School Improvement Plan

Oakview Middle School

Lake Orion Community Schools

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Oakview School Improvement 2018-2019

Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Oakview Middle School's Comprehensive Needs Assessment is conducted by the building's School Improvement Team. This team consists of the principal, teachers from each grade level and subject area, and parent representation. The team meets monthly throughout the school year. After reviewing student achievement, perception, process, and demographic data the team reviews and revises the building's School Improvement Plan. The whole staff reviews, discusses, and implements the School Improvement Plan through monthly staff meetings devoted strictly to school improvement.

Student Achievement Data
Student achievement data is analyzed by grade level teachers, Title I teachers, ancillary staff, and the principal through grade level specific data team meetings in which individual student, and whole grade level, achievement is discussed and reviewed. Data team meetings happen three times per year. The following breaks down the collection and analysis of this data further:

Reading Fluency grades 6 - 8
Reading fluency assessments are administered to all sixth through eighth grade students three times per year (fall, winter, and spring). Grade level data is presented to individual grade levels and results are analyzed three times per year. Classroom teachers, the school psychologist, district teacher consultants, and any Title I staff working with these grade levels are present at the meetings.

Common Assessments grades 6 - 8
Reading common assessments are given to each grade throughout the school year. These assessments were district created with a team of teachers. For sixth grade they are administered three times per year, seventh grade four times, and eighth grade three times. The data for each common assessment is analyzed to look for trends in our building, specifically those students who score below a 75%. The reading committee, which consists of all ELA teachers in grades six through eight, use this data analysis to monitor progress towards the achievement of building school improvement goals.

ELA M-STEP grades 6 - 8
As soon as the MSTEP scores are available for school use, ELA MSTEP scores are analyzed for students in 6 - 8 grade for any student that scores below proficient.

Reading Levels grades 6 - 8
After reading fluency and reading common assessments are analyzed, a QRI screener is given to students that score below grade level expectation. This screener is given to identify students as needed throughout the school year to ensure that the student with the greatest academic need are being serviced. QRI screener data is shared with all grade level content teachers during our grade level specific data meetings three times per year.

Math grades 6 - 8
Math fluency assessments are administered to students in grades sixth through eighth. These assessments are administered in the Fall (BOY), Winter (MOY) and Spring (EOY). This data is used in the formation of intervention groups through analysis by grade level and Title 1

teachers. Additionally, this data is discussed at grade level data team meetings to develop Tier 1 interventions (for classroom teachers) in addition to support provided by Title 1 teachers (Tier 2 interventions). This information is analyzed to monitor progress towards building math school improvement goals. As soon as the MSTEP scores are available for school use, Math MSTEP scores are analyzed for students in 6 - 8 grade for any student that scores below proficient.

Science and Social Studies grades 6-8

Science and Social Studies common assessments are administered to students in grades sixth through eighth after each unit of study. Grade level data results are analyzed for student growth and progress towards building school improvement goals specific to science and social studies. This is done by grade level teachers who then share it with the building school improvement science and social studies committee. The data analysis is used to further align instruction to the needs of Oakview students. As soon as the MSTEP scores are available for school use, Science (grade 7) and Social Studies (grade 8) MSTEP scores are analyzed for students in 6 - 8 grade for any student that scores below proficient.

Content area letter grades 6 - 8

At the end of each quarter, grade level teachers and administration review all core content letter grades for students that are earning a D or E grade.

Perception Data

Perception data is collected throughout the school year from multiple stakeholders.

Staff perception data is collected through online staff surveys related to building culture, instructional practices, and student support services. These surveys are anonymous and was completed by the entire staff, which includes classroom teachers, Title staff, support staff, and secretaries.

Student perception data is collected throughout the year through teacher specific surveys and whole school surveys.

In the spring, parent perception data will be collected through an online survey, questionnaires, open houses, curriculum nights, and parent/teacher conferences. Struggling with how to put in what our conclusion is because we are in the process of giving the survey. It was not done last year.

All perception data is collected and shared at staff meetings. The whole staff discusses the feedback. If needed, professional development/changes to any processes would be developed around the feedback. Additionally, the school improvement team uses this perception data to develop future building programming and make instructional adjustments as necessary and appropriate.

Process Data

In March of each school year the school improvement team submits Oakview's School Systems Review Report through ASSIST. This data is collected in the fall and early winter of the school year through discussions with whole staff during staff meetings and through analyzation with the school improvement team during school improvement meetings. Once collected and submitted, this data is used to review and adjust current and potential future programming for the building moving into the spring of the current school year and fall of next. Based off the SSR, Oakview needs to work on developing community partnerships. This will become part of our school improvement plan for 2016-

2017.

Demographic Data

Demographic data is collected multiple times, and through multiple methods, throughout the school year. This includes the collection and review of student and staff attendance records, behavior and discipline referrals, the collection of data for the annual SID report, free/reduced lunch statistics, enrollment trends, and ESL enrollment and program participation. This data is analyzed by the school improvement team, ancillary staff, and in whole staff meetings to develop programming to meet the needs of the diverse population that Oakview services. Understanding that the needs of Oakview may differ from other middle schools in the district, demographic data is used to tailor building specific programming, often based upon district and outside resources, to meet our school's needs. Due to the high percentage of free/reduced lunch students, it has been concluded that we needed to hire more Title I staff to support our at risk students.

After reviewing the four areas of data, the focus of Oakview is to close the achievement gap in the core academic content areas. We will continue to move forward by using academic data and progress monitoring to evaluate the interventions given to students and make changes as needed.

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

Oakview uses a detailed process to identify students who are failing, or who are at risk of failing, to meet the state core curriculum standards in the four core academic areas. This process is conducted at minimum through data team meetings three times a year as well as through quarterly assessments administered by classroom and Title I teachers to assess student achievement and progress towards mastery of content standards.

Students who qualify for free/reduced lunch are automatically eligible for Title 1 service.

Reading
Students in sixth through eighth grades are assessed in the fall, winter and spring of each year using Fastbridge aReading and CBM reading. In addition students in grades sixth through eighth are given reading common assessments multiple times a year. For sixth grade they are administered three times per year, seventh grade four times, and eighth grade three times. Students who are underachieving in both the reading fluency and reading common assessments are then assessed using the QRI (Qualitative Reading Inventory).

Math
Students in sixth through eighth grades are assessed in the fall, winter and spring of each year using Fastbridge aMath and CBMmath CAP. Student achievement data from math common assessments is also reviewed and analyzed for those student that score below a 75% on any common assessment. Teacher created common assessments are given at the end of each unit. For sixth grade there are five units, seventh grade has six units, and eighth grade has six units.

Science and Social Studies
Teacher created common assessments and classroom participation in grades sixth through eighth for science and social studies are analyzed by grade level teachers. For students in grade seven (science) and grade eight (social studies), MSTEP scores are reviewed for those that scored below proficient.

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

Educational, objective criteria have been established for Oakview's needs assessment process. These processes are consistent by grade level and are intended to identify students who are failing or who are most at risk of failing to meet the state core curriculum standards in the four core academic areas. These established guidelines and processes are utilized to ensure that the students needing the most support are serviced.

Reading

Criteria that is used:

M-STEP

- Students in grades sixth through eighth, who achieved a partially proficient to not proficient score on the M-Step in ELA

Reading Fluency (CBM Reading) Target Scores

- Sixth grade: Fall 168-198 wpm, Winter 183-198 wpm, and Spring 199 and above wpm.

- Seventh grade: Fall 171-186 wpm, Winter 177-186 wpm, and Spring 187 and above wpm.

- Eighth grade: Fall 168-189 wpm, Winter 172-189 wpm, and Spring 190 and above wpm.

- For all grades sixth through eighth is a 70%. Students who score below 70% on grade level reading common assessments are then screened using the QRI assessment.

Reading LSS Criteria

Entrance Criteria

In grades sixth through eighth, students who do not meet the Fall (BOY), Winter (MOY), or Spring (EOY) targets for reading fluency and score lower than 70% on one or more reading common assessments at that time of year are eligible for LSS services. ELA M-STEP scores are also considered, if available, and students must have received partially proficient or not proficient.

Exit Criteria

In grades sixth through eighth, students who have met the Fall (BOY), Winter (MOY), or Spring (EOY) targets for reading fluency and have scored higher than 70% on reading common assessments are eligible to exit from LSS services.

Math

M-STEP

- Students in grades sixth through eighth, who achieved a partially proficient to not proficient score on the M-Step in math

Math Fluency (CBM math CAP))

- Sixth grade: Fall 4.0-5.9, Winter 4.0-5.9, and Spring 6.0 and above.

- Seventh grade: Fall 4.0-5.1, Winer 5.0-5.1 , and Spring 5.2 and above.

- Eighth grade: Fall 4.0-5.1, Winter 4.9-5.1, and Spring 5.2 and above.

Math Concepts and applications (aMath)

- Sixth grade: Fall 220-225, Winter 223-229, and Spring 223-231.

- Seventh grade: Fall 220-226, Winer 222-229, and Spring 223-231.

- Eighth grade: Fall 223-228, Winter 224-230, and Spring 225-232.

Math Common Assessments
- Students who score less than 70% grade level math common assessments

Math LSS Criteria
Entrance Criteria
Math Fluency Assessments are administered to students in sixth through eighth grades. These assessments are administered in the Fall (BOY), Winter (MOY), and Spring (EOY).
In sixth through eighth grades, students who do not meet the math fluency concept targets for Fall (BOY), Winter (MOY), or Spring (EOY) for that time of year and who are not performing at a 70% or above on common assessments are eligible for LSS services.
Math M-STEP scores are also considered, if available, and students must have received partially proficient or not proficient.

Exit Criteria
In sixth through eighth grades, students who have met the math fluency concept targets for Fall (BOY), Winter (MOY), or Spring (EOY) for that time of year and who are performing at a 70% or above on common assessments are eligible to exit from LSS services.

Social Studies and Science
MSTEP
- Students in grade seven, who score partially proficient to not proficient on the science portion
- Students in grade eighth, who score partially proficient to not proficient on the social studies portion
Common Assessments
- Students in grades sixth through eighth, who score less than 70% on grade science or social studies common assessments

Science / Social Studies LSS Criteria
Entrance Criteria
In sixth through eighth grades, students who are not performing at a 70% or above on grade level unit common assessments are eligible for LSS services. Science and Social Studies M-STEP scores are also considered, if available, and students must have received partially proficient or not proficient.
Exit Criteria
In sixth through eighth grades, students who are performing at a 70% or above on grade level unit common assessments are eligible to exit from LSS services.

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

N/A

Component 2: Services to Eligible Students

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

Title 1, Part A consists of five Title 1 interventionists, with each grade level having an identified Title I support person, who see students in small groups or individually. Supplemental assistance is given by providing an additional layer of explicit instruction on top of the core instruction that the eligible Title student receives in their classroom. Priority is given to those students that are considered most at risk according to their grade level and subject. Reading comprehension and fluency are focus areas for Title students. When working in areas of non-fiction, science and social studies vocabulary and concepts are emphasized. Math computation and application are focus areas for Title 1 students. Students are selected for the Title 1 part A program if they fail to meet grade level proficiency criteria in common math, reading, science, or social studies benchmark assessments. Services are provided to the most at risk students.

Title 1 instruction happens either during a Curriculum Support class (Tier 2) or during an elective class. The Curriculum Support class is a 47 minute class where the students are divided into groups based on their academic need. There is a general education teacher and an interventionist in this class to support all Title 1 students. Other students are pulled from one of their elective classes anywhere from 15 - 30 minutes of the elective time, minimally three days a week. The interventionist provides Tier 2 instruction with research based instructional programs.   Tier 3 students are identified as special education students and receive services from the special education teacher in accordance to the number of minutes identified in the student's IEP.

Based on our Data School Analysis, students are not performing at grade level in all four core content areas. Therefore, we have identified students who will are in need of intervention.   By providing students with identified intervention we are hoping to close the achievement gap and ensure that students are successful on state core academic standards.

The following research based programming is used in the delivery of services to eligible students:

Quick Reads: The Quick Reads program integrates easy-to-use instructional strategies that are specifically designed to improve students' reading fluency.

Read Live: An interactive reading intervention to increase reading fluency. This program is easy to differentiate to meet individual needs. This intervention also supports science and social studies through the non-fiction reading that is offered.

I-Ready (math and reading): a technology based program that gives a diagnostic test to determine what math skills are missing. The I-Ready program creates an individual path of learning for that student in math.

Moving with Math: A program developed to provide targeted, topic-specific intervention to students.

The following Title I services are provided to ensure eligible children receive supplemental assistance in the four core academic areas. These services are in addition to their core content classes.

Reading

Eligible students in sixth through eighth grades receive targeted reading instruction from the interventionist, using research based instructional strategies and programs like Read Live and Quick Reads for reading fluency. I-Ready for reading comprehension and AARI for

non-fiction reading comprehension. Groups meet four to five times per week for 15 - 50 minutes each time.

Math

Eligible students in sixth through eighth grades receive targeted math instruction and interventions from interventionists using I-Ready and Moving with Math. Groups meet three to five times per week for 15 - 50 minutes each time.

Science and Social Studies

The majority of students in sixth through eighth grades that are below grade level in science and social studies are also below grade level in reading fluency, therefore the research based intervention used for science and social studies is Read Live with its non-fiction, content specific literature. These groups meet 3 - 4 days per week for 15 - 50 minutes during each session.

Additional Services/Opportunities

Additional opportunities for eligible students currently available include summer school offered at the district level for middle school students below grade level in any core content area.

Component 3: Incorporated Into Existing School Program Planning

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

Our school improvement planning process consists of the entire staff with input from the interventionists. The first component that the staff considers is how much core instruction students receive daily.   All students receive 54 minutes of instruction in each core content area every day.   Once Tier 1 instruction has been exhausted, additional opportunities exist for those students that are not achieving at grade level, beyond core instruction. All teachers and Title teachers are provided grade level curriculum maps for all core areas that list all standards. Though they are not directly involved in the planning of core instruction, through dialogue with the classroom teacher the Title I staff understand where the deficit standards exist for each student they are servicing.

Our school improvement goals state that we expect all students to show growth. Oakview provides interventions and instruction to assure the students show growth. Our school improvement plan includes an analysis of achievement data for all students. Students who are achieving below grade level are eligible to receive interventions. These at risk services are included in our school improvement plan.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Oakview uses instructional strategy focus areas that, once taught, can be carried over into any core content area (math, science, social studies, Ela).

We teach comprehension across all content areas using the close reading strategy. An example of close reading would be teaching students how to take notes on the text. Another example is small group conversation regarding content area reading. This is done in the classroom with core instruction. Students who receive Title I support are taught more specifically how to use text structures to glean information from the content area reading. This small group uses accountable talk to solidify their learning.

Fluency is taught in all core content areas through read aloud and time in text. This is done in the classroom with core instruction. For those students who receive Title I support spend additional time in text and the shared reading strategy is used to model fluency for students.

Vocabulary knowledge is taught in all core content areas through more time in text, specific word instruction, and word play activities.

Effective feedback is used in all core content areas through whole class, small group, and individual discussions.

Students receive 54 minutes of core content instruction daily. For those eligible Title 1 students, an additional 54 minutes of Tier II instruction is offered through the Curriculum Support class or a pull out intervention program is offered 15 - 20 minutes three to four days a week. Students are placed in either of these programs based on identified need. In class accommodations are provided by classroom teacher and/or interventionist.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Research shows that students who spend more time in text, increase their vocabulary knowledge, fluency, and comprehension, will be more successful in all core academic areas. Research also tells us that timely effective feedback has a greater impact on student achievement.

The research based methods and strategies that our instruction is based on are:
Calkins, L. (2003). Units of Study Writing Middle School series. Portsmouth, NH, Heinemann.
Marzano, R. & Pickering, D. & Pollock, E. (2001). Classroom Instruction That Works. Alexandria, VA; Association for Supervision and Curriculum Development.
Connected Math Project, Michigan State University, 2010.
Brookhart, Susan M. (2008). How To Give Effective Feedback to your students. Alexandria, VA; Association for Supervision and Curriculum Development.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The extended learning program is made possible because we have two Title I funded intervention teachers in addition we also have one Title one funded behavior interventionist, who meet with students daily. Students are identified for the Title I program if they fall below the grade level proficiency criteria on classroom assessments and universal screeners (see Component 1 for entrance criteria). The most at risk students in each grade level and core content area are offered services. Title students are progress monitored to make sure skills are being taught at their level of performance and growth needs. Interventionists provide Tier II support with push in and/or pull out services. General education teachers collaborate with interventionists about identified students to make sure that accommodations for those students are occurring in the classroom. Classroom teachers hold parent teacher conferences to make sure parents are up to date regarding student growth and progress in the core content areas. The programs/instructional practices that we use in Tier II are Read Live, Quick Reads, I-Ready, AARI, Moving with Math, and closed reading for non-fiction. These programs offer additional practice with skills learned in the core curriculum. All instructional materials are based on the Michigan State Standards. All of these components combined help to create and ensure that students are receiving a quality education.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

All Title 1 students receive core instruction by their classroom teacher inside their classroom in all core content areas (math, science, social studies, ela). For students who are eligible for Title services supplemental instruction happens either during a Curriculum Support class or during an elective class. The Curriculum Support class is a 54 minute class where the students are divided into groups based on their academic need. This is in place of an elective class, not a core content class. There is a general education teacher and an interventionist in this class to support all Title I students. Other students are pulled from one of their elective classes for a time period of 15-30 minutes. The interventionist provides Tier II instruction with research based instructional programs.

Component 5: Title I and Regular Education Coordination

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

Title teachers meet monthly with general education teachers. These meetings allow general education teachers to bring up areas of concern with students who are identified to be at risk by not meeting grade level benchmarks. Title teachers offer ideas to support. It is at these meetings where general education teachers and Title I staff decide to let parents know of if additional time needs to be provided by the Title Staff. Limited English Proficiency staff meets with classroom teachers of eligible students as needed. These meetings allow the classroom teacher of the student who is eligible to receive Limited English Proficiency support services discuss with the LEP staff any areas of concern. It is at these meetings where general education teachers and LEP staff decide to let parents know if additional support time is needed.

At quarterly data meetings Title I staff communicates progress-monitoring feedback to general education staff. This allows for open and consistent communication between the general education staff and Title staff.

The role of the Title I staff in the school is to provide support to students we have identified to be the most at risk through benchmark assessments and is not proficient in achievement on grade level standards.

Decisions are made about students entering and exiting the Title I program by showing deficiency in any core subject based on benchmark assessments. Students exit the Title I program by meeting the grade level standard cut score on the benchmark assessment tests for their given grade.

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

N/A

Component 6: Instruction by Highly Qualified Staff

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

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

Component 7: High Quality and Ongoing Professional Development/Learning

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

Classroom teachers attend grade level data meetings each semester to receive and review previous training about analyzing Fastbridge data. Fastbridge allows teachers access to universal screening, progress monitoring, and data management system that supports MTSS. Fastbridge efficiently screens all students, identifying those at risk for academic failure and enabling intervention. With progress monitoring, Fastbridge scores determine the effectiveness of the interventions, and whether students are progressing sufficiently to meet year-end goals.

Classroom teachers and Special Education Staff receive ongoing training on the philosophy and strategies for MTSS. Students identified as being "at risk" through universal screenings and/or results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom.

All teachers receive ongoing training to implement Common Core Standards for Mathematical Practices through the math textbook series from the district math coaches. The series focuses on the priority core concepts at each grade level, identified by the Common Core State Standards, to build in-depth understanding of major mathematical ideas. The Standards for Mathematical Practice are incorporated into all of the lessons and the Learning Progressions are referenced throughout the Teacher's Edition.
All teachers receive extensive training each semester to implement the district wide English/Language Arts program. The district ELA coach arranges and develops the training. The professional development targets classroom instruction for those students receiving Title I services. Reading levels of all students are tested each semester. These assessments test each student's fluency and comprehension skills. This allows the teacher to have students read at their independent level. Both in reading and writing students are assessed using rubrics. Teachers adjust student instruction using these rubrics to elevate student learning.

The science department will continue to implement the New Generation Science Standards.

With the movement toward Standards Based Grading, professional development has been focused on the middle level as a whole. District wide department meetings are scheduled on these days to share rubrics, grading practices, formative/summative assessments, effective feedback, and collaboration.

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

During the 2018-19 school year, our LSS will be provided professional development on how to continue to support our at risk learners. They will be trained by the district ELA and Math coaches. Parents of sixth grade students are invited to come into school and learn alongside their child for a half day in the fall.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	In addition to the district PD calendar, our staff meets after-school on Thursdays for a staff, department, team, school improvement meeting, and/or professional development.	PD Oakview 2018-19

Component 8: Strategies to Increase Parental Involvement

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

Oakview Middle School will involve parents through Title I Annual Meetings held in September, in the planning, review, and improvement of programs which includes: parent compact, parent involvement plan, and in school Title I reading services. Oakview Middle School will provide participating parents timely information regarding meetings, explanation of the curriculum, assessment, proficiency levels and progress. Oakview Middle School will consider and take to the parent teacher committee, any suggestions made throughout the year.

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

Oakview Middle School will have a parent meeting to review the Parent Involvement Plan and parent compact in the fall and spring. Suggestions for program design, implementation and evaluation will be taken into account and the plan and compact will be updated accordingly.

Parents are invited to attend fall and spring parent teacher conferences. At fall conferences the parent compact will be discussed with parents by the classroom teacher. At either conference, Interventionists will be available to meet with parents to receive updated information on student progress. Parents are asked for feedback regarding the program implementation at this time.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Each spring a meeting will be held to gather information on improvement of the program, the parent plan and parent compact.	

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

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)
In an effort to help parents understand the Michigan State Standards, the school provides middle school curriculum handbook, which outlines the different courses offered at the middle level. This handbook is posted on the school's website and is made available at the yearly open house. Each fall Oakview hosts a curriculum night for parents to attend to learn about their child's classes and the curriculum being taught. This curriculum night also offers a time to build parent/teacher relationships. Oakview teachers write their weekly newsletters specifically to share with parents what their child is learning that week/month and the content is aligned with the Michigan State Standards. Further, the weekly/monthly newsletters are emailed home to parents. Report cards are sent two times a year in January and June. Power School Pro is available for parents' review at their convenience. Parent/teacher conferences are held twice a year to help families monitor their child's progress; once in the fall and once in the spring.

Provide materials and training to parents: 1118 (e) (2)

Teachers share activities parents can do with the children at home to support their learning. They do this during conferences and various informal meetings throughout the year. Oakview's website has an academic link on their website with a list of resources for parents and students. A Parent University will be offered for parents to gain information on a variety of current topics affecting middle school age children.

Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)
Staff book study on understanding poverty and how it affects our population.

Specific research used includes:
Myers, M. S. & Myers, C. B. (2013). The dynamics of parental involvement in U.S. schools from 1996 to 2007. Journal of School Public Relations 34(1), 74.

Coordinate parent involvement activities with other programs: 1118 (e) (4)
Parents are invited to volunteer at Friends and Fun nights that are held five times a year. This program cannot run without parent volunteers. Sign up Genius is used by parents to coordinate the volunteer schedule.

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)
In an effort to inform families in a timely and practical format, we will coordinate with the Oakland Schools Intermediate District (OSID) to provide a translator, interpreter, or make our parent involvement plan and other documents available to our families in their language of origin. Assistance will also be given to parents with disabilities and parents of migratory children through the support of the OSID. In order to make sure that it is written in a language that all parents can understand we will have parents read the plan during a PTO or advisory meeting to check for understanding and provide parents the opportunity to offer feedback. Adjustments will be made as necessary.

Provide support for parental involvement at their request: 1118 (e) (14)
In an effort to provide parents with reasonable support, Oakview Middle School will hold annual meetings; maintain open lines of communication through phone, email, and face to face meetings to provide additional supports as it is requested.

Parent involvement activities accessible to all parents, including those with disabilities, parents who use English as their 2nd language, and parents of migratory children: 1118 (f)
In an effort to communicate with all of our families, we will coordinate with the Oakland Schools Intermediate District (OSID) to provide a translator, interpreter, or make our parent involvement plan and other documents available to our families in their language of origin. Weekly class newsletters and weekly office newsletters will be in a language parents can understand. Assistance will also be given to parents with disabilities and parents of migratory children through the support of the OSID. Oakview Middle School has handicapped accessible facilities.

5. Describe how the parent involvement activities are evaluated.

Parents will be surveyed in the spring with all activities listed (i.e. curriculum night, parent/teacher conferences, Pig out with Parent, 6th grade take your parent to school day, walk through, etc).

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

The current school-parent compact is reviewed and monitored by a committee including administrators, staff, Title I parents. The compact will then be reviewed and accepted at a PTO meeting.

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

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

Communication with parents is designed intentionally omitting acronyms and other education jargon. Parents receive progress through PowerSchool daily in all core academic classes. If needed, the district ELL person will translate parent communication for those Title I students who are ESL.

In an effort to communicate with all of our families, we will coordinate with the Oakland Schools Intermediate District (OSID) to provide a translator, interpreter, or make our parent involvement plan and other documents available to our families in their language of origin. Weekly class newsletters and weekly office newsletters will be in a language parents can understand. Assistance will also be given to parents with disabilities and parents of migratory children through the support of the OSID. Oakview Middle School has handicapped accessible facilities.

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

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

N/A

Component 9: Coordination of Title I and Other Resources

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

Federal Funding Title IA:

Academic Intervention Support: Oakview Middle School has two full time Learning Support Staff who work to provide core academic support to Title I identified students.

Behavior Intervention Support: Oakview Middle School has one full-time staff for behavior intervention.

Instructional Technology Support: Title I dollars were used to purchase ReadLive, a research based program that provides fluency intervention for those identified Title I students.

Free/Reduced Lunch: Oakview Middle School receives free/reduced lunch funding.

Local funds are used to support our Olweus anti-bullying program.

Professional development: Title III funds are used to provide content teachers with current best practice professional development from district level coaches.

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

Oakview Middle School has a high percentage of students who receive free and reduced lunch. This is a coordinated effort through the district's Food Service Department and related federal programming. Through this coordinated effort, students receive breakfast and lunch.

Building programming is also coordinated through local partnerships such as the Lake Orion Education Foundation. Grants are awarded to both classroom teachers and the building as a whole through this foundation that is comprised of community members. Funds are raised through this organization and then disbursed to classrooms and buildings based upon grant requests for student and instructional use.

Local funding is also used to build classroom libraries. This funding allows for books to be purchased to support students at all levels of reading. The PTO gives money on a yearly basis to grade levels to use toward academic needs of their current students. Students from the high school volunteer every Wednesday morning in a program called BullyBusters. This program walks the students through the Olweus Bully Prevention Program which also provides connections and mentors for middle school students.

Component 10: Ongoing Review of Student Progress

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

Eligible Title I students are progressed monitored every six to eight weeks by the Title I staff by way of Fastbridge progress monitoring, I-ready diagnostics, and ReadLive reports. They check the progress of the Title) students quarterly by reviewing core content grades, along with any unit assessments. If a student is not making progress on the prescribed intervention, the Title teacher and classroom teachers (team) come together to make a new plan and change the intervention, if needed. If a student has met benchmark, they would be exited from the LSS program. Along with that, any new student who has fallen below grade level would enter the program.

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

The learning support program at Oakview focuses on reading comprehension and fluency, math, and behavior interventions. In fluency, non-fiction reading is utilized to support all core content academic areas, in order for the students to meet the state's challenging academic standards.

For those students that are below grade level a comprehensive data review is done to identify the needs of each at risk student. Once the data is analyzed by grade level departments, Title I staff, school psychologist, and the principal, the learning support program (targeted assistance program) is created based on the identified student needs. Quick Reads,iReady, and Read Live are used to help students improve reading skills.

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

It has been a district initiative that all teachers use data (universal screeners, common assessments, reading levels, writing samples, etc) pulled from Illuminate to identify students who are below grade level and need additional assistance. Teachers were trained on how to input and pull data from Illuminate.

Evaluation

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

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

Each year, Oakview teachers participate in data days to look student growth and develop plans for targeted students. Through the school improvement process the Targeted Assistance is reviewed by staff and updated at the end of the school year based on student growth data.

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

The four core academic departments meet quarterly to analyze data from district common assessments which are all aligned to Michigan State Standards. Math and ELA departments also analyze data from district screeners such as, QRI, Fast Bridge aReading and CBM Reading and aMath and CBM math. These screeners are given to all students three times a year; beginning, middle and end. Science and Social Studies analyze local teacher created common assessment data.
If and when, the state assessment data is released this will also be included in quarterly data analysis meeting.

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

Three times a year, based on the criteria below each student is reviewed and data gathered to see if program was effective.

The assessments that are currently used are Fast Bridge for reading and math, which are nationally normed. Common assessments and unit test for Science and Social Studies.

In Reading, students who score below the expected words per minuted on CBM-reading assessment:
6th grade - 115 wpm
7th grade - 115 wpm
8th grade - 113 wpm

In math, students who score below on the Fast Bridge a-Math assessment:
6th grade - 214
7th grade - 208
8th grade - 210

In Science and Social Students, students who score below 75% on unit tests or common assessment would qualify for extra support in those academic areas. All common assessments and unit tests have State Standards aligned to each question.

Any student who receives a D or E in one or more of the four core academic areas would qualify for support.

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

The program evaluation diagnostic tool is completed and entered into Assist by LSS staff after a data review has been completed by teachers and administrator. The program evaluation will also be shared with parents at a spring meeting. This meeting is designed to solicit parent feedback in order to make adjustments/improvements to the targeted assistance program as needed.

Any surveys given throughout the school year will also be taken into account in the revision of the plan.

Oakview School Improvement 2018-2019

Overview

Plan Name

Oakview School Improvement 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Oakview will show improvement in content area literacy.	Objectives: 4 Strategies: 7 Activities: 14	Academic	$26817
2	Students will be given tools necessary for developing and maintaining appropriate positive school behavior.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$66021

Goal 1: All students at Oakview will show improvement in content area literacy.

Measurable Objective 1:

100% of All Students will increase student growth in literacy in Mathematics by 06/14/2019 as measured by the state mandated assessment, Fastbridge Amath screener, Fastbridge Math Cap screener, and common assessments..

Strategy 1:

CMP3- Teachers will implement CMP3 with fidelity - Teachers will use the Launch, Explore, Summarize model for CMP3 to provide effective math instruction.

Category: Mathematics

Research Cited: Buffam A., Mattos, M. Weber, C. (2009). Pyramid response to intervention: RTI, professional learning communities, and how to respond when kids

don't learn. Bloomington, IN: Solution Tree.

Schmoker, M. (2011) Focus: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Launch, Explore, Summarize model for CMP3 to provide effective math instruction.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	$0	No Funding Required	Math teachers

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development on effective instruction, reading strategies, content area vocabulary, and to grow professionally.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	$4452	Title II Part A	District math coach, math teachers

Activity - Math Curriculum Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct a 54 minute course designed to improve math fluency and bring students to grade level.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	$0	No Funding Required	Classroom teachers, District Math Coach

Measurable Objective 2:

100% of All Students will increase student growth in Social Studies Literacy. in Social Studies by 06/14/2019 as measured by district common assessments and state mandadated assessments .

Strategy 1:

Content analysis - Teachers will instruct students using close reading strategies in Social Studies related content.

Category: Social Studies

Research Cited: Notice & Note Strategies for Close Reading-Kristen Beers & Robert Probst

Tier: Tier 1

Activity - Notice & Note	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will teach students to take notes and read more closely to content related material, in addition students will learn to write about it using this information in an informational writing essay to prove understanding.	Supplemental Materials	Tier 1	Monitor	09/04/2018	06/14/2019	$0	No Funding Required	Social studies classroom teachers

Activity - Argument Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will use teacher created rubrics to assess content specific argument writing	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	$0	No Funding Required	Social studies teachers

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Arts and Social Studies teachers will meet to share and support content area writing.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	$0	No Funding Required	Language Arts teachers Social Studies teachers

Measurable Objective 3:

100% of All Students will increase student growth in science and engineering practices of the Next Generation Science Standards in Science by 06/14/2019 as measured by the state mandated assessment, student growth measure rubrics and summative assessments.

Strategy 1:

District Support Science Coach - Teachers will attend professional development on effective instruction of the Next Generation of the Science Standards.

Category: Science

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Middle School Science teachers will attend regular professional development meetings with our district Science coach.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	$0	No Funding Required	All middle school Science teachers.

Strategy 2:

Grade Level Student Growth Rubrics - Teachers will implement the same grade level student growth rubrics.

Category: Science

Tier: Tier 1

Activity - Modeling Growth Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Next Generation Science Standard- Modeling. Teachers will collaborate on developing unit modeling rubrics that address the Science Standard.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	$0	No Funding Required	All middle school Science teachers.

Activity - Informational Writing Growth Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate and implement informative writing growth rubrics for Science Standards.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	$0	No Funding Required	All middle school Science teachers.

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Arts teachers and Science teachers will be to share and support content area writing.	Teacher Collaboration	Tier 1		09/04/2018	06/14/2019	$0	No Funding Required	Language arts and Science teachers

Strategy 3:

Next Generation Materials Exploration - Science teachers will explore and implement Next Generation science materials to target the science standards.

Category: Science

Tier: Tier 2

Activity - Materials Colloboration and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will research, collaborate, and implement Next Generation specific science standard content materials.	Supplemental Materials, Technology	Tier 2	Implement	09/04/2018	06/14/2019	$0	No Funding Required	All middle school science teachers.

Measurable Objective 4:

100% of All Students will increase student growth in fluency in Reading by 06/14/2019 as measured by the State Mandated Assessment, Fastbridge aReading and CBMReading, and Common Assessments.

Strategy 1:

Curriculum Support - A 54 minute course, designed to improve reading fluency and comprehension.

Category: Learning Support Systems

Research Cited: Pyramid response to Intervention:RTI, professional learning communities and how to respond when kids don't learn. Bloomington, IN: Solution Tree

Tier: Tier 3

Activity - Learning Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning support staff will work one on one and in small groups with at risk students to improve their reading fluency and comprehension.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/14/2019	$17054	Title I Part A	Administration

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will rotate in a three cohort, three year plan for training and modeling using readers and writers workshop.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	$5311	Title II Part A	ELA teachers and literacy coach

Strategy 2:

Readers and Writers Workshop - Teachers will use Readers' Workshop and Lucy Calkins Middle School Writing Units of study for reading and writing instruction.

Category: English/Language Arts

Tier: Tier 1

Activity - Readers and Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the units of study as designated on the dirstrict, grade level, curriculum maps. Resources will be shared among the department.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	$0	No Funding Required	ELA Teachers

Goal 2: Students will be given tools necessary for developing and maintaining appropriate positive school behavior.

Measurable Objective 1:

100% of Bottom 30%, Children in Foster Care, Economically Disadvantaged and Homeless students will demonstrate a behavior in social/emotional learning acceptable to the school environment. in Practical Living by 06/14/2019 as measured by Anecdotal data and informal feedback..

Strategy 1:

Social/Emotional Learning - With the continued implementation of a behavior interventionist, students will learn practical skills for dealing with difficulties.

Category: Learning Support Systems

Research Cited: 7 Habits of Highly Effective Teens, Sean Covey, Running Press, 2003

The Leader in Me Program, Franklin Covey Whole School Transformation

Tier: Tier 3

Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A behavior Interventionist will meet with small groups of students and will work in the classroom setting to support social and emotional learning of students.	Behavioral Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	$63521	Title I Part A	Behavior Interventionist

Activity - Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a survey designed to gather information on student perceptions of teaching and learning and social emotional needs.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	$2500	General Fund	All Oakview Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coach	Teachers will rotate in a three cohort, three year plan for training and modeling using readers and writers workshop.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	$5311	ELA teachers and literacy coach
Math Coach	Teachers will attend professional development on effective instruction, reading strategies, content area vocabulary, and to grow professionally.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	$4452	District math coach, math teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Support Staff	Learning support staff will work one on one and in small groups with at risk students to improve their reading fluency and comprehension.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/14/2019	$17054	Administration
Behavior Interventionist	A behavior Interventionist will meet with small groups of students and will work in the classroom setting to support social and emotional learning of students.	Behavioral Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	$63521	Behavior Interventionist

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Curriculum Support	Teachers will instruct a 54 minute course designed to improve math fluency and bring students to grade level.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	$0	Classroom teachers, District Math Coach

Professional Development	Middle School Science teachers will attend regular professional development meetings with our district Science coach.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	$0	All middle school Science teachers.
Notice & Note	Social studies teachers will teach students to take notes and read more closely to content related material, in addition students will learn to write about it using this information in an informational writing essay to prove understanding.	Supplemental Materials	Tier 1	Monitor	09/04/2018	06/14/2019	$0	Social studies classroom teachers
Informational Writing Growth Rubric	Science teachers will collaborate and implement informative writing growth rubrics for Science Standards.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	$0	All middle school Science teachers.
Collaboration	Language Arts and Social Studies teachers will meet to share and support content area writing.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	$0	Language Arts teachers Social Studies teachers
Argument Writing Rubrics	Social Studies teachers will use teacher created rubrics to assess content specific argument writing	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	$0	Social studies teachers
Modeling Growth Rubric	Next Generation Science Standard- Modeling. Teachers will collaborate on developing unit modeling rubrics that address the Science Standard.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	$0	All middle school Science teachers.
Materials Colloboration and Implementation	Teachers will research, collaborate, and implement Next Generation specific science standard content materials.	Supplemental Materials, Technology	Tier 2	Implement	09/04/2018	06/14/2019	$0	All middle school science teachers.
Readers and Writers Workshop	Teachers will follow the units of study as designated on the dirstrict, grade level, curriculum maps. Resources will be shared among the department.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	$0	ELA Teachers
Direct Instruction	Teachers will use the Launch, Explore, Summarize model for CMP3 to provide effective math instruction.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	$0	Math teachers
Collaboration	Language Arts teachers and Science teachers will be to share and support content area writing.	Teacher Collaboration	Tier 1		09/04/2018	06/14/2019	$0	Language arts and Science teachers

General Fund

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

Survey	Students will be given a survey designed to gather information on student perceptions of teaching and learning and social emotional needs.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	$2500	All Oakview Staff