 2	Implement	09/02/2013	06/10/2016	\$1500	Section 31a	<p>teachers will tutor students and oversee the classroom. Administrator will oversee the program and make parent contacts as needed.</p>

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Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Saturday School Program will run for three hours on Saturdays and be used for students who have a difficult time completing their class work and homework. Students who come to class unprepared could also receive Saturday School. Teachers will provide work for students attending the Saturday School Program.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$5000	Section 31a	Teachers and Administrators

Activity - Homework Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homework Helpers – Students will have the opportunity Monday thru Thursday for one hour after school to do their homework in a safe environment. Students will have access to computer technology. NJHS student will volunteer time to provide support for after school completion of homework.	Academic Support Program	Tier 1	Implement	05/20/2015	06/09/2017	\$1500	Section 31a	Teachers and administrators

Activity - MTSS Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MTSS Team will improve upon the process of providing students at risk of failure with a multi tiered system of supports.	Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$1500	Section 31a	The MTSS Team at O. W. Best MS

Strategy 5:

Language Arts Notebook - All students in grades 6-8 will be provided with an ELA Notebook to use throughout their time at O.W. Best. Teachers will plan weekly activities for students to complete in their ELA Notebooks. At the beginning of the year activities will be completed using guided practice. Expectations will be modeled

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in the ELA Notebooks. Guided practice will transition into independent practice throughout the year. The ELA Notebooks can be utilized by students as a reference source for learning and summative assessments. Teachers will facilitate sending ELA Notebooks to the appropriate teacher.

Category: English/Language Arts

Research Cited: Scholastic: http://www.scholastic.com/teachers/top_teaching/2010/09/the-readers-notebook-grades-3-12

Tier: Tier 1

Activity - Analysis of conflict	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze conflict in a narrative piece including internal and external conflict and identifying conflict type.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$600	General Fund	Teachers

Activity - Analysis of theme	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze theme in a narrative piece and how to find evidence to support a claim	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	teachers

Activity - Analysis of Characters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze characters in a narrative piece and identify how the author uses character traits to develop them.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	teachers

Activity - Making comparisons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will compare two or more characters throughout literature.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	ELA teachers
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Activity - Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will summarize a piece of writing from various points of view.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	ELA teachers

Activity - Multiple pieces of literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the skills learned during the Reader's Notebook activities and apply them to multiple pieces of literature.	Academic Support Program	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	ELA teachers

Strategy 6:

School wide Annotation Initiative - All students at O.W. Best will be taught text annotation by the English Language Arts teachers. Annotations will be used across the curriculum in all subject areas.

Category: English/Language Arts

Research Cited: Gallagher, Kelly. Readicide: How Schools Are Killing Reading and What You Can Do About It. Portland: Stenhouse, 2009. Daniels, Harvey, Nancy Steinke. Texts and Lessons for Content-Area Reading. Heinemann: Portsmouth, 2011.

Tier: Tier 1

Activity - Annotation Classroom activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will instruct students in the annotation process, allowing learners the opportunity to utilize annotation marks to interact with text. The students will annotate text provided by teachers across all subjects grades 6-8. Funding will be required for making copies of training materials.	Academic Support Program	Tier 1	Implement	09/01/2015	06/09/2017	\$500	General Fund	Teachers
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Measurable Objective 3:

100% of All Students will increase student growth in literacy in English Language Arts by 06/09/2017 as measured by the Achieve 3000 program.

Strategy 1:

Achieve 3000 Program - Students and teachers will use the Achieve 3000 program to improve student literacy as measured by The Achieve 3000 assessments and State Standardize Test scores. Teachers will use the Achieve 3000 program with students once per week.

Category: English/Language Arts

Research Cited: Achieve 3000 presentation, December 2016

Tier: Tier 1

Activity - Achieve 3000 lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the Achieve program one per week to improve student literacy performance.	Academic Support Program, Technology	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$67000	Other	Teachers and administrators

Goal 3: All students at O. W. Best Middle School will be proficient in Science

Measurable Objective 1:

A 20% increase of Sixth, Seventh and Eighth 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 achievement standards in Science by 06/09/2017 as measured by Common Unit Assessments and State Standardized Tests..

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Strategy 1:

Homework Website - An online link will be placed on the school website that will list the assignments/homework students will be expected to do on a given day. Each teacher will post the daily assignments for the current week on the Homework Site at the beginning of each week. Teachers will indicate upcoming tests quizzes, or projects. When appropriate, teachers will scan worksheets into a grade level/teacher file cabinet so students and parents will have access to current daily assignments, handouts and worksheets, and assignment due dates.

Category: Learning Support Systems

Research Cited: Jeynes, W. H. (2005) Parental Involvement and Student Achievement: A Meta Analysis. Family Involvement Research Digests: Harvard Family Research Project, Harvard Graduate School of Education.

Tier: Tier 1

Activity - Homework Website Weekly Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will post daily assignments to the school website on the school website Homework Link.	Parent Involvement, Technology	Tier 1	Implement	09/07/2012	06/09/2017	\$0	No Funding Required	Teachers will create the Homework link on the school website. Teacher leaders will train the teaching staff on the process of updating the site on a weekly basis. Administrators will monitor the homework site and ensure all teachers actively participate.
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Activity - Review of the homework site	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will check the homework site daily or as needed to be better informed. During the 2016-17 school year teachers will seek to utilize the File cabinet feature so parents and students will have access to instructional materials from home computers.	Parent Involvement, Technology	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	teachers

Strategy 2:

Professional Learning Community - Teachers will meet regularly in PLCs to review student assessment data and revise the

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curriculum and develop plans as necessary to address student needs. Common assessment data will enable the PLCs to identify concepts that students do not understand and plan effective reteaching strategies.

Category: Learning Support Systems

Research Cited: "School Leadership That Works" (2005, Marzano, Waters, and McNulty

"Professional Learning Communities at Work" (1998), DuFour and Eaker

"Collaborative Analysis of Student Work": Improving Teaching and Learning" (2003), Langer, Colton, and Goff

"Classroom Instruction that Works" (2001), Marzano, Pickering, and Pollock

Tier: Tier 1

Activity - Professional Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as scheduled in Professional Learning Communities to discuss student achievement and assessment goals and review student achievement data.	Professional Learning	Tier 1	Implement	09/05/2011	06/09/2017	\$0	General Fund	District administrators will select a series of dates for teachers to meet in PLCs. Building administrators and teachers will develop the agendas for the PLC meetings. Administrators and teachers will keep appropriate records of meeting minutes.

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Activity - Illuminate program training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to use the Illuminate Assessment program supported by RESA.	Professional Learning, Technology	Tier 1		09/06/2016	06/09/2017	\$500	Title II Part A	Teachers and administrators

Strategy 3:

Science, Technology, Engineering, and Mathematics (STEM) Program - Teachers will develop an approach to teaching that promotes more critical thinking/inquiry based learning activities for students. Each grade-level will develop at least one major STEM project per quarter and daily activities that encourage the development of critical thinking and literacy skills. Teachers will utilize the new technology gained from the tech grant to engage students in lessons. Students will be required to take on a more active role in planning the procedural part of lab work. During this process, students will become more of the facilitator in the learning process and the teacher will offer guidance. Students will develop skills to enable them to plan individualized/group lab activities, test ideas, and support conclusions.

Category: Science

Research Cited: Marzano, Robert, Pickering, Debra, and Poillock, Jane 2005. "Classroom Instruction that Works."

Langer, Colton, and Goff 2003. "Collaborative Analysis of Student Work: Improving Teaching and Learning."

Tier: Tier 1

Activity - STEM Lab development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The D-7 School District has approved a three year plan to remodel two existing science classroom into STEM laboratories. During the first year, 2014-15, one lab will be remodeled, during the second year, 2015-16, the second lab will be remodeled, during the third year, 2016-17, classroom equipment will be purchased.	Academic Support Program, Technology	Tier 1	Getting Ready	06/16/2014	08/25/2017	\$280000	Other	Director of Operations and Construction Management, Building Administrators, Central Office Administrators, Teachers

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Activity - Critical Thinking/Inquiry lesson development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activities</p> <p>1) More critical thinking /inquiry based activities, 2) One STEM project per quarter, 3) Science World Magazines will be used to improve literacy skills and support critical thinkin/inquiry learning targets, 4) Realignment of the curriculum to the NGSS content grade-span objectives, 5) purchase of STEM activity materials, 6) Students will take an active role in planning the procedural part of the lab, 7) labs need to be completed as scheduled.</p> <p>Teachers will attend a series of professional development sessions to learn effective teaching strategies.</p> <p>NGSS Aligned Workshops Applying NGSS Practices to Middle School Science Content Content NSTA Learning Center for K-12 Teachers</p>	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$6000	Title II Part A, General Fund	teachers and administrators

Activity - NGSS Curriculum alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet over a period of several days to develop a curriculum scope and sequence pacing chart aligned to the NGSSs that incorporate STEM lessons. Teachers will attend NGSS professional development conferences to gain updates and gain insights about effective teaching strategies.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$3000	Title II Part A	teachers and administrators

Strategy 4:

At-Risk Support Services - Science ZAP, Homework Helpers, Saturday School, Summer School and Truancy follow-up are services to promote academic success to struggling students. In ZAP students will be given an additional copy of the assignment they are missing. Students will hand it to the ZAP teacher prior to leaving the session. Students will be given 90% credit for the work completed in ZAP. If a student does not complete the work in ZAP, he or she will be assigned Saturday School. Another support will be Saturday School. Students that are struggling academically due to missing work or being unprepared on a consistent basis will be placed in Saturday School. Saturday School will be three additional hours per week to get academic support. At-Risk Truancy tracking and follow-up will also be provided for

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students with attendance issues.

Category: Learning Support Systems

Research Cited: Case Study: Randolph County Vocational Technical Center, Elkins, W.VA.

Parental Involvement and Student Achievement: A Meta Analysis. Family Involvement Research Digests: Harvard Family Research Project, Harvard Graduate School of Education

Tier: Tier 1

Activity - ZAP (Zeros Aren't Permitted) Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep records of students who do not complete assignments throughout the week. Teachers will provide missing work for students to complete in ZAP. Students will attend ZAP. They will complete the work, and hand it to the ZAP teacher prior to dismissal.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$5000	Section 31a	Teachers and Administrators

Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will recommend students that are struggling due to missing work or being unprepared. These students will be required to attend Saturday School. The teachers will provide work that must be completed. Students will complete the work and hand it in for credit.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$5000	Section 31a	Teachers and Administrators

Activity - At Risk Truancy Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An At-Risk Truancy person will monitor student attendance. Families of students that have attendance issues will be contacted. Students that continue to have attendance issues will be reported to Wayne County.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$10500	Section 31a	Intervention Specialist, Teachers, Administrators
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Activity - Homework Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to work with a certified teacher after school four days a week for one hour per day. The teacher will give academic support for students that attend homework helpers.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$1250	Section 31a	Teachers and Administrators

Activity - MTSS Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of regular education teachers and administrators will improve upon the current process of providing a Multi Tier System of Supports to students receiving tier three services. Social, behavioral, and academic support services will be provided to students. The MTSS team will attend a series of professional development sessions to guide the development of the process.	Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/01/2016	06/09/2017	\$1500	Section 31a	The O. W. Best MTSS team

Goal 4: All students at O. W. Best Middle School will be proficient in Social Studies

Measurable Objective 1:

40% of Sixth, Seventh and Eighth 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 on assessments in Social Studies by 06/10/2016 as measured by Common unit assessments..

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Strategy 1:

Classroom Instructional Technology - Technology will be integrated into Social Studies classrooms. Social Studies is constantly changing. Use of technology to keep up with the changes is necessary. Social Studies also requires use of multi-media. Technology will allow teachers to present necessary content in different modalities.

Category:

Research Cited: Classroom Instruction that Works by Marzano

Professional Learning Communities

Tier: Tier 1

Activity - Instructional technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate the use of technology during classroom activities. Social Studies classrooms will be provided with a projector and a document camera to integrate technology into the classroom. Teachers will use technology to teach the changing social studies curriculum. Students will be able to experience on-line resources as a class. Teachers will be able to effectively model using the document camera. The tech grant will help to support technology updates need in the classroom.	Technology	Tier 1	Getting Ready	09/01/2015	06/09/2017	\$4000	Other	Administration will assess the technology needed to support student learning in individual classrooms. Teachers will be trained and use the technology with students.

Activity - Online Textbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A sixth grade social studies class will pilot the use of the on-line text created by Wayne RESA. The teacher will be provide each students with a Chrome Book or tablet to access the on-line text. The students will use the technology to access on-line resources to support learning including the on-line textbook.	Academic Support Program, Technology	Tier 1	Getting Ready	09/01/2015	06/09/2017	\$0	Section 31a	Teachers and Administrators
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Strategy 2:

Homework Website - An online link will be placed on the school website that will list the assignments/homework students will be expected to do on a given day. Each teacher will post the daily assignments for the current week on the Homework Site at the beginning of each week. Teachers will indicate upcoming tests quizzes, or projects. When appropriate, teachers will scan worksheets into a grade level/teacher file cabinet so students and parents will have access to current daily assignments, handouts and worksheets, and assignment due dates.

Category:

Research Cited: Research Cited: Jeynes, W. H. (2005) Parental Involvement and Student Achievement: A Meta Analysis. Family Involvement Research Digests: Harvard Family

Research Project, Harvard Graduate School of Education.

Tier: Tier 1

Activity - Weekly homework postings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will post daily assignments to the school website on the Homework Link. Students and parents will access the link as needed.	Parent Involvement	Tier 1	Implement	05/09/2013	06/09/2017	\$0	No Funding Required	Teachers will create the Homework link on the school website. Teacher leaders will train the teaching staff on the process of updating the site on a weekly basis. Administrators will monitor the homework site and ensure all teachers actively participate.
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Strategy 3:

Professional Learning Communities - Teachers will meet regularly in PLCs to review student assessment data, revise the curriculum and develop plans as necessary to address student needs. Common assessment data will enable the PLCs to identify concepts that students do not understand and plan effective reteaching strategies.

Category: Learning Support Systems

Research Cited: Research Cited: "School Leadership That Works" (2005, Marzano, Waters, and McNulty

"Professional Learning Communities at Work" (1998), DuFour and Eaker

"Collaborative Analysis of Student Work": Improving Teaching and Learning" (2003), Langer, Colton, and

Goff

"Classroom Instruction that Works" (2001), Marzano, Pickering, and Pollock

Tier: Tier 1

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Activity - PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in regularly scheduled social studies professional learning community meetings to review curriculum goals and student assessment data.	Professional Learning	Tier 1	Implement	09/05/2011	06/09/2017	\$0	No Funding Required	Administrators and teachers will plan the agenda for each of the PLC meetings. Teachers and administrators will review student achievement data, student work, and curriculum goals. Teachers and administrators will keep records of meeting minutes.

Strategy 4:

Higher Order Thinking Skills - Teachers will work in grade-level teams to create extended response questions that require higher order thinking skills for each unit to increase student understanding of the content.

Category: Science

Research Cited: Marzano, Robert, Pickering, Debra, and Pollock, Jane 2005. "Classroom Instruction that Works."

Langer, Colton, and Goff 2003. "Collaborative Analysis of Student Work: Improving Teaching and Learning."

Tier: Tier 1

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Activity - H.O.T.S. Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will receive professional development for teaching H.O.T.S. (Analytic questioning) at Wayne RESA. Sessions include: Socratic Seminars & Structured Academic Controversy: Facilitating Effective Classroom Conversations in Middle & High School Classrooms Teaching Effective Research Strategies to Your Elementary & Middle School Students	Professional Learning	Tier 1	Implement	09/02/2014	06/09/2017	\$600	Title II Part A	Social Studies teachers and administrators

Activity - H.O.T.S. Question Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will meet in grade-levels for one half day per unit to create extended response analytic questions to be used throughout the unit and on the common unit assessment.	Professional Learning	Tier 1	Implement	09/02/2014	06/09/2017	\$600	Title II Part A	Social Studies teacher and administrators

Activity - Analytic Questioning Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will provide students with analytic questions throughout the year to teach Higher Order Thinking Skills.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	Social Studies Teachers

Strategy 5:

Academic Vocabulary - Teachers will complete grade-level lists of Social Studies vocabulary that students need to understand to be successful learners. Teachers will provide direct instruction throughout the year of the core vocabulary.

Category: Social Studies

Research Cited: Marzano, Robert, Pickering, Debra 2005. "Building Academic Vocabulary: Teachers Manual."

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the MC3 curriculum for Social Studies.	Professional Learning	Tier 1	Implement	09/01/2015	06/09/2017	\$700	Title II Part A	Social Studies teachers and administrators

Activity - Academic Vocabulary List Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will receive professional development to complete grade-level lists of relevant vocabulary in two phases. The first phase will be creating the grade-level lists. The second phase will be coordinating the lists across grade-levels and developing instructional strategies.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$600	Title II Part A	Social Studies teachers and building administrators.

Activity - Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will make a word wall. The word wall will provide the vocabulary and definitions that students must know to be successful. Teachers will use the word wall to reinforce vocabulary throughout the year.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	No Funding Required	Social Studies teachers

Strategy 6:

Academic Support Services - Social Studies ZAP, Homework Helpers, Saturday School and Truancy follow-up are services to promote academic success to struggling students. Social Studies ZAP will be an after school session held twice a week for students that have not completed their social studies assignments. Class work and homework completion is critical to every child's success at O.W. Best Middle School. If a student fails to complete social studies work, they can be placed into ZAP.

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Students will be given an additional copy of the assignment for ZAP. Students will hand it to the ZAP teacher prior to leaving the session. Students will be given 90% credit for the work completed in ZAP. If a student does not complete the work in ZAP, he or she will be assigned Saturday School. Another support will be Saturday School. Students that are struggling academically due to missing work or being unprepared on a consistent basis will be placed in Saturday School. Saturday School will be three additional hours per week to get academic support. At-Risk Truancy tracking and follow-up will also be provided for students with attendance issues.

Category: Learning Support Systems

Research Cited: Case Study: Randolph County Vocational Technical Center, Elkins, W.VA.

Parental Involvement and Student Achievement: A Meta Analysis. Family Involvement Research Digests: Harvard Family Research Project, Harvard Graduate School of Education

Tier: Tier 1

Activity - ZAP Zeros Aren't Permitted	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will keep records of students who do not complete assignments throughout the week. Teachers will provide missing work for students to complete in ZAP. Students will attend ZAP. They will complete the work, and hand it to the ZAP teacher prior to dismissal.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/09/2017	\$0	Section 31a	Teachers and Administrators

Activity - Saturday School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will recommend students that are struggling due to missing work or being unprepared. These students will be required to attend Saturday School. The teachers will provide work that must be completed. Students will complete the work and hand it in for credit.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$5000	Section 31a	Teachers and administrators

Activity - Truancy Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An At-Risk Truancy person will monitor student attendance. Families of students that have attendance issues will be contacted. Students that continue to have attendance issues will be reported to Wayne County.	Academic Support Program	Tier 3	Implement	09/01/2015	06/09/2017	\$10500	Section 31a	Teacher and administrator
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Activity - Homework Helpers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to work with a certified teacher after school four days a week for one hour per day. The teacher will give academic support for students that attend homework helpers.	Academic Support Program	Tier 1	Implement	09/01/2015	06/09/2017	\$1250	Section 31a	Teacher and administrators

Strategy 7:

Social Studies Elective Course - The sixth grade will adopt a new elective course called Mini Society. The Mini Society course will integrate a significant number of content standards for Social Studies. This course will replace The current 50 Days Around the World course.

Category: Social Studies

Tier: Tier 1

Activity - Mini-Society 6th grade course offering	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Mini-Society is a self-organizing, experience-based approach to instructing students on entrepreneurship, economics, government, career opportunity, consumer issues, and values. The teacher functions as the facilitator with the students doing most of the discovery, usually by trial-and-error, firsthand experience. In other words this will be a project based course.</p> <p>Mini society requires resources to create a product. While students will be encouraged to bring in their own supplies, there are several students who will not. Teachers request \$100 per quarter per teacher for supplies for this course.</p>	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	Teachers, counselors, and administrators

Goal 5: O. W. Best Middle School will be a safe, orderly and predictable school where students can excell.

Measurable Objective 1:

demonstrate a behavior of students and visitors that is safe, orderly and predictable by 06/12/2015 as measured by student behavior referrals and incident reports.

Strategy 1:

Campus Security Program - School security is fundamental to O. W. Best's ability to educate students. Staff, parents and students need to know that they have a school that places school safety and security among its most important goals. O. W Best will utilize a number of safety enforcement approaches to ensure the school is safe and secure.

Category: Other - School safety

Tier: Tier 1

Activity - Campus Security Monitors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two campus security monitors will be responsible for supervising the hallways, making sure students behave appropriately and maintain the general safety and security of O. W. Best. Campus security monitors will have staggered schedules so that one monitor is present before school begins and the other will be present after school ends. Campus security will maintain a presence in the hallways, check the student restrooms, support teacher needs in the classrooms, and generally monitor activities throughout the school. Monitors will report all incidents student misbehavior to administrators. Campus monitors will ensure that all entrances to the school building, particularly the school main entrance, are secure. Campus monitors will help to ensure visitors to the building are directed to the main office. Campus monitors will carry and use walkie talkies to facilitate quick communication with each other and administrators.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$50000	Section 31a	Building administrators and campus security monitors.

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Strategy 2:

Surveillance Camera network - Administrators will place digital surveillance cameras at various points in the hallways and outside of the building to monitor activities.

Category: Other - School safety

Tier: Tier 1

Activity - Camera Surveillance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will use surveillance cameras to monitor activities in the school hallways and outside of the building.	Behavioral Support Program, Technology	Tier 1	Implement	09/02/2014	06/09/2017	\$1000	Section 31a	administrators and technology department

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Critical Thinking/Inquiry lesson development	<p>Activities 1) More critical thinking /inquiry based activities, 2) One STEM project per quarter, 3) Science World Magazines will be used to improve literacy skills and support critical thinkin/inquiry learning targets, 4) Realignment of the curriculum to the NGSS content grade-span objectives, 5) purchase of STEM activity materials, 6) Students will take an active role in planning the procedural part of the lab, 7) labs need to be completed as scheduled.</p> <p>Teachers will attend a series of professional development sessions to learn effective teaching strategies. NGSS Aligned Workshops Applying NGSS Practices to Middle School Science Content Content NSTA Learning Center for K-12 Teachers</p>	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$3000	teachers and administrators
Training on curriculum and assessment best practices	<p>Teachers will attend a series of RESA workshop designed to teach best practices. Teachers will attend professional development sessions to learn the Illuminate Assessments system supported by Wayne RESA.</p>	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2900	Teachers, administrators, and secretaries, central office
Professional Development	Teachers will receive professional development on the MC3 curriculum for Social Studies.	Professional Learning	Tier 1	Implement	09/01/2015	06/09/2017	\$700	Social Studies teachers and administrators
Training for Assessment Preparation	Building administrator and teacher leaders will attend BAA, School Improvement, and MASSP conferences to learn about the new guidelines related to the Common Core standards and testing practices.	Professional Learning	Tier 1	Implement	09/01/2014	05/31/2017	\$2000	Administrators, teachers, secretaries, central office staff

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Instructional Technology Usage	Teachers will integrate the use of updated technology including, teacher computers, digital projectors and other technology devices to support effective instruction during classroom activities. Students will be provided with greater opportunities to use technology to learn concepts.	Academic Support Program, Technology	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$4000	Administrators will assess the technology needed to support student learning in individual classrooms. Teachers will be trained and use the technology with students.
Curriculum and Assessment Learning	Teachers develop student learning and assessment activities that reflect the best practices learned in professional development sessions at RESA and school conferences during the year related to Common Core State Standards and State Assessments for the 2015-2016 school year.	Professional Learning	Tier 1	Getting Ready	09/02/2013	06/10/2016	\$2000	Administrators will coordinate curriculum development plans. Teachers will meet to learn about the curriculum and assessment standards and discuss the implementation of best practices.
Google training	Teachers will be trained on the use of google docs.	Professional Learning, Technology	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$5000	Administrators and instructional staff

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Academic Vocabulary List Creation	Social Studies teachers will receive professional development to complete grade-level lists of relevant vocabulary in two phases. The first phase will be creating the grade-level lists. The second phase will be coordinating the lists across grade-levels and developing instructional strategies.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$600	Social Studies teachers and building administrators.
NGSS Curriculum alignment	Teachers will meet over a period of several days to develop a curriculum scope and sequence pacing chart aligned to the NGSSs that incorporate STEM lessons. Teachers will attend NGSS professional development conferences to gain updates and gain insights about effective teaching strategies.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$3000	teachers and administrators
H.O.T.S. Question Development	Social Studies teachers will meet in grade-levels for one half day per unit to create extended response analytic questions to be used throughout the unit and on the common unit assessment.	Professional Learning	Tier 1	Implement	09/02/2014	06/09/2017	\$600	Social Studies teacher and administrators
Curriculum and Assessment Training	Core math teachers will attend Professional Development workshops offered by Wayne RESA to learn about classroom implications related to instruction for CCSS and learn about the Illuminate Assessment system.	Professional Learning	Tier 1	Implement	09/06/2016	05/31/2017	\$12000	Administrators will coordinate curriculum and assessment development plans. Teachers will meet in grade-level groups to learn about the curriculum and assessment standards and discuss the implementation of best practices.

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Math Department Grade-level meetings	The curriculum and assessment plans for math were revised during the 2012-13 school year. Full implementation of the CCSS occurred during the 2013-14 school year. Full implementation of the M-STEP Assessment process online implemented in 2014-15 school year. Teachers will continue to meet in grade-level groups to refine the curriculum and common core unit assessments and make adjustments to meet student needs as necessary. This will include the process to align common unit assessments with the MSTEP expectations.	Curriculum Development, Technology	Tier 1	Implement	09/01/2014	05/31/2017	\$900	Teachers will plan to meet. Administrators will facilitate the meeting, secretaries will arrange subs to release teachers from the classroom.
Illuminate program training	Teachers will learn to use the Illuminate Assessment program supported by RESA.	Professional Learning, Technology	Tier 1		09/06/2016	06/09/2017	\$500	Teachers and administrators
H.O.T.S. Professional Development	Social Studies teachers will receive professional development for teaching H.O.T.S. (Analytic questioning) at Wayne RESA. Sessions include: Socratic Seminars & Structured Academic Controversy: Facilitating Effective Classroom Conversations in Middle & High School Classrooms Teaching Effective Research Strategies to Your Elementary & Middle School Students	Professional Learning	Tier 1	Implement	09/02/2014	06/09/2017	\$600	Social Studies teachers and administrators

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Annotation Classroom activities	Teachers will instruct students in the annotation process, allowing learners the opportunity to utilize annotation marks to interact with text. The students will annotate text provided by teachers across all subjects grades 6-8. Funding will be required for making copies of training materials.	Academic Support Program	Tier 1	Implement	09/01/2015	06/09/2017	\$500	Teachers

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<p>Weekly updates to homework site.</p>	<p>Teachers will post daily assignments to the school website on the Homework Link. The site will be updated weekly. Teachers will utilize the file cabinet system so parents and students have access to printed instructional materials from home.</p>	<p>Academic Support Program, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2012</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Teachers will create the Homework link on the school website. Teacher leaders will train the teaching staff on the process of updating the site on a weekly basis. Administrators will monitor the homework site and ensure all teachers actively participate.</p>
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Professional Learning Community Meetings	Teachers will meet regularly on Professional Learning Communities to discuss student achievement and assessment goals and data.	Professional Learning	Tier 1	Implement	09/06/2010	06/09/2017	\$0	District administrators will select a series of dates for teachers to meet in PLCs. Building administrators and teachers will develop the agendas for the PLC meetings. Administrators and teachers will keep appropriate records of meeting minutes.
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Professional Learning Community Meetings	Teachers will meet regularly throughout the school year in PLCs to review assessment data and to revise the curriculum and develop plans as necessary to address student needs. Common assessment data will enable the PLC members to identify concepts that students do not understand and plan effective teaching strategies.	Professional Learning	Tier 1	Implement	09/02/2013	05/31/2017	\$0	District administrators will select a series of dates for teachers to meet in PLCs. Building administrators and teachers will develop the agendas for the PLC meetings. Administrators and teachers will keep appropriate records of meeting minutes.
Analysis of conflict	Students will analyze conflict in a narrative piece including internal and external conflict and identifying conflict type.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$600	Teachers

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MP2 Period	Teachers will mentor students in their MP2 class and provide students with academic support skills in core subject areas.	Academic Support Program	Tier 1	Implement	09/03/2012	06/09/2017	\$0	Teachers will use specific lessons to develop student skills in core subject areas. Teachers and administrators will work together to develop the lessons that address critical skills students need to learn as identified by CUA and MEAP data.
Critical Thinking/Inquiry lesson development	<p>Activities</p> <p>1) More critical thinking /inquiry based activities, 2) One STEM project per quarter, 3) Science World Magazines will be used to improve literacy skills and support critical thinkin/inquiry learning targets, 4) Realignment of the curriculum to the NGSS content grade-span objectives, 5) purchase of STEM activity materials, 6) Students will take an active role in planning the procedural part of the lab, 7) labs need to be completed as scheduled.</p> <p>Teachers will attend a series of professional development sessions to learn effective teaching strategies.</p> <p>NGSS Aligned Workshops Applying NGSS Practices to Middle School Science Content Content NSTA Learning Center for K-12 Teachers</p>	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$3000	teachers and administrators

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Professional Learning Community Meetings	Teachers will meet as scheduled in Professional Learning Communities to discuss student achievement and assessment goals and review student achievement data.	Professional Learning	Tier 1	Implement	09/05/2011	06/09/2017	\$0	District administrators will select a series of dates for teachers to meet in PLCs. Building administrators and teachers will develop the agendas for the PLC meetings. Administrators and teachers will keep appropriate records of meeting minutes.
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
E20/20 Computer Technology	Students failing a grade-level math course will be placed in the E20/20 computer assisted course. Each class will utilize a computer laptop cart to support student learning. Three carts will be used in the program. Technology Bond funds will support computer technology needs.	Academic Support Program, Technology	Tier 2	Implement	09/02/2014	05/31/2017	\$30000	Teachers and building administrators
Calculators	Math classrooms will be provided with current working calculators and will be updated/ replaced when needed.	Academic Support Program, Technology	Tier 1	Implement	09/01/2015	06/09/2017	\$3000	Teachers and Administrators

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Instructional Technology Usage	Teachers will integrate the use of updated technology including, teacher computers, digital projectors and other technology devices to support effective instruction during classroom activities. Students will be provided with greater opportunities to use technology to learn concepts.	Academic Support Program, Technology	Tier 1	Getting Ready	09/02/2014	06/09/2017	\$50000	Administration will assess the technology needed to support student learning in individual classrooms. Teachers will be trained and use the technology with students.
Instructional technology	Teachers will integrate the use of technology during classroom activities. Social Studies classrooms will be provided with a projector and a document camera to integrate technology into the classroom. Teachers will use technology to teach the changing social studies curriculum. Students will be able to experience on-line resources as a class. Teachers will be able to effectively model using the document camera. The tech grant will help to support technology updates need in the classroom.	Technology	Tier 1	Getting Ready	09/01/2015	06/09/2017	\$4000	Administration will assess the technology needed to support student learning in individual classrooms. Teachers will be trained and use the technology with students.
Achieve 3000 lessons	Teacher will use the Achieve program one per week to improve student literacy performance.	Academic Support Program, Technology	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$67000	Teachers and administrators

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STEM Lab development	The D-7 School District has approved a three year plan to remodel two existing science classroom into STEM laboratories. During the first year, 2014-15, one lab will be remodeled, during the second year, 2015-16, the second lab will be remodeled, during the third year, 2016-17, classroom equipment will be purchased.	Academic Support Program, Technology	Tier 1	Getting Ready	06/16/2014	08/25/2017	\$280000	Director of Operations and Construction Management, Building Administrators, Central Office Administrators, Teachers
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After school ZAP	ZAP students will be given a copy of the missing assignment and instructed to work on the assignment in the after school ZAP class. Students in ZAP will be supervised by the ZAP teacher. Completed work will be reviewed by the ZAP teacher. Academic tutoring will be provided as needed. Completed student work will be collected by the ZAP teacher.	Academic Support Program	Tier 2	Implement	09/06/2012	05/27/2016	\$10000	Classroom teachers, Building administrators, ZAP teacher.
Homework Helpers	Students will have the opportunity to work with a certified teacher after school four days a week for one hour per day. The teacher will give academic support for students that attend homework helpers.	Academic Support Program	Tier 1	Implement	09/02/2014	05/31/2017	\$4000	Teachers and administrators.
MTSS Program	A team of regular education teachers and administrators will improve upon the current process of providing a Multi Tier System of Supports to students receiving tier three services. Social, behavioral, and academic support services will be provided to students. The MTSS team will attend a series of professional development sessions to guide the development of the process.	Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/01/2016	06/09/2017	\$1500	The O. W. Best MTSS team

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E20/20 course	Math core classroom teachers will identify students who fail a common unit assessment. Teachers will use the E20/20 computer program to customize the curriculum of failing students to address his or her needs. The E20/20 computer program customizes the instructional content for each student. Students who fail a summative assessment in Math will be removed from an elective course and placed into a E20/20 math course for remediation on the material failed. The students failing grade on the CUA will be replaced by the E20/20 score. E20/20 classes will be facilitated by math teachers. Elective teachers will excuse the work missed by students attending the E20/20 program, but only for the work missed during the E20/20 class.	Academic Support Program	Tier 2	Implement	09/02/2014	05/31/2017	\$30000	Classroom teachers and building administrators
Summer School	Students who have failed 3 out of 8 semester core classes will be required to attend summer school to reduce the possibility of being retained. Summer school is a six week program where students utilize the E2020 program for math and ELA to recover academic information not learned during the regular school year. Summer school will be held Monday- Thursday from 8:00 – noon for 6 weeks.	Academic Support Program, Technology	Tier 2	Implement	06/22/2015	05/31/2017	\$20000	Teachers and Administrators
After school ZAP	ZAP students will be given a copy of the missing assignment and instructed to work on the assignment in the after school ZAP class. Students in ZAP will be supervised by the ZAP teacher. Academic tutoring will be provided as needed. Completed student work will be collected by the ZAP teacher.	Academic Support Program	Tier 2	Implement	09/01/2015	06/02/2017	\$5000	Classroom teachers, Building administrators, ZAP teachers, Hall monitors, Intervention specialists, and paraprofessionals.
MTSS Program	The MTSS Team will improve upon the process of providing students at risk of failure with a multi tiered system of supports.	Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/06/2016	06/09/2017	\$1500	The MTSS Team at O. W. Best MS

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Online Textbook	A sixth grade social studies class will pilot the use of the on-line text created by Wayne RESA. The teacher will provide each student with a Chrome Book or tablet to access the on-line text. The students will use the technology to access on-line resources to support learning including the on-line textbook.	Academic Support Program, Technology	Tier 1	Getting Ready	09/01/2015	06/09/2017	\$0	Teachers and Administrators
Camera Surveillance	Building administrators will use surveillance cameras to monitor activities in the school hallways and outside of the building.	Behavioral Support Program, Technology	Tier 1	Implement	09/02/2014	06/09/2017	\$1000	administrators and technology department
ZAP Implementation	Math teachers will keep records of students who do not complete assignments throughout the week. Teachers will provide missing work for students to complete in ZAP. Students will attend ZAP. They will complete the work, and hand it to the ZAP teacher prior to dismissal. Parents will be notified via robo call when student is to attend ZAP after school.	Academic Support Program	Tier 1	Implement	09/01/2015	05/31/2017	\$6000	Teachers and Administrators
Homework Helpers	Homework Helpers – Students will have the opportunity Monday thru Thursday for one hour after school to do their homework in a safe environment. Students will have access to computer technology. NJHS student will volunteer time to provide support for after school completion of homework.	Academic Support Program	Tier 1	Implement	05/20/2015	06/09/2017	\$1500	Teachers and administrators
Homework Helpers	Students will have the opportunity to work with a certified teacher after school four days a week for one hour per day. The teacher will give academic support for students that attend homework helpers.	Academic Support Program	Tier 1	Implement	09/01/2015	06/09/2017	\$1250	Teacher and administrators
Saturday School	Social Studies teachers will recommend students that are struggling due to missing work or being unprepared. These students will be required to attend Saturday School. The teachers will provide work that must be completed. Students will complete the work and hand it in for credit.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$5000	Teachers and administrators
ZAP Zeros Aren't Permitted	Social Studies teachers will keep records of students who do not complete assignments throughout the week. Teachers will provide missing work for students to complete in ZAP. Students will attend ZAP. They will complete the work, and hand it to the ZAP teacher prior to dismissal.	Academic Support Program	Tier 2	Getting Ready	09/01/2015	06/09/2017	\$0	Teachers and Administrators
Saturday School	Teachers will recommend students that are struggling due to missing work or being unprepared. These students will be required to attend Saturday School. The teachers will provide work that must be completed. Students will complete the work and hand it in for credit.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$5000	Teachers and Administrators

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E20/20 Courses/ Achieve 3000 Courses	Students who fail a unit assessment in mathematics and/or English Language Arts will be identified by the classroom teacher. Administrators will assign students to attend summer school for ELA. Students will attend summer school class for six weeks, Monday through Thursday from 8 am to 12 pm. Students must pass the assessment with a grade of 70% or greater to demonstrate proficiency. Students who fail summer school will be considered for retention.	Academic Support Program, Technology	Tier 2	Implement	06/27/2016	07/29/2016	\$30000	teachers, office staff, and administrators
At Risk Truancy Intervention Specialist	An At-Risk Truancy person will monitor student attendance. Families of students that have attendance issues will be contacted. Students that continue to have attendance issues will be reported to Wayne County.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$10500	Intervention Specialist, Teachers, Administrators
Homework Helpers	Students will have the opportunity to work with a certified teacher after school four days a week for one hour per day. The teacher will give academic support for students that attend homework helpers.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$1250	Teachers and Administrators
MTSS Program	The MTSS team will improve upon the current process of provided at risk students with a multi tiered system on supports.	Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/06/2016	06/06/2017	\$1500	The MTSS team at O. W. Best MS.
Campus Security Monitors	Two campus security monitors will be responsible for supervising the hallways, making sure students behave appropriately and maintain the general safety and security of O. W. Best. Campus security monitors will have staggered schedules so that one monitor is present before school begins and the other will be present after school ends. Campus security will maintain a presence in the hallways, check the student restrooms, support teacher needs in the classrooms, and generally monitor activities throughout the school. Monitors will report all incidents student misbehavior to administrators. Campus monitors will ensure that all entrances to the school building, particularly the school main entrance, are secure. Campus monitors will help to ensure visitors to the building are directed to the main office. Campus monitors will carry and use walkie talkies to facilitate quick communication with each other and administrators.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$50000	Building administrators and campus security monitors.

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ZAP (Zeros Aren't Permitted) Program	Teachers will keep records of students who do not complete assignments throughout the week. Teachers will provide missing work for students to complete in ZAP. Students will attend ZAP. They will complete the work, and hand it to the ZAP teacher prior to dismissal.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$5000	Teachers and Administrators
Saturday School	Math teachers will recommend students that are struggling due to missing work or being unprepared. These students will be required to attend Saturday School. The teachers will provide work that must be completed. Students will complete the work and hand it in for credit.	Academic Support Program	Tier 2	Implement	09/01/2015	05/31/2017	\$5000	Teachers and administrators
Instructional Technology Integration	Math classrooms will be provided with new student computers, a projector and a document camera to integrate technology into the classroom. Teachers will use technology to engage students in the teaching and learning process. Students will be able to experience on-line resources as a class. Teachers will improve upon effective instructional practices. Technology bond funds will be used to support the professional development of teachers.	Academic Support Program, Technology	Tier 1	Getting Ready	09/01/2015	05/31/2017	\$10000	Technology Department, Teachers, Administrators
Saturday School	The Saturday School Program will run for three hours on Saturdays and be used for students who have a difficult time completing their class work and homework. Students who come to class unprepared could also receive Saturday School. Teachers will provide work for students attending the Saturday School Program.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	\$5000	Teachers and Administrators
Truancy Intervention Specialist	An At-Risk Truancy person will monitor student attendance. Families of students that have attendance issues will be contacted. Students that continue to have attendance issues will be reported to Wayne County.	Academic Support Program	Tier 3	Implement	09/01/2015	06/09/2017	\$10500	Teacher and administrator
E20/20 computer program	The E20/20 computer program develops a prescriptive math curriculum for each student. Site licenses for 50 students will be purchased. Students receive computerized coursework, tutorials and assessments via the program in a teacher assisted classroom.	Academic Support Program, Technology	Tier 2	Implement	09/02/2014	05/31/2017	\$36000	teachers and building administrators
Truancy Intervention Specialist	An At-Risk Truancy Specialist will monitor student attendance. Families of students that have attendance issues will be contacted. The Specialist will work closely with mediators, Court systems, Families, and Students to improve the attendance of at risk of failure due to truancy..	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/02/2014	05/31/2017	\$10500	Truancy Specialist, Teachers, Administrators

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After School Tutoring for Math and ELA	Students will have the opportunity to work with a teacher to learn Math and ELA skills and concepts.	Academic Support Program	Tier 2	Implement	09/02/2013	06/10/2016	\$1500	teachers will tutor students and oversee the classroom. Administrators will oversee the program and make parent contacts as needed.
A-Risk Intervention Specialist	The At-Risk Intervention Specialist will work with a case-load of no more than twenty-five students identified as at risk of failing math and ELA due to attendance. The specialist will contact students and their families to support efforts that increase student attendance in school and academic progress. The intervention specialist will keep detailed records of student attendance and academic progress; make regular contacts with parents, teachers, and truancy officers as needed. The intervention specialist will meet with students and their parents as needed after school and on Saturdays to support completion of schoolwork. The at risk intervention specialist will work closely with the court system to ensure students and parents are accountable for regular attendance in school.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/09/2017	\$10500	The At-Risk Intervention Specialist will communicate regularly with students, teachers, parents and truancy officers to promote student learning goals and student attendance in school. Administrators will monitor the program and maintain accurate records.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Multiple pieces of literature	Students will use the skills learned during the Reader's Notebook activities and apply them to multiple pieces of literature.	Academic Support Program	Tier 1	Implement	09/02/2014	06/10/2016	\$0	ELA teachers

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Review of the homework site	Parents and students will check the homework site daily or as needed to be better informed. During the 2016-17 school year teachers will seek to utilize the File cabinet feature so parents and students will have access to instructional materials from home computers.	Parent Involvement, Technology	Tier 1	Implement	09/02/2014	06/09/2017	\$0	teachers
Summarization	Students will summarize a piece of writing from various points of view.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	ELA teachers
Making comparisons	Students will compare two or more characters throughout literature.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	ELA teachers
Word Wall	Social Studies teachers will make a word wall. The word wall will provide the vocabulary and definitions that students must know to be successful. Teachers will use the word wall to reinforce vocabulary throughout the year.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	Social Studies teachers
PLC meetings	Teachers will meet in regularly scheduled social studies professional learning community meetings to review curriculum goals and student assessment data.	Professional Learning	Tier 1	Implement	09/05/2011	06/09/2017	\$0	Administrators and teachers will plan the agenda for each of the PLC meetings. Teachers and administrators will review student achievement data, student work, and curriculum goals. Teachers and administrators will keep records of meeting minutes.

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Math Elective Course	The Common Core Readiness Math Elective will be scheduled for each student during 1 (one) of the 4 (four) quarters throughout the year. This elective will focus on the vocabulary used by the State Test as well as the shift in the type of questions students will experience on the new assessments.	Academic Support Program	Tier 1	Implement	09/02/2014	05/31/2017	\$0	Classroom teachers, building administrators and counselors
MP2	Many students struggle with a number of issues including 1) self discipline, 2) lack of basic skills, 3) the need for additional reading comprehension readiness, and 4) developing better relationships with students. The MP2 Program centers on developing a 25 minute additional class period during the day for all students.	Academic Support Program	Tier 1	Implement	09/07/2012	05/31/2017	\$0	Teachers and administrators
Weekly updates to Homework Site	Teachers will post daily assignments to the school website on the Homework Link. The online link is accessible from the school website that will list the assignments/homework students will be expected to do on a given day. Each teacher will post daily assignments for the current week on the homework site at the beginning of each week. Teachers will indicate upcoming tests, quizzes, or projects. When appropriate, teachers will scan worksheets into the grade-level/teacher file cabinet so students and parents will have access to handouts and worksheets.	Parent Involvement, Technology	Tier 1	Monitor	09/17/2012	06/09/2017	\$0	Teachers will create the Homework link on the school website. Teacher leaders will train the teaching staff on the process of updating the site on a weekly basis. Administrators will monitor the homework site and ensure all teachers actively participate.

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Weekly homework postings	Teachers will post daily assignments to the school website on the Homework Link. Students and parents will access the link as needed.	Parent Involvement	Tier 1	Implement	05/09/2013	06/09/2017	\$0	Teachers will create the Homework link on the school website. Teacher leaders will train the teaching staff on the process of updating the site on a weekly basis. Administrators will monitor the homework site and ensure all teachers actively participate.
Mini-Society 6th grade course offering	<p>Mini-Society is a self-organizing, experience-based approach to instructing students on entrepreneurship, economics, government, career opportunity, consumer issues, and values. The teacher functions as the facilitator with the students doing most of the discovery, usually by trial-and-error, firsthand experience. In other words this will be a project based course.</p> <p>Mini society requires resources to create a product. While students will be encouraged to bring in their own supplies, there are several students who will not. Teachers request \$100 per quarter per teacher for supplies for this course.</p>	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Teachers, counselors, and administrators
Analysis of theme	Students will analyze theme in a narrative piece and how to find evidence to support a claim	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	teachers

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Homework Website Weekly Updates	Teachers will post daily assignments to the school website on the school website Homework Link.	Parent Involvement, Technology	Tier 1	Implement	09/07/2012	06/09/2017	\$0	Teachers will create the Homework link on the school website. Teacher leaders will train the teaching staff on the process of updating the site on a weekly basis. Administrators will monitor the homework site and ensure all teachers actively participate.
Analysis of Characters	Students will analyze characters in a narrative piece and identify how the author uses character traits to develop them.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	teachers
Analytic Questioning Practice	Social Studies teachers will provide students with analytic questions throughout the year to teach Higher Order Thinking Skills.	Academic Support Program	Tier 1	Implement	09/02/2014	06/09/2017	\$0	Social Studies Teachers