



School Improvement Plan

Grissom Middle School

Warren Consolidated Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 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 Assist	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our staff collaboratively participated in the comprehensive needs assessment during monthly PLC and staff meetings during the 2017-2018 school year. Data reports were accessed either electronically or in paper from Data Director, Data Manager, MI School Data and PowerSchool. The school improvement team led the analysis process during PLC meetings. Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic input. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals, strategies and activities were developed by the staff. The School Improvement team, which meets monthly, used the results to complete a final alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders involved in the process.

Parent representative(s) are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings during a phone conversation with each parent. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parent representatives are encouraged to share updates at PTO meetings/or help write newsletter articles, etc. We sought additional input regarding the school culture, curriculum, Title I program, and specific parent concerns parents through online and paper surveys (Fall PT Conferences; Spring PT Conferences) Additional input was gathered during the Spring Title I meeting.

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

Subgroup analysis of fall 2017 NWEA scores to spring 2018 NWEA, ELL students' core composite scores were maintained. In addition to the NWEA data, 6th and 7th grade Grissom teachers used the DRA throughout the school year to monitor students' growth in reading.

Based on our continued deficits in reading, during the 2017-2018 school year, Grissom utilized the Adolescent Comprehensive Reading Initiate (ACRI) Program to support students who demonstrated a weakness in reading comprehension. These students were assigned to an ELA Builder class which incorporated the ACRI instructional component. When implemented with fidelity, the expected average growth for students in ACRI Program is between one and two years per 20-week class using the ACRI evaluation assessment, QRI. Through a review of our program, students demonstrated an overall average growth of 1.2 years in each 20-week class. In addition, the students demonstrated an average overall growth of 6.37 points in their RIT score on the NWEA Measure of Academic Performance which is measured in the fall and the spring.

Based on achievement results, an additional reading intervention program was incorporated into some of our ELA Builder classes. Corrective Reading was added to address the needs of students who were two or more years below grade level in reading. This leveled program focuses on decoding skills, which are essential to reading and comprehension of complex text. Students were assigned to different levels of instruction based on their achievement on the NWEA MAP, M-STEP and Corrective Reading screener. Student growth was demonstrated as all students were retaught skills until they demonstrated mastery of each level to which they were assigned.

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Based upon the success of the Word Generation Program, Grissom staff continued with full implementation across all content areas and grade levels. Pre and post test data allowed the SIP team to determine the effectiveness of this initiative. In addition, teachers assessed students' understanding of content area vocabulary that incorporated the use of the Frayer Model graphic organizer, which research has shown to be effective for at-risk students. The analysis of the pre and post tests showed continued increases, particularly with our English Language learners. Across the building, students improved on the post test in each subject area.

Our school made AYP in years: 2011-2012 and did not make AYP in 2010-2011 due to a poor assessment results for Special Education subgroup. AYP was made the following year due to more accommodations for Special Education students. The 2012-2013 school year Grissom was designated as yellow status. This was due to a gap in achievement between subgroups and general education students. Our school was ranked at the 14th percentile and was identified as a Focus school. The embargoed results from the Spring 2015 M-STEP indicated Grissom attained Green Status in all areas and sub groups. For 2016, M-STEP results indicated a Lime Green status overall. For 2017, M-STEP results identified Grissom as a Targeted Support and Improvement (TSI) school. Through an analysis of the Accountability Report, the Grissom staff identified low achievement in our special education sub group.

The School Improvement Plan incorporates a comprehensive written professional development plan which is based on the needs of our school community with input from staff, students and parents. In addition, the school engages in collaborative decision making through professional learning communities, staff meetings, parent meetings, and through perception data collected through surveys. Also included in the plan are interventions, strategies, and activities along with evaluation measures that are supplemental to the Tier I educational program . Based on data from our Interim Self-Assessment, areas of strength of our teachers were their use of technology and including the various learning styles of students in lessons. Surveys were conducted for parents, staff and students. Based on perception data, parents were most satisfied with staff providing activities that interest students, and teachers' high expectations for students. Parents were least satisfied with teachers individualizing instruction. Student perception data showed a high level of satisfaction with teachers working together to improve their learning, teachers having clear expectation for learning and behavior, and the school preparing students for success in the future. Students were least satisfied with students treating each other and property with respect and rules being applied equally to all students.

The team examined school enrollment by grade and ethnicity/racial groups, attendance data by grade/race/ethnicity and discipline data including number of referrals and suspensions. By examining enrollment trends we discovered our overall enrollment has not changed significantly in five years. There has only been a forty student variance over a four year period. The ELL population has increased over seven years from 17% to 37%. The Economically Disadvantaged population continues to grow as it currently stands at 75% of our student population receiving free/reduced lunch. By examining attendance trends we discovered that 94.5% of Grissom students attend school on a daily basis. The perception from parents and students is that they are highly satisfied with collaboration between staff members and the school providing additional services, but students do not feel there is respect of school property and themselves. Staff perception indicates a need for professional development concerning data analysis but staff does feel supported by administration. Grissom's enrollment is stable but the population continues to grow in the areas of Economically Disadvantaged and the ELL population.

Programs that will be maintained in the 2018-2019 school year include the Math Builder and ELA Builder classes. These Title I initiatives were put in place to assist in closing the gap with the struggling subgroups. Title I parent surveys conducted in the spring of 2018 indicate parents felt the program helped improve skills of their child.

All services that were planned in the 2012-2013 School Improvement Plan are still in place to provide accelerated opportunities for students. High school credit courses such as Spanish I and Algebra I; the MS2TC (Middle School Math, Science and Technology Center) as well as the MSVPA (Middle School Visual Performing Arts) courses are available for students. We have instituted a new lunch time program called "Taste of Success" where students can get individualized/small group instruction by the Title I teachers assigned to that hour. Individual teachers have volunteered time before and after school to provide additional tutoring for struggling students.

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

Goal 1: All students will be proficient in Reading.

Goal 2: All students will be proficient in Math.

Goal 3: All students will be proficient in Social Studies.

Goal 4: All students will be proficient in Science.

Goal 5: All students will be proficient in Writing.

The subgroups that are the focus of interventions are African Americans, Economically Disadvantaged, and ELL students. The goals portray a clear and detailed analysis of multiple types of data through the examination of summative (NWEA achievement data and 2017 M-STEP), diagnostic data such as the DRA, and district common assessments. Analysis shows an achievement gap with African Americans, ELL students, as well as at the Economically Disadvantaged and Students with Disabilities.

Goal 1: All students will be proficient in Reading is connected to our priority needs and the needs assessment because our data shows that 57.33% of our students scored in the "average" to "high average" range in Reading across grade levels (Spring 2018 NWEA). Data from the 2017 M-STEP showed overall an ELA proficiency rate of 37.6%. In analyzing this data, a slight gap in proficiency between non-economically disadvantaged and economically disadvantaged students was noted. A greater gap is evident in our English Learner sub-group and a significant achievement gap is found among our Students with Disabilities sub-group.

Goal 2: All students will be proficient in Math is connected to our priority needs and the needs assessment because our data shows that 44.33% of our students scored in the "average" to "high average" range in math across all grade levels (Spring 2018 NWEA). Data from the 2017 M-STEP showed overall an Math proficiency rate of 21.6%. In analyzing this data, a slight gap in proficiency between non-economically disadvantaged and economically disadvantaged students was noted. A greater gap is evident in our English Learner sub-group and a significant achievement gap is found among our Students with Disabilities sub-group.

Goal 3: All students will be proficient in Social Studies. According to our 8th Grade Social Studies M-STEP from 2017 showed proficiency at 19.2%. The only significant subgroup gaps were those of the EL and Students with Disabilities.

Goal 4: All students will be proficient in Science. According to our 7th Grade Social Studies M-STEP from 2017 showed proficiency was 14.1%. Significant subgroup gaps were African American, EL and Students with Disabilities.

Goal 5: All students will be proficient in Writing. This is connected to our priority needs and the needs assessment because our data shows that all three grade levels improved proficiency from Fall to Spring using the District Writing Performance Task.

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

Each goal has been clearly written in compliance with the Multi Tiered System of Support (MTSS) model in order to identify the needs of all students, and connect those needs to a "for-all (Tier 1)" strategy contained within the plan; and to identify the needs of disadvantaged students, and connect those to a "for-at-risk (Tiers 2 and/or 3)" strategy contained within the plan. The goals are aligned with the conclusions drawn from the comprehensive needs assessment. Students are identified as disadvantaged due to significant achievement gaps have been

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identified by their NWEA scores, DRA, and teacher observations. The sub groups most in need of support are ELL, African Americans, Students with Disabilities and the Economically Disadvantaged.

Component 2: Schoolwide Reform Strategies

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

The strategies in the school-wide plan that focus on helping all students reach the State's standards are: guided reading, the integration of technology, the implementation of Word Generation, the use of graphic organizers, the use of manipulatives in math, teaching reading and writing across the curriculum. In addition, professional development initiatives are embedded in the plan to ensure that staff have the appropriate knowledge and experience to implement the various strategies and activities.

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

All of the strategies and activities that are included in the school-wide plan are research-based and will increase the quality and quantity of instruction. As the school-wide plan was being developed, teams of stakeholders conducted research on those strategies and activities that would have the most positive impact on student achievement. Those methods and strategies that will impact all students are: guided reading, integration of technology, the use of manipulatives, the use of graphic organizers, instruction in Word Generation, teaching reading and writing across the curriculum.

In addition, strategies to reduce the achievement gaps were also embedded into the plan. Those methods and strategies that will increase the quality and quantity of instruction for our at-risk students include: specific skill builder courses in math and language arts, cultural awareness training for staff, the use of the Frayer Model graphic organizer, Adolescent Critical Reading Initiative, Corrective Reading Program, AVMR math training for intervention staff, staff training in Sheltered Instruction Observation Protocol (SIOP) model, and technology assisted learning opportunities.

Our strategy of intervention teachers using the ACRI protocol during additional, daily, supplementary, instruction will give students additional time to analyze text structures and comprehend textual information. Students will receive supplemental reading instruction, above and beyond their core-content instruction that allows them additional time to practice and apply these reading strategies guided by a highly-qualified, and ACRI trained teacher, for one-hour, daily. Because this intervention is based on the ACRI protocol, it is qualitatively different than what all students engage in while in their assigned Language Arts class. Additionally, quantitatively, students will increase time spent engaged in reading instruction. This will accelerate progress as at-risk students spend more time in this instructional area than their non-at risk counterparts. Pre and post test analysis is conducted by the ACRI teachers.

Word Generation provides students access to Tier 2 vocabulary words across all core subjects areas as well as Allied Arts classes. Students are assigned words to work with in two week cycles (unit) where activities are completed with each of the core as well as with Allied Arts. Five two-unit sets were selected and pre/post assessment data was collected. Continued student growth with the academic vocabulary across all content areas and grade levels favor continued use of this initiative.

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

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The reform strategies that align with the findings of the needs assessment are additional professional development in addressing the unique needs of our growing English Learner population and Economically Disadvantaged students. In addition, Grissom has implemented writing across the curriculum in all content areas to improve students' overall writing skills and improve their content knowledge.

The teaching of reading and writing across the curriculum and the work on academic vocabulary will help students build connections across all content areas to improve student achievement in all subjects. Also embedded in the plan are activities to monitor and evaluate the effectiveness of the interventions through the use of our quarterly writing samples.

The Grissom staff will continue to work as a Professional Learning Community to collaborate and continuously analyze data throughout the school year to assess their students' achievement and their instructional practices.

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

Throughout the school-wide plan, various interventions are implemented to assist all students at their appropriate instructional level.

Additional strategies and activities that focus on the students who need the most instructional support are:

- Language arts and math skill builder courses, which are supplemental classes for identified students. These are focused on teaching students based on their individual areas of weakness.
- SW-PBIS was implemented to support the students.
- WIDA data analysis was done to focus cross curricular attention in writing.
- SIOP instructional practices training will focus on research-based strategies for English Learner students.
- Word Generation, which uses Tier 2 vocabulary to increase students' knowledge.
- Taste of Success, lunch time tutoring and academic assistance program.
- After-school Score for Success program geared toward EL students through a collaborative endeavor with Oakland University, William Beaumont School of Medicine, the Chaldean Community Foundation and Grissom Middle School.
- Where Everybody Belongs (W.E.B.) student transition and leadership program.

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

All strategies in place have pre and post assessments that are analyzed on a quarterly basis, as well as the fall and spring NWEA MAP assessments and DRA testing. Reading intervention (ACRI) use the Qualitative Reading Inventory (QRI) assessments to measure student growth. The Reading intervention (Corrective Reading) use mastery tests to determine the students' improved reading proficiency. The pre and post assessments are analyzed by School Improvement members as well as individual teachers. These analyses are collected by the team and conclusions are drawn from the data to inform the fidelity and effectiveness of the programs. Programs are reviewed by the staff through perception data, and their own analysis.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	<p>Yes</p>	<p>All staff (teacher and paraprofessionals) have met the criteria for Highly Qualified.</p> <p>Personnel files include a signed statement by each staff member attesting to their status of "highly qualified".</p> <p>The Human Resources Department monitors the personnel files for accuracy.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	<p>Yes</p>	<p>All staff (teacher and paraprofessionals) have met the criteria for Highly Qualified.</p> <p>Personnel files include a signed statement by each staff member attesting to their status of "highly qualified".</p> <p>The Human Resources Department monitors the personnel files for accuracy.</p>	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turn over rate was about 10%. This is due to the district's policy for staff allocation and placement of staff to maximize the staff potential.

Staff also have the opportunity to select a vacancy according to their certification(s).

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

There is 1 teacher with 0-3 years experience, 4 teachers with 4-8 years experience, 12 with 9-15 years experience, and 24 with over 15 years of experience.

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

Grissom Middle School offers the following to attract and keep high quality teachers:

- Updated and advanced technology in classrooms
- Three available updated computer labs, media center computers, four classroom carts, netbook carts
- Clean school
- Readily available classroom supplies
- Opportunities to collaborate with experienced and innovative teachers
- Access to Grissom's full-time and part-time intervention specialists
- Access to full-time Language Acquisition aides
- Access to Title I aides
- Blue Ribbon School
- Ongoing professional development opportunities

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

Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes a Ventures Self-Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resources Dept. and the Superintendent.

Warren Consolidated offers the following to attract prospective candidates:

1. District Wide Accreditation by AdvancEd

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2. Thirteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
3. District Mentoring System
4. New Teacher Academy provided by Macomb Intermediate School District (MISD) and district-level training (3 sessions)
5. Curriculum Steering Committee funding staff development for teachers
6. Competitive Salary and Benefits package
7. Classroom computer, interactive whiteboard projector system, Cisco phone system, MediaCast, and email for each staff member
8. Curriculum Specialists to support classroom teachers
9. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
10. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at (MISD), Teacher Union leadership
11. Media centers with media specialists in each building; distance learning programs
12. Full-time Instructional Technology department and tech support
13. School Counselors
14. Renovated schools
15. District and School-level Professional Development opportunities

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

In both 2016-2017 and 2017-2018, the turnover rate was minimal.

Teachers are hired and then placed in their positions according to district and contractual guidelines and administrative needs.

Component 5: High Quality and Ongoing Professional Development

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

In the 2017-18 school year, Professional Learning focused on major areas: revisiting and monitoring power standards, common assessments, vertical alignment of CORE subject areas, and MTSS. Staff members received training for Classroom Instruction That Works and MTSS. These trainings support Grissom's focus on vocabulary acquisition as a way to increase the overall achievement of all students as well as close the achievement gap for the subgroups. Another focus this year was for the Math and ELA teachers as they were participating in and training in the Instructional Learning Cycle (ILC) and began to implement this research-based practice to promote student success.

Staff also engaged in data analysis of NWEA, MSTEP and both District-led and building-developed common assessment results. This analysis generated discussion concerning the achievement gaps among all students and how instruction can be modified to address the needs of the student body, especially the bottom 30% of students. Staff are using formative assessments as well to gauge understanding of concepts and plan reteaching activities as necessary.

Technology training was also available for student response system (Clickers) through our district, and Blackboard through the MISD. This supports the increasing use of technology as a way to assess students.

Other staff development that occurred included the use of Graphic Organizers as well as the use of Data Director and NWEA MAP Reports training and exposure for the SIP Building Initiatives.

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

Title I onsite review indicated that Grissom needed a concrete calendar of professional development that aligned more accurately with the School Improvement Plan. This plan was put in place for the 2014-2015 school year and has continued yearly throughout the 2017-2018 school year.

Staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan. Specific professional development is articulated within the plan. Ongoing professional development activities embedded in our school improvement plan will focus on cultural awareness, reading and writing across the curriculum, and research-based reading intervention strategies.

Detailed professional development activities can be found in the attached Professional Development Plan that is correlated to the needs of our staff and students. In addition, the district has developed a five year professional development plan which addresses adjustments and updates to the district curriculum.

In addition to the written professional development plan, the school administrators routinely forward various professional development opportunities that align to our school improvement initiatives. Teachers' requests to participate in professional development are reviewed to determine alignment to the school improvement initiatives. Professional development is sustained and ongoing through PLC meetings.

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regularly scheduled staff meetings and the district's commitment to long term professional learning opportunities, especially in ELA, Science and Math.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The district has established a professional development plan, which addresses a wide variety of curricular and instructional needs. In addition to the district PSD, Grissom staff will be involved in ongoing professional development through the PLC and staff meeting sessions scheduled throughout the school year. Based on identified needs outlined in the Comprehensive Needs Assessment, additional PSD opportunities will be provided using WCS staff, MISD staff and outside providers.	2018-2019 Grissom PSD Plan

Component 6: Strategies to Increase Parental Involvement

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

The School Improvement team, which meets monthly, uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders involved in the process.

Parent representative(s) are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings during a phone conversation with each parent. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on developing the compact, the parent involvement plan and activities, collating and analyzing parent input and creating the evaluation survey and plan. Parent representatives are encouraged to share updates at Booster Club meetings/or help write newsletter articles, etc. Monthly updates regarding, School Improvement, SW-PBIS and Title I Initiatives are shared with parents by the principal at the Booster Club Meetings. We sought additional input regarding the school culture, curriculum, Title I program, specific parent concerns, compact ideas, and future parent in-services from parents through surveys on paper and online during fall and spring conferences. Additional input was gathered at all parent-school activities, Booster Club meetings, conferences, Title I Fall Parent Meetings and Title I Spring Parent Evaluation meetings.

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

Parents are involved in the implementation of the school-wide plan. The 2017-2018 School Improvement Team was comprised of staff volunteers from all curriculum areas, administrators and a Parent representative. These meetings were held to develop all aspects of the School Improvement Plan.

Surveys were developed and utilized at Title I parent meetings, and Parent Teacher Conferences to gather perception data which is used to develop a comprehensive SIP plan. At our annual Title I parent meetings specific strategies that were implemented throughout the school year were shared with parents. Parents also provided verbal feedback on their perception of the effectiveness of these strategies. They were given an opportunity to offer suggestions for other activities to support their children's academic needs.

As various school improvement strategies are introduced to the students, parents are also informed of the strategy to gain their support when working with their children. Teachers openly share the strategies at parent teacher conferences, through email and via phone conversations. Parents are provided with pertinent school and district information such as surveys, portions of the newsletter, education strategies, parent education meetings, etc., in English and various languages as needed.

Parents are given two types of surveys. One focused on AdvancEd strands and the other was used to gather input for extra curricular programs for parents and students as well as available times. Parents are involved in Grissom's Booster Club as well as chaperoning field trips. Parents also attend after school activities such as awards night or school extravaganzas. Parents are informed and encouraged to communicate with staff members about assessment data that has been distributed to them. Parents are invited to attend IEPs where additional assistance is planned for students. Parents are given access to federal and state resources when needed.

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

The plan is formally reviewed by stakeholders each spring using all four data measures (achievement, program/process, demographic and perception data). Parents are involved with the SIP team to collect and analyze data relative to all four types. Parent input is also provided throughout the year via a variety of surveys at parent events, and other, more informal, meetings (parent involvement events, PTO meetings, conferences, open houses, etc.).

Additionally, all stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Evaluation Meeting at which time all relevant data is shared with parents, in an understandable and accessible format, in order to fully inform them of the current status of the plan. Using feedback from this meeting, as well as all data examined throughout the year from all four sources, the SIP team, including parent members, will consider all stakeholder ideas when updating the plan for the new school year.

The input from parents has prompted the inclusion of the Student of the Month initiative. Parents and students indicated a concern for lack of respect among the student population. The Student of the Month initiative is where every staff member is encouraged to recognize students who demonstrate hard work, good citizenship, and positive attitude. These are students that aren't necessarily recognized for academics.

Parents surveys are used to gather perception data regarding our school and the intervention used to support our at risk students. The feedback from the parents is used to assist in planning initiatives to better meet the students needs. One example of this input was to change the delivery of Title 1 interventions to a specific intervention course rather than a pull out program for students struggling in math and/or language arts. Parent feedback provided suggestions to avoid disrupting academic classes for this type of support.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		2018 - 2019 Grissom Parent Involvement Policy

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

Grissom provides assistance to parents to understand content standards, assessments, Title I programming, fall and spring Title I meetings, and monitoring their child's progress. Every parent/guardian has daily access to Power School which provides up to date academic progress.

The district website contains videos on the understanding the state assessment and the Parent Portal information (parent log in information, to check student attendance, overall grade and class grade process). EL students participate in the ACRI (Accelerated Content Reading Initiative), Corrective Reading, Math Builder and after school Score for Success programs. Professional staff development was available at a district level regarding enhancing parental involvement.

Parent education opportunities are offered at various times, including morning programs, afternoon programs and evening programs. The district webpage is linked to parent resources available through various websites and content specific video tutorial sites. Information is shared in a monthly newsletter, at booster club meetings and at parent educational meetings.

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Training for the school staff has included Counselor and Social Work staff participated in training with Joyce Epstein's "School Family Community Partnerships", with ongoing follow up training during PLC meetings and / or after school staff meetings. Members of Grissom's staff are trained to work with a diverse population of students and families. Grissom staff also participated in cultural awareness training. Teachers have also been trained in analyzing achievement data and communicating this with parents.

Parents and guardians are invited to be active participants on our School Improvement Team. Volunteer opportunities are posted in our newsletter and offered at our Booster Club Meetings. Interested parents may contact the school principal or assistant principal.

In order to provide information in a format that is understandable to parents, WCS provides information to parents in a variety of formats to meet the needs of our diverse population. In addition, interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences, and throughout the year at parent meetings. The district also provides a Language Line, a real time translator phone service, which is always available to the staff for assistance in communicating with our bilingual community. To provide additional parental support, staff regularly makes accommodations to respond to parents' schedules.

Parent teacher conferences are scheduled with flexibility; including before and after school, and during prep periods. Grissom teachers, counselors, and administrators make themselves readily available to address parent concerns. Parents/guardians may contact Grissom staff through phone calls, e-mails, and notes in students' agendas.

Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services.

All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building.

Homeless families are provided transportation resources when appropriate.

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

During the Spring Title I Evaluation meetings (in addition to the review of all four data sets), the parent plan and compact are reviewed by parents. The achievement, demographic, program and perception data being reviewed simultaneously with parent involvement components allows parents to have a voice in evaluating the current program, and request/plan for revisions of the parent components for the following year.

This is one of two formal occasions that parents are asked to identify their needs relative to supporting the academic success of their students. These times are the Spring Evaluation meeting, and the Fall Title I Informational meeting. This is combined with the perception data/feedback parents provide throughout the year regarding parent activities and needs (via surveys following each parent event, and planning meetings for future parent events). This data is compiled by the School Improvement Team (of which parents are also members) and used to revise the parent programming, plan, and compact, as well.

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

The results of the evaluation will guide the school improvement team on how to improve parental involvement, communication strategies, as well as Title I intervention programs.

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

The compact was developed during a meeting which was composed of the following stakeholders: a diverse mix of students across the grade levels, various parents and staff members. The discussion lead to a revision of the Parent Student Teacher Compact. Each year the Parent Student Teacher Compact is reviewed with input from various stakeholders. The school staff and school improvement team members collaborate to adjust the compact as necessary.

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

N/A

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

Parents are given the compact during registration. They are asked to sign the compact alongside their student. They then return the form to the school. First period teachers will review this compact with the students at the beginning of the school year and will sign each of their first period students' compact. Parents are given another opportunity to receive a copy of the compact during parent teacher conferences in the fall and spring. Teachers have a copy and can use it as a reference during conferences. It is also available on the Grissom website.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		2018-2019 Parent Student Teacher Compact

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

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use.

NWEA assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage. Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/nonacademic language.

Component 7: Preschool Transition Strategies

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

Facilitating a smooth transition for students as they enter and exit Grissom is an important aspect of the school program. The transition for incoming 6th grade students begins with a visit from our school counselors and principal to each of the feeder elementary schools. At these meetings, students are given an overview of the middle school program. Students are encouraged to ask questions and are provided with a good initial picture of their future middle school experience. This meeting is followed up with a parent meeting for all incoming students.

Parents are informed of the expectations for their children and are provided an overview of the curricula, middle school procedures and a tour of the school. Later in the spring, all incoming students are transported by bus to Grissom for a hands-on experience at the school, including a tour guided by current students, a video presentation of the school programs, and a lunch.

The students entering 6th grade in the 2018-2019 school year will be doing so with the Where Everybody Belongs (WEB) program student orientation. This research-based program includes an extensive leadership training program for the up-coming eighth grade students to serve as mentors and leaders to support the sixth graders' transition to middle school.

Throughout the school year, the school counselors meet with new students in all grades and set up small group sessions to assist in their transition to a new school. They also meet with students who will be leaving Grissom to move to other schools.

The counselors and administration strive to implement various student support groups around common struggles and issues.

Restorative Practices will continue and play a more significant role in providing conflict resolution and alternatives to suspensions.

As our 8th grade students prepare to venture on to the high school, the counselors work with them to review their Educational Development Plan, which will be reviewed and revised throughout their high school experience. In addition, the high school counselors meet with the students to guide them in course selection and expectations for their high school experience. The high schools offer a parent orientation opportunity in the evening, and students have the opportunity to visit their future high school during the school day.

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers meet in content area PLCs to create common assessments. During the 2017-2018 school year, these common assessments were focused on power standards. These midterms and finals, along with the District issued common assessments, are required for all grades and all courses.

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

Teachers are given various data from multiple sources during PLCs and monthly staff meetings. These sources are MSTEP, NWEA, WIDA, formative and common assessments created and collected on Data Director from teacher instruction. Teachers were given training on how to read the data, and time to review the data and discuss its impact on student achievement. Teachers look at individual classes and students to see how their instruction impacts student achievement. Forms were given out to guide the common assessment data analyses and evaluation based on content and overall student / sub group impact. Teachers were asked to view the specific sub groups and areas of concern for the MSTEP data and draw observations and conclusions from this data. NWEA results were discussed and reviewed for teacher understanding. The data was used to monitor students' progress and to identify students who are capable of accelerating or for those who need additional support. Staff members were given a list of the students in the bottom 30% for reading and math. Teachers engaged in a rich discussion concerning these students and the factors that led to their inclusion in the bottom 30%. Counselors and Administration meet regularly with this group of students to ensure they are growing academically.

Through the Instructional Learning Cycle initiative, all ELA and math teachers were trained in the development of balanced assessments, They used the pre-assessments to determine students understanding of requisite skills before the up-coming unit is taught. Specific instructional plans were developed by the teachers to ensure students prepared to learn the new content. The post assessments measured the students' proficiency levels of the Standards taught. The ILC training will continue during the 2018 - 2019 school year.

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

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

Students designated to receive intervention services are those identified as at risk, or in the bottom 30 percent in terms of achievement based upon reviewing M-STEP scores as well as local assessment data, including NWEA, common assessments, DRA, and teacher recommendation. These assessments inform counselors in scheduling students to best meet their needs. Students are then placed in ELA builder classes or math builder classes. These classes are designed for students below grade level and can include students in grades 6-8. An individual student can also be placed in both if there is a need for improvement in both areas. English learners students were also assigned to meet regularly with our Language Acquisition Intervention teachers to support their specific learning needs based upon WIDA results.

Language Arts

Reading

Grade Span: Students in grades 6-8

Identification/Criteria for Selection:

Students scoring Partially Proficient or Not Proficient M-STEP as well as students who fall below the grade equivalent score on the NWEA test in the fall. Students DRA scores are also used to identify students who experience difficulty.

Math

Grade Span: Students in grades 6-8

Identification/Criteria for Selection:

Students scoring Partially Proficient or Not Proficient on MSTEP as well as students who fall below the grade equivalent score on the NWEA test in the fall and interim assessments through the year.

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

English Language Arts

Reading

Grade Span: 6-8

Interventions: Use of the vocabulary best practices are used to teach new vocabulary at the discretion of the teacher, but no less than ten times a quarter. Guided reading instruction is implemented daily by the ELA teacher targeting areas of difficulty for each group of students. Guided, highlight reading strategies learned in the Literacy in Action program are utilized by ELA instructors at least twice a quarter. ELA Builder classes are available for students who struggle with reading skills. In addition, writing activities were incorporated by all teachers in all content areas and documented a minimum of two times each quarter.

Writing

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Grade Span: 6-8

Interventions: MAISA Writing Units and Step Up to Writing are both used in ELA classes to assist all students with writing. These programs are used at least three times per quarter provided by the ELA teacher. Guided, highlight and various other writing activities are implemented across the curriculum in all content areas throughout the year. Both approaches help prepare students to write about expository text.

Math

Grade Span: 6-8

Interventions: A Math Builder class is also effective in providing students with remedial instruction for this content area. Math Builder teacher uses a specific skill based assessment to guide his instructional practices to meet the students' individual needs. MSTEP-provided practice performance tasks are utilized to familiarize students with the MSTEP test. Additional before/after school support is also provided by classroom teachers.

Science

Grade Span: 6-8

Interventions: Vocabulary acquisition best practices are used to learn new vocabulary at the discretion of the teacher, but no less than ten times a quarter. Tutoring is also available every morning for students who struggle.

Social Studies

Grade Span: 6-8

Interventions: Vocabulary acquisition best practices are used to learn new vocabulary at the discretion of the teacher, but no less than ten times a quarter. Department staff meet with students at lunch as well as before/after school to provide additional support. Social Studies teachers also utilized the Social Studies Writing Performance Task that were provided by the district to increase writing across the curriculum.

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

Differentiated instruction is expected practice for all staff at Grissom. It is clear that students' individual needs are being addressed in the classroom. Students, through assessments, are given instruction based on ability and interest. Teachers also use cooperative grouping within their classrooms to offer small group interventions. In this setting, at risk students could be placed with proficient / advanced students, or students could be placed within similar learning levels to foster group intervention from staff and support staff.

All language arts teachers received balanced literacy training during the 2012 - 2013 school year, which provided strategies to incorporate leveled guided reading instructional practices. Students are given direct instruction at their appropriate reading level within their language arts classes. Teachers work to accommodate individual students based on their unique needs and abilities. Length of assignments, due dates, or choice of assignments are offered to give students more opportunities for success. Through pre-assessment in the ILC process, differentiated lessons were taught in ELA and math classes to ensure students were prepared to learn new material.

Technology is also incorporated in instruction to support a variety of student learning styles. Interactive white board technology allows for a more hands-on approach, and multiple intelligence practices are applied within classrooms.

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

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

All programs and resources are coordinated and integrated toward the achievement of school-wide goals. Various funding sources are used to provide instructional staff, materials, professional development and parental support to assist students in reaching the established goals for the school.

The following is a list of funding programs that are consolidated/coordinated in the school-wide program:

- Federal Programs: Title I, Title IIa, Title III, IDEA - (Intervention Teachers, Intervention Materials, Content Specialists, Professional Development, Special Education Staff, Title III Parent Liaison)
- State Programs: State Per-Pupil Allowance - (K-12 Teachers and Administrators, Counselors, Special Education Staff, Language Acquisition Staff).
- Local & Building Programs: MISD (Professional Development, Homeless support), WCS Blessings in a Backpack, as well as Community Volunteers, Extra Credit Union, and WCS Educational Foundation, CARE of Michigan.

All programs and resources are coordinated and integrated toward the achievement of the school-wide goals through the practice of WCS employing an administrator of State and Federal Programs to oversee all aspects. The building principal coordinates with the Office of Curriculum and Instruction, the State Department of Education and the procedures and protocol of Federal Programs, the Departments of Nutrition Services, Transportation and Business to ensure that funding and programs are integrated into the school's instructional program and operations.

Our Title I teachers provides supplemental and timely instructional support to students during the school day and after-school. Title I staff work collaboratively with general education staff during regular weekly meetings to monitor and support students in meeting school-wide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the school-wide SIP program. Title I funds were used to provide substitute teachers so classroom teachers could participate in MTSS meetings, WEB training, ILC training and academic screening of identified at-risk students for appropriate interventions placement.

Title IIa funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy, job embedded guided reading coaching support, diagnostic assessment learning (DRA2). Additionally, our school receives an annual general fund allocation to support school improvement activities.

Federal Grant, Title III, provides supplemental instructional support, in the form of extended day and year programming, to eligible students.

Additionally, family resource assistants work directly with ELL families at meetings and by phone to support parents as their learn about the American School system, and our school works with the district's Department of Language Acquisition to plan and participate in after-school/summer programs to support ELL students. Title III is also used to provide additional professional development to staff in meeting the needs of English Language Learners in the classroom.

Building-level budgets also provide resources for additional instructional materials.

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Blessings in a Backpack, is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 450 eligible students. This program is supported 100% by donations.

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

The school will use the resources from Title I and other sources to implement the ten required school-wide components in the following manner:

1. Comprehensive Needs Assessment:

- General Fund - Professional Learning Community meetings SIP Team meetings; staff meetings;

2. School-wide Reform Strategies:

- General Fund - Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

- Title I A - Specific Title I strategies for the building include:

- Language arts and math skill builder courses-

- Title I - Staff Professional development in reading and writing across the curriculum

- ACRI training; AD+Vantage Math training, SW-PBIS training and planning, ILC Training for math and ELA, grade level and content area collaboration sessions, and WEB training and program development. The purchase of technology, manipulatives and online resources were purchased to support the intervention classes and to supplement the core subjects. Funds were also used to support our parent / community involvement initiatives.

3. Highly Qualified Staff:

- General Fund - PLC, and DPPD programs to ensure staff acquire the necessary professional development to retain their highly qualified status.

4. Attract and Retain Highly Qualified Staff:

- General Fund - All staff (teacher and paraprofessionals meet the criteria for Highly Qualified

- District/School level mentoring system

- New teacher academy provided by the Macomb Intermediate School District (MISD)

- Curriculum Steering Committees

- Competitive Salary and Benefits package

- Classroom computer, e-mail system, interactive white boards in all classrooms

- Curriculum specialists to support classroom teachers

- Positive School Climate - shared decision making through the PLC model of School Improvement

- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum

- Committee, Teacher Leader Academy (MISD)

- Staffed media centers; distance learning capabilities, building WIFI Full time Instructional Technology Department

- School Counselors

5. Professional Development:

- General Fund - PLC, staff meetings, DPPD

- Curriculum Steering Committee funding opportunities available for Staff to Apply to various professional learning opportunities

- Classroom

- Warren Consolidated Schools Health Council

- Health Advisory Committee and District PTO Leadership sharing sessions District School Improvement Team

- EL Parent Advisory Committee

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7. Preschool Transition: General Fund-

-Grissom services students in grades 6-8. However, transition meetings for fifth and eighth grade students moving from elementary to middle school and middle school to high school are provided for students and parents.

8. Assessment Decisions:

General Fund -

-Professional Learning Community meetings SIP Team meetings

-District Curriculum/Assessment Committees

9. Timely & Additional Assistance:

-Title I, Title III, General Fund -

-Title I Teachers

-Title I Aides;

-Summer School Program

-Language Acquisition teachers, aides and counselors Title III Family Resource Assistant,

-General Fund, IDEA - Resource Room Teachers Teacher Consultants

10. Coordination & Integration of Federal, State & Local Resources:

-Title I, General Fund -

-Administrator of State and Federal Programs Central Office Administrators

-Building Staff

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

To support the achievement of school-wide goals, the plan coordinates and integrates the following Federal, State, and local programs and services in a manner applicable to the grade level: violence prevention programs, nutrition programs, housing programs, and vocational and technical education. The building principal coordinates with the Office of Curriculum and Instruction, and Department of State and Federal Programs, the Department of Nutrition Services, the Business and Finance Office, and the Department of Transportation to ensure that funding and programs are integrated into the schools instructional program(s) and operation(s).

To facilitate a school climate conducive to learning, the school has adopted the Positive Behavior Intervention Support approach as a staff. This initiative which includes the new Golden Grizzly Award program and quarterly PBIS Grizzly Challenge recognition provide students with emotional support which likely translates to increased student achievement. In addition, the after school Score for Success, geared toward EL students, provided academic support and an increased connection of these students to the school community.

Grissom Middle School offers a breakfast and lunch program for all students, and works with the Department of Nutrition Services to ensure that those who are eligible receive free and/or reduced meals. The school administrators and counselors work with the Department of Student Services to support students who find themselves homeless or needing assistance. Through donations and fund raising, Grissom families have the opportunity to participate in the "Blessing in a Backpack" program in which students take home six meals for the weekend. Grissom Middle School offers courses in computer technology and STEM based engineering courses to offer students exposure to educational and vocational classes.

Evaluation:

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

Our school evaluates the implementation of the school-wide plan and programs through a continuous-cycle model of the North Central Accreditation/AdvancED school improvement process. The staff use data from multiple sources-- MSTEP, NWEA, district and building common assessments, and staff, parent and student perceptual/implementation surveys to determine the level of progress being made on the school goals during our PLC meetings.

Implementation of instructional strategies is monitored by the SIP team on a quarterly basis through a review of lesson plans and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time as well as monthly staff meetings. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At-risk students will be monitored ten times a year by the intervention staff and general education staff to determine the appropriateness and effectiveness of interventions utilized.

The SIP team meets monthly to review and revise the plan as needed. Parents serving on the SIP team attend the SIP meetings and provide valuable input regarding student and family needs. Families are updated monthly on our progress through our school newsletter, website, and at Booster meetings.

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

Periodic monitoring reports are submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources, MSTEP, NWEA, District and Building Common Assessments as well as staff, parent, and student perception surveys.

Through the evaluation process, stakeholders, which include parents, have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year during school improvement meetings and also by attending a Title I Spring Evaluation Meeting.

The SIP team will review all data, including academic impact data, and consider all ideas during this evaluation process, updating the plan for the new school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

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

Through Data Director, we have the ability to monitor progress of groups of students relative to all of the achievement data housed in the system (MSTEP, NWEA, District and Building Common Assessments). These reports are used by staff at PLC meetings, as well as the
SY 2018-2019

school improvement team during the final program evaluation process.

Beginning of the year data is examined together with end of year data in order to determine growth and academic impact. Additionally, at risk students will be monitored a minimum of four times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

The results of this progress monitoring process is also used within the final evaluation process (completed by the school improvement team, of which parents are members, following the Title I Spring Evaluation Meeting to which all parents are invited) in order to fully answer questions of academic impact, strategy selection and implementation, as outlined in the MDE's Program Evaluation Tool.

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

The SIP team meets monthly to review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. Parents serving on the SIP team and Parent Booster Club meetings, as well as the Title I Spring Evaluation Meeting, and provide valuable input regarding student and family needs.

Families are updated monthly on our progress through our school newsletter, website and at Parent Booster Club meetings, and are encouraged to provide feedback which is documented and maintained by the school improvement team. All four types of data are examined during the evaluation and revision process, and revisions to the plan are made by the team.

The revised School Improvement Plan is then submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform.

2018-2019 Grissom School Improvement Plan

Overview

Plan Name

2018-2019 Grissom School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Reading.	Objectives: 1 Strategies: 6 Activities: 23	Academic	\$273202
2	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$1000
3	All students will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$1000
4	All students will be proficient in Writing.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$106000
5	All students will be proficient in Math.	Objectives: 3 Strategies: 5 Activities: 13	Academic	\$80100
6	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$7500

Goal 1: All students will be proficient in Reading.

Measurable Objective 1:

85% 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 reading comprehension in English Language Arts by 06/15/2022 as measured by state assessments.

Strategy 1:

Tier 1 Word Generation - All teachers will use the Word Generation program on a biweekly basis. There are five words for each two week session. All subject areas have a Tier II vocabulary component in the context of their core area.

Category: Learning Support Systems

Research Cited: <http://wordgen.serpmedia.org>

Tier: Tier 1

Activity - Implementation of Tier 2 Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session. Teachers are provided assessments and trained in new data warehouse program.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	General Fund	School Improvement Members and Administrators will train new Grissom staff.
Activity - Monitor Implementation of Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team. School-wide data reports will be analyzed periodically to ensure necessary changes are made in a timely manner.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Administration is responsible for walk through and program fidelity checks. SI team members will monitor data implementation and analysis. PLC team members will self monitor implementation.
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Activity - Implementation of Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will follow the school-wide calendar of Word Generation lessons and assessments. All staff will instruct students on a bi-weekly basis for each unit of study and administer pre and post tests every four units.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff will administer their lessons and assessments.

Strategy 2:

Tier 1 Readers' Workshop - English Language Arts Teachers will use Readers' Workshop in their classes for comprehensive reading instruction.

The components of a Readers' Workshop are: Independent Reading, Shared Reading, and Guided Reading, and Read Aloud. Teachers will model good reading through the Read Aloud and practice good reading with the students during Shared Reading Activities. In addition, teachers will group students according to their reading levels as determined by their DRP, DRA and IOWA scores. Teachers will reinforce reading strategies by using narrative and expository text with the reading groups. Teachers will monitor the students progress by the use of fall and spring DRP scores.

Category: English/Language Arts

Research Cited: Lucy McCormick Calkins, the visionary founding director of Teachers College Reading and Writing Project. Begun in 1981 has researched and trained teachers in Readers' Workshop and accepted as an expert in the area.

Fountas and Pinnell have written extensively about the effectiveness of guided reading on improvement of reading comprehension and reading scores.

Fountas, I.C., & Pinnell, G.S. (1996) Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann.

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Fountas, I.C., & Pinnell, G.S. (2006) Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Getting Ready- Teacher Training for Readers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Balanced Literacy strategy. Balanced Literacy training for language arts teachers which includes Readers' Workshop strategies.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	General Fund	Curriculum consultants
Activity - Monitor Implementation of Readers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will progress monitor the implementation of the Readers' Workshop using walk thrus and strategy fidelity checks.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Administration
Activity - Evaluate Readers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers and administration will evaluate the Readers' Workshop Strategy using DRA, and NWEA scores.	Evaluation	Tier 1	Evaluate	09/04/2018	06/13/2019	\$0	No Funding Required	Administration and ELA teachers
Activity - Implementation of Readers' Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA staff will design daily instruction using the Readers' Workshop strategy. Including the components of Silent Reading, Shared Reading, Guided Reading and Read Alouds.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	ELA staff

Strategy 3:

Tier1 Integration of Technology Across the Curriculum - Teachers will use existing technology and learn new technology to incorporate in teaching and learning across the curriculum.

Category: English/Language Arts

Research Cited: Brady, J. (2004). More than just fun and games? Applied Clinical Trials (November 2004). Retrieved July 16, 2007 at <http://www.actmagazine.com/appliedclinicaltrials/article/articleDetail.jsp?id=131503>

Dawley, H. (2006). Time-wise, Internet is now TV's equal. Media Life (February 1, 2006). Accessed at <http://www.medialifemagazine.com/cgi-bin/artman/exec/view.cgi?archive=170&num=2581> on August 7, 2007.

Facer, K. (2003). Computer games and learning. Futurelab.

Feller, B. (2006). "Scientists say video games can reshape education." The Seattle Times; October 18, 2006.

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Gee, J. (unpublished manuscript). Why are video games good for learning? Academic Co-Lab.

<http://www.academiccolab.org/resources/documents/MacArthur.pdf>

Green, H and Hannon, C, 2007, Their Space: Education for a digital generation, online version, accessed September 4 2007, <http://www.demos.co.uk/files/Their%20space%20-%20web.pdf>

Groff, J., & Haas, J. (2008). Groff, J., & Haas, J. (2008). Web 2.0: Today's technology, tomorrow's learning. Learning & Leading with Technology, September/October 2008.

- More and more research is supporting the use of technology in the classroom. This includes the use of games, blogs, science based inquiry, and research on student learning. There is more and more importance on helping students become 21st century learners and doers to prepare them for a work force and higher education that is dominated by technology.

Tier: Tier 1

Activity - Getting Ready- Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with WCS Content Specialist to learn how to use the updated technology tools in their instructional practices. In addition, training in the use of an updated data management system.	Getting Ready, Technology, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$500	Title I Schoolwide, General Fund	Administrators, SI Team, and designated staff members
Activity - Implementation of Technology Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the new data warehouse program to collect and analyze assessment data. (Common Assessments, Word Generation Assessments)	Implementation, Technology, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	Administration and CITS staff
Activity - Monitor Implementation of Technology Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss the use of technology in the classroom during PLC meetings. Administrators will use walk throughs to ensure the use of technology in the classroom	Monitor, Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Administration All staff

Strategy 4:

Tier 3 Adolescent Critical Reading Intervention - Students struggling with reading comprehension will be identified by using M-STEP, NWEA and DRA data. These students will be registered in a semester long ELA Builder course centered around the Adolescent Critical Reading Intervention strategy. Students are then pre and post assessed using the QRI (Qualitative Reading Inventory) to show growth.

School Improvement Plan

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Category: English/Language Arts

Research Cited: ACRI is a state-wide adolescent literacy intervention based on fifty years of state-of-the-art literacy research, created and studied by Dr. Sharon Russell through the University of Maryland and the University of Michigan. Designed to bring upper-elementary, middle, and high -school struggling readers to grade - level quickly, ACRI focuses on academic literacy and critical thinking with text.

Macomb County data continues to show the majority of students have 2 or more years of growth on the Qualitative Reading Inventory assessment after 20 weeks of ACRI programming.

Tier: Tier 3

Activity - Getting Ready- Adolescence Critical Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Necessary staff will be trained during the Summer intersession. In addition, staff receive additional support by attending Network Meetings. Staff will also be trained on how to administer the QRI (Qualitative Reading Inventory)	Getting Ready	Tier 3	Getting Ready	09/04/2018	06/13/2019	\$3000	Title I Schoolwide	Administration will ensure the training for all necessary staff.

Activity - Implimentation of ACRI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students struggling with reading comprehension will be identified by using DRA, M-STEP and NWEA MAP data. These students will be registered in a semester long ELA Builder course centered around the Adolescent Critical Reading Intervention strategy. Students are take a pre and post assessed using the QRI (Qualitative Reading Inventory) to measure growth.	Implementation	Tier 3	Implement	09/04/2018	06/13/2019	\$25000	Title I Schoolwide	Trained Staff Counselors

Activity - Monitor the Implementation of ACRI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MISD ACRI coaches will monitor the fidelity of implementation. The ELA Builder Teachers will submit student lists and data for review. Administrative walk throughs will also be conducted to monitor program implementation. Data Collections	Monitor	Tier 3	Monitor	09/04/2018	06/13/2019	\$1	Title I School Improvement (ISI)	Administration MISD staff

Activity - Evaluate ACRI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Constant review of the effectiveness of the ACRI Strategy is reported and evaluated yearly.	Evaluation	Tier 3	Evaluate	09/04/2018	06/13/2019	\$1	Title I School Improvement (ISI)	Adminstration MISD staff
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Strategy 5:

Tier 3 Corrective Reading - Students who demonstrate a significant challenge in reading fluency as assessed by the M-STEP, NWEA MAP and DRA will be enrolled in the semester long intervention to strengthen their fluency and word identification skills through this direct instructional approach.

Category: English/Language Arts

Research Cited: Citation: Abadzi, H. (Nov. 2008). Efficient Learning for the Poor: New Insights into Literacy Acquisition for Children. International Review of Education, (54)5-6; p581-604. ERIC (EJ815887)

Tier: Tier 3

Activity - Tier 3 Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Corrective Reading is a direct instructional approach to provide specific instruction in fluency and word identification at the student's instructional level to promote stronger fluency, which will impact their comprehension. This is a semester long course provided by the ELA Builder teacher.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$63000	Title I Schoolwide	ELA Builder Teacher

Activity - Tier 3 Corrective Readig Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Builder teacher responsible for the Corrective Reading instruction will attend initial and advanced training.	Professional Learning	Tier 3	Implement	09/04/2018	06/13/2019	\$650	Title I Schoolwide	ELA Builder teacher

Activity - Tier 3 Corrcive Reading Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase instruction materials for the Corrective Reading classes.	Supplemental Materials	Tier 3	Implement	09/04/2018	06/13/2019	\$4500	Title I Schoolwide	ELA Builder teacher

Strategy 6:

Tier 3 ELA Builder Course - Teachers will give additional instruction to students who show significant lack of proficiency in reading and language arts. The instructional models will include the Adolescent Critical Reading Intervention (ACRI) for students who need work in the area of reading comprehension and Corrective Reading direct instruction for those students struggling with fluency and word identification skills. Teachers will monitor the students closely, using pre and post assessments; QRI for ACRI and Corrective Reading inventory for Corrective Reading classes. The course is a semester long course.

Category: Learning Support Systems

Research Cited: ACRI is a state-wide adolescent literacy intervention based on fifty years of state-of-the-art literacy research, created and studied by Dr. Sharon

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Russell through the University of Maryland and the University of Michigan. Designed to bring upper-elementary, middle, and high -school struggling readers to grade - level quickly, ACRI focuses on academic literacy and critical thinking with text.

Macomb County data continues to show the majority of students have 2 or more years of growth on the Qualitative Reading Inventory assessment after 20 weeks of ACRI programming.

Corrective Reading research - ANGELA M. PRZYCHODZIN-HAVIS, NANCY E. MARCHAND-MARTELLA, and RONALD C.

MARTELLA, Eastern Washington University; DARCY A. MILLER, Washington State University; LISA WARNER, BETHANY LEONARD, and SUSAN CHAPMAN, Eastern Washington University

"The overall results showed that 26 of the 28 studies (92.8%) found positive results for students who were taught using Corrective reading,"

Tier: Tier 3

Activity - Adolescent Critical Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in the ELA Builder course who demonstrate difficulty primarily with comprehension will engage in a 20 week course, using the ACRI instructional model.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$105000	Title I Schoolwide	ELA Builder teacher
Activity - ACRI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Builder teachers will continue their training in the implementation of the ACRI model	Professional Learning	Tier 3	Getting Ready	09/04/2018	06/13/2019	\$3000	Title I Schoolwide	ELA Builder teachers, administrators
Activity - ACRI Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Builder teachers will monitor the students' progress in the ACRI program. They will assess their students frequently to determine student growth. Substitute teachers will be used as the teacher assesses the identified students.	Monitor	Tier 3	Monitor	09/04/2018	06/13/2019	\$400	Title I Schoolwide	ELA Builder Teachers
Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who struggle primarily with fluency and word identification will be provided Corrective Reading instruction. This direct instructional model will be geared to the students' specific learning needs to promote growth in fluency and comprehension.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$63000	Title I Schoolwide	ELA Builder Teacher
Activity - Corrective Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Builder teacher who will be providing the Corrective Reading instruction will continue to engage in professional development to promote effective implementation of the direct instruction model.	Professional Learning	Tier 3	Implement	09/04/2018	06/13/2019	\$650	Title I Schoolwide	ELA Builder teacher
Activity - Corrective Reading Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials for the Corrective Reading program will be purchased.	Materials	Tier 3	Implement	09/04/2018	06/13/2019	\$4500	Title I Schoolwide	ELA Builder teacher, administrator

Goal 2: All students will be proficient in Social Studies.

Measurable Objective 1:

85% 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 the comprehension of Social Studies concepts in Social Studies by 06/01/2022 as measured by state assessments..

Strategy 1:

Tier 1 Word Generation - All teachers will use the Word Generation program on a biweekly basis. There are five words for each two week session. All subject areas have a Tier II vocabulary component in the context of their core area.

Category: Learning Support Systems

Research Cited: <http://wordgen.serpmedia.org>

Tier: Tier 1

Activity - Tier 1 Teacher Training on Word Generation	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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Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	General Fund	School Improvement Members will train all teachers.
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Activity - Tier 1 Monitor Implementation of Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Administration, SI team, PLC teams

Strategy 2:

Tier 1 Reading and Writing across the Curriculum - Teachers will instruct students in the explicit reading and writing strategies for and across the curriculum.

Category:

Research Cited: There is extensive research on the impact of explicit instruction of strategies in both reading and writing. This research has been ongoing for decades. These articles reflect that initiative and the impact on student achievement.

Morrow, L. M & Gambrell, L. B. (2000) Literature-Based Reading Instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of reading research (Vol. III, pp. 563-586). Mahwah, NJ: Erlbaum.

National Reading Panel (2000a). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (National Institute of Health Pub. No. 00-4769). Washington, DC: National Institute of Child Health and Human Development.

National Reading Panel (2000b). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (National Institute of Health Pub. No. 00-4754). Washington, DC: National Institute of Child Health and Human Development.

Tier: Tier 1

Activity - Tier 1 Reading and Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	General Fund, Title I Schoolwide	Administration and OCl staff

Strategy 3:

Tier 1 Integration of Technology across the curriculum - Teachers will use existing technology and learn new technology to incorporate in teaching and learning across the curriculum.

Category:

Research Cited: Brady, J. (2004). More than just fun and games? Applied Clinical Trials (November 2004). Retrieved July 16, 2007 at <http://www.actmagazine.com/appliedclinicaltrials/article/articleDetail.jsp?id=131503> Dawley, H. (2006). Time-wise, Internet is now TV's equal. Media Life (February 1, 2006). Accessed at <http://www.medialifemagazine.com/cgi-bin/artman/exec/view.cgi?archive=170&num=2581> on August 7, 2007. Facer, K. (2003). Computer games and learning. Futurelab. Feller, B. (2006). "Scientists say video games can reshape education." The Seattle Times; October 18, 2006. Gee, J. (unpublished manuscript). Why are video games good for learning? Academic Co-Lab. <http://www.academiccolab.org/resources/documents/MacArthur.pdf> Green, H and Hannon, C, 2007, Their Space: Education for a digital generation, online version, accessed September 4 2007, <http://www.demos.co.uk/files/Their%20space%20-%20web.pdf> Groff, J., & Haas, J. (2008). Groff, J., & Haas, J. (2008). Web 2.0: Today's technology, tomorrow's learning. Learning & Leading with Technology, September/October 2008. - More and more research is supporting the use of technology in the classroom. This includes the use of games, blogs, science based inquiry, and research on student learning. There is more and more importance on helping students become 21st century learners and doers to prepare them for a work force and higher education that is dominated by technology.

Tier:

Activity - Tier 1 Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Technology strategy. Teachers will learn how to use the upgraded district technology as well as learn new ways to incorporate technology. Grade level teams and data teams will use technology to analyze data to inform teaching and learning. This includes using Data Director for the creation and evaluation of Social Studies content vocabulary.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	General Fund	Administrators, SI Team, and designated staff members

Goal 3: All students will be proficient in Science.

Measurable Objective 1:

85% 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 the study of matter and its properties in Science by 06/01/2022 as measured by state assessments..

Strategy 1:

Tier 1 Word Generation - All teachers will use the Word Generation program on a biweekly basis. There are five words for each two week session. All subject areas have a Tier II vocabulary component in the context of their core area.

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Category: Other - Across all Curricular Areas

Research Cited: <http://wordgen.serpmedia.org>

Tier: Tier 1

Activity - Tier 1 Teacher Training on Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	General Fund	School Improvement Members will train all teachers.

Activity - Tier 1 Monitor Implementation of Word Generation.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Administration, SI team, PLC teams

Strategy 2:

Tier 1 Reading and Writing across the Curriculum - Teachers will instruct students in the explicit reading and writing strategies for and across the curriculum.

Category: Other - Across all curricular areas

Research Cited: There is extensive research on the impact of explicit instruction of strategies in both reading and writing. This research has been ongoing for decades.

These articles reflect that initiative and the impact on student achievement. Morrow, L. M & Gambrell, L. B. (2000) Literature-Based Reading Instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of reading research (Vol. III, pp. 563-586). Mahwah, NJ: Erlbaum. National Reading Panel (2000a).

Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (National Institute of Health Pub. No. 00-4769). Washington, DC: National Institute of Child Health and Human Development. National Reading Panel (2000b). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (National Institute of Health Pub. No. 00-4754). Washington, DC: National Institute of Child Health and Human Development.

Tier: Tier 1

Activity - Reading and Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	Title I Schoolwide, General Fund	All content area teachers
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Strategy 3:

Tier 1 Integration of Technology across the curriculum - Teachers will use existing technology and learn new technology to incorporate in teaching and learning across the curriculum.

Category:

Research Cited: Brady, J. (2004). More than just fun and games? Applied Clinical Trials (November 2004). Retrieved July 16, 2007 at <http://www.actmagazine.com/appliedclinicaltrials/article/articleDetail.jsp?id=131503> Dawley, H. (2006). Time-wise, Internet is now TV's equal. Media Life (February 1, 2006). Accessed at <http://www.medialifemagazine.com/cgi-bin/artman/exec/view.cgi?archive=170&num=2581> on August 7, 2007. Facer, K. (2003). Computer games and learning. Futurelab. Feller, B. (2006). "Scientists say video games can reshape education." The Seattle Times; October 18, 2006. Gee, J. (unpublished manuscript). Why are video games good for learning? Academic Co-Lab. <http://www.academiccolab.org/resources/documents/MacArthur.pdf> Green, H and Hannon, C, 2007, Their Space: Education for a digital generation, online version, accessed September 4 2007, <http://www.demos.co.uk/files/Their%20space%20-%20web.pdf> Groff, J., & Haas, J. (2008). Groff, J., & Haas, J. (2008). Web 2.0: Today's technology, tomorrow's learning. Learning & Leading with Technology, September/October 2008. - More and more research is supporting the use of technology in the classroom. This includes the use of games, blogs, science based inquiry, and research on student learning. There is more and more importance on helping students become 21st century learners and doers to prepare them for a work force and higher education that is dominated by technology.

Tier:

Activity - Tier 1 Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Technology strategy. Teachers will learn how to use updated district technology as well as learn new ways to incorporate technology. Grade level teams and data teams will use technology to analyze data to inform teaching and learning. This includes the use of Data Director for the creation and evaluation of assessments on Content Area vocabulary in science.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	General Fund	Administrators, SI Team, and designated staff members

Goal 4: All students will be proficient in Writing.

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Measurable Objective 1:

85% 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 informational writing in English Language Arts by 06/01/2022 as measured by state assessments..

Strategy 1:

TIER 1 Graphic Organizers - All teachers will use graphic organizers to teach content area vocabulary, concepts, and ideas. Teachers will create graphic organizers independently and in PLC teams to facilitate the learning of all students.

Category:

Research Cited: Ausubel , D. (1963). The Psychology of Meaningful Verbal Learning. New York : Grune & Stratton. Ausubel , D. (1978). In defense of advance organizers: A reply to the critics. Review of Educational Research, 48, 251-257. Ausubel , D., Novak, J., & Hanesian , H. (1978). Educational Psychology: A Cognitive View (2nd Ed.). New York : Holt, Rinehart & Winston. Joyce, B. & Weil, M. (2000). Learning from Presentations. Models of Teaching (pp. 247-260). Needham Heights, MA: Allyn & Bacon. Rationale: Advance Organizers and Graphic organizers are visual learning tools that help students see information visually to aid them in the understanding of particular lessons or material. David Ausubel writes that Advance Organizers provide concepts and principles to the students directly; by allowing the student in on the process of learning the learning becomes meaningful. The Advance organizer is a scaffold that helps to create that meaning.

Tier:

Activity - TIER 1 Graphic Organizer Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Graphic Organizer strategy. Administration will monitor the strategy through walk thrus and other strategy fidelity checklists	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Administration

Strategy 2:

Tier 1 Word Generation - All teachers will use the Word Generation program on a biweekly basis. There are five words for each two week session. All subject areas have a Tier II vocabulary component in the context of their core area.

Category:

Research Cited: <http://wordgen.serpmedia.org>

Tier: Tier 1

Activity - Tier 1 Teacher Training on Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	General Fund	School Improvement Members will train all teachers.
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Activity - Tier 1 Monitor Implementation of Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Administration, SI team, PLC teams

Strategy 3:

Tier 1 Reading and Writing across the Curriculum - Teachers will instruct students in the explicit reading and writing strategies for and across the curriculum.

Category:

Research Cited: There is extensive research on the impact of explicit instruction of strategies in both reading and writing. This research has been ongoing for decades. These articles reflect that initiative and the impact on student achievement. Morrow, L. M & Gambrell, L. B. (2000) Literature-Based Reading Instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of reading research (Vol. III, pp. 563-586). Mahwah, NJ: Erlbaum. National Reading Panel (2000a).

Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (National Institute of Health Pub. No. 00-4769). Washington, DC: National Institute of Child Health and Human Development. National Reading Panel (2000b). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (National Institute of Health Pub. No. 00-4754). Washington, DC: National Institute of Child Health and Human Development.

Tier:

Activity - Reading and Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	Title I Schoolwide, General Fund	All staff

Strategy 4:

Tier 1 Integration of Technology across the curriculum - Teachers will use existing technology and learn new technology to incorporate in teaching and learning across

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the curriculum.

Category:

Research Cited: Brady, J. (2004). More than just fun and games? Applied Clinical Trials (November 2004). Retrieved July 16, 2007 at <http://www.actmagazine.com/appliedclinicaltrials/article/articleDetail.jsp?id=131503> Dawley, H. (2006). Time-wise, Internet is now TV's equal. Media Life (February 1, 2006). Accessed at <http://www.medialifemagazine.com/cgi-bin/artman/exec/view.cgi?archive=170&num=2581> on August 7, 2007. Facer, K. (2003). Computer games and learning. Futurelab. Feller, B. (2006). "Scientists say video games can reshape education." The Seattle Times; October 18, 2006. Gee, J. (unpublished manuscript). Why are video games good for learning? Academic Co-Lab. <http://www.academiccolab.org/resources/documents/MacArthur.pdf> Green, H and Hannon, C, 2007, Their Space: Education for a digital generation, online version, accessed September 4 2007, <http://www.demos.co.uk/files/Their%20space%20-%20web.pdf> Groff, J., & Haas, J. (2008). Groff, J., & Haas, J. (2008). Web 2.0: Today's technology, tomorrow's learning. Learning & Leading with Technology, September/October 2008. - More and more research is supporting the use of technology in the classroom. This includes the use of games, blogs, science based inquiry, and research on student learning. There is more and more importance on helping students become 21st century learners and doers to prepare them for a work force and higher education that is dominated by technology.

Tier:

Activity - Tier 1 Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Technology strategy. Teachers will learn how to use updated district technology as well as learn new ways to incorporate technology. Grade level teams and data teams will use technology to analyze data to inform teaching and learning.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	General Fund	Administrators, SI Team, and designated staff members

Strategy 5:

Tier 3 ELA Builder Course - Teachers will provide additional instruction for students who show a significant lack of proficiency in reading and language arts. The model teachers will use to promote increased proficiency in reading comprehension is the Adolescent Critical Reading Intervention. (ACRI). Teachers will closely monitor the students' progress, using the QRI pre and post assessment during this 20 week course.

Category: Learning Support Systems

Research Cited: ACRI is a state-wide adolescent literacy intervention based on fifty years of state-of-the-art literacy research, created and studied by Dr. Sharon Russell through the University of Maryland and the University of Michigan. Designed to bring upper-elementary, middle, and high -school struggling readers to grade - level quickly, ACRI focuses on academic literacy and critical thinking with text.

Macomb County data continues to show the majority of students have 2 or more years of growth on the Qualitative Reading Inventory assessment after 20 weeks of ACRI programming.

Tier: Tier 3

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Activity - ELA Builder ACRI / Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Builder teachers will use the ACRI or Corrective Reading protocol, depending on the students' reading proficiency levels, to provide direct instruction in reading comprehension strategies, which will be connected to writing practice.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$105000	Title I Schoolwide	ELA Builder teacher

Goal 5: All students will be proficient in Math.

Measurable Objective 1:

85% 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 solving ratios and proportional relationships in Mathematics by 06/01/2022 as measured by state assessments..

Strategy 1:

Tier 1 Word Generation - All teachers will use the Word Generation program on a biweekly basis. There are five words for each two week session. All subject areas have a Tier II vocabulary component in the context of their core area.

Category: Mathematics

Research Cited: <http://wordgen.serpmedia.org>

Tier: Tier 1

Activity - Tier 1 Teacher Training on Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	General Fund	School Improvement Members will train all teachers

Activity - Tier 1 Monitor Implementation of Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Administration, SI team, PLC teams

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Strategy 2:

Tier 1 Instructional Technology/Manipulatives - Teachers will provide students with technology and manipulatives to build models for student understanding of mathematics concepts.

Category: Mathematics

Research Cited: "Harnessing the power of manipulatives has proven invaluable in the teaching of mathematics." Students are better able to visualize math concepts and gain insights into necessary fundamentals when they use rods, cubes and other tools." (DeGeorge & Santoro, 2004)

DeGeorge, B., & Santoro, A.M. (2004). Manipulatives: A Hands-On Approach to math. Principal. 84(2), 28-28.

Tier: Tier 1

Activity - Tier 1 Hand Held Technology Tools and Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Hand Held Technology Tools strategy. Students will use hand held calculators, Student Response System (clickers) and manipulatives in math classes.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	General Fund	Teachers

Activity - Tier 1 Purchase of Manipulatives, Calculators and SRS Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will purchase needed math manipulatives, calculators and SRS tools to be used in math classes.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$400	Title I Schoolwide	Administration

Activity - Tier 1 SRS (Clicker) Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional training on the use of Student Response Systems.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	General Fund	Administration and Teachers

Strategy 3:

Tier 1 Reading and Writing across the Curriculum - Teachers will instruct students in the explicit reading and writing strategies for and across the curriculum.

Category: Learning Support Systems

Research Cited: There is extensive research on the impact of explicit instruction of strategies in both reading and writing. This research has been ongoing for decades. These articles reflect that initiative and the impact on student achievement. Morrow, L. M & Gambrell, L. B. (2000) Literature-Based Reading Instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of reading research (Vol. III, pp. 563-586). Mahwah, NJ: Erlbaum. National Reading Panel (2000a).

Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (National Institute of Health Pub. No. 00-4769). Washington, DC: National Institute of Child Health and Human Development. National Reading Panel (2000b). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (National Institute of

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Health Pub. No. 00-4754). Washington, DC: National Institute of Child Health and Human Development.

Tier: Tier 1

Activity - Math Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Math Journaling strategy. Students will journal how to solve mathematical equations and problem solving.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	All Grissom staff teaching math are responsible for math journaling.

Activity - Math Journaling Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the uses of math journaling and its effectiveness in math instruction.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$500	Title I School Improvement (ISI)	MISD staff or other district approved staff members

Activity - Reading and Writing Across the Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	General Fund	ELA Intervention teachers and WCS Content Specialists will train teachers.

Measurable Objective 2:

85% of English Learners students will demonstrate a proficiency in ratios and proportional relationships in Mathematics by 06/01/2022 as measured by state assessments..

(shared) Strategy 1:

Tier 2 Content Area Vocabulary Instruction - Content area teachers will determine the ten most essential vocabulary terms for each quarter. Teachers will then explicitly teach these terms throughout the quarter by using the Frayer Model or other graphic organizers.

Category: Learning Support Systems

Research Cited: Frayer model has shown repeated effectiveness in teaching vocabulary to EL students and students that struggle with abstract ideas and vocabulary.

The Frayer model offers a bridge to understand the vocabulary and concepts essential to every content area. Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969).

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A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research. Just Read Now (n.d.). Frayer Model. Retrieved 2008, February 25, from <http://www.justreadnow.com/strategies/frayer.htm>

Tier: Tier 2

Activity - Tier 2 Content Area Vocabulary Instruction Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Administration and PLC teams

Activity - Tier 2 Content Area Vocabulary Instruction Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Pre and Post test with the DATA DIRECTOR Tool to assess the effectiveness of Content Area Vocabulary.	Evaluation	Tier 2	Evaluate	09/04/2018	06/13/2019	\$0	No Funding Required	Administration, SI team, PLC teams

(shared) Strategy 2:

Tier 3 MATH Builder Course - Teachers will give added support to students using technology/manipulatives that show a significant lack of proficiency in mathematics. Teachers will monitor these students closely using pre and post assessment. The course will be a semester long.

Category: Mathematics

Research Cited: Using different types of technology in the classroom gives students a tool they can use to explore math. Using calculators, computers, programs, and other assistive technologies to help students learn more about the subject makes learning more interesting for the students and motivates them to learn more. In conjunction with real world problem solving, technology has been shown to assist in strengthening the math skills of students with in juvenile correction schools. Maccini, P., Gagnon, J. C., Mulcahy, C. A., & Leon, P. E. (2006). Math instruction for committed youth within juvenile correctional schools. *Journal of Correctional Education*, 57(3), 210-229.

Tier: Tier 3

Activity - Tier 3 Purchase Supplemental Online resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An online resource to provide individualized instruction and practice will be purchased to be used as a supplemental tool in the Math Builder classes. tool with students.	Technology	Tier 3	Implement	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Administration

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Activity - Tier 3 Purchase of Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math manipulatives will be purchased for the math builder classroom to be used as a supplemental instructional tool.	Implementation	Tier 2	Implement	09/04/2018	06/13/2019	\$200	Title I Schoolwide	Administration
Activity - Tier 3 ADD+Vantage MR (AVMR) training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Builder teacher and special education math resource room teacher will participate in further training to provide individualized instruction in the students' specific area of need.	Professional Learning	Tier 3	Implement	09/04/2018	06/13/2019	\$75000	Title I Schoolwide	Math Builder Teacher

Measurable Objective 3:

85% of Black or African-American and Economically Disadvantaged students will demonstrate a proficiency in ratios and proportional relationships in Mathematics by 06/01/2022 as measured by state assessments..

(shared) Strategy 1:

Tier 2 Content Area Vocabulary Instruction - Content area teachers will determine the ten most essential vocabulary terms for each quarter. Teachers will then explicitly teach these terms throughout the quarter by using the Frayer Model or other graphic organizers.

Category: Learning Support Systems

Research Cited: Frayer model has shown repeated effectiveness in teaching vocabulary to EL students and students that struggle with abstract ideas and vocabulary. The Frayer model offers a bridge to understand the vocabulary and concepts essential to every content area. Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research. Just Read Now (n.d.). Frayer Model. Retrieved 2008, February 25, from <http://www.justreadnow.com/strategies/frayer.htm>

Tier: Tier 2

Activity - Tier 2 Content Area Vocabulary Instruction Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Administration and PLC teams
Activity - Tier 2 Content Area Vocabulary Instruction Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Pre and Post test with the DATA DIRECTOR Tool to assess the effectiveness of Content Area Vocabulary.	Evaluation	Tier 2	Evaluate	09/04/2018	06/13/2019	\$0	No Funding Required	Administration, SI team, PLC teams

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(shared) Strategy 2:

Tier 3 MATH Builder Course - Teachers will give added support to students using technology/manipulatives that show a significant lack of proficiency in mathematics. Teachers will monitor these students closely using pre and post assessment. The course will be a semester long.

Category: Mathematics

Research Cited: Using different types of technology in the classroom gives students a tool they can use to explore math. Using calculators, computers, programs, and other assistive technologies to help students learn more about the subject makes learning more interesting for the students and motivates them to learn more. In conjunction with real world problem solving, technology has been shown to assist in strengthening the math skills of students with in juvenile correction schools. Maccini, P., Gagnon, J. C., Mulcahy, C. A., & Leon, P. E. (2006). Math instruction for committed youth within juvenile correctional schools. Journal of Correctional Education, 57(3), 210-229.

Tier: Tier 3

Activity - Tier 3 Purchase Supplemental Online resouces	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An online resource to provide individualized instruction and practice will be purchased to be used as a supplemental tool in the Math Builder classes. tool with students.	Technology	Tier 3	Implement	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Administration
Activity - Tier 3 Purchase of Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math manipulatives will be purchased for the math builder classroom to be used as a supplemental instructional tool.	Implementation	Tier 2	Implement	09/04/2018	06/13/2019	\$200	Title I Schoolwide	Administration
Activity - Tier 3 ADD+Vantage MR (AVMR) training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Builder teacher and special education math resource room teacher will participate in further training to provide individualized instruction in the students' specific area of need.	Professional Learning	Tier 3	Implement	09/04/2018	06/13/2019	\$75000	Title I Schoolwide	Math Builder Teacher

Goal 6: Professional Learning Community

Measurable Objective 1:

collaborate to monitor, evaluate, and analyze our reading, writing, math, science, and social studies goals by 06/13/2019 as measured by completion of district provided feedback forms that will reflect the outcomes of staff discussions.

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Strategy 1:

Professional Learning Community - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. (NEW Strategy; expectation is all schools embed this strategy into their revised SIP)

PLC framework:

- Staff will align instruction (lesson planning) with district curriculum and pacing guides.
- Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.
- Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.
- Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.
- Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.

Category: Learning Support Systems

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Professional Development and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ongoing training and collaboration on high leverage instructional strategies, including: PLC, MTSS, ILC Process—unpacking standards and development of writing standards-aligned common assessments, SW-PBIS, Where Everybody Belongs (WEB), Student Discourse, Illustrative Math, and student attendance improvement.</p> <p>PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed)</p> <p>PD: Data Analysis/Dialogues;</p> <p>Conduct: Staff Pre- PLC Survey</p>	Getting Ready	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$2000	General Fund, Title I Schoolwide	Building Administrators, WCS Content Specialists, MISD PSD staff, building staff, and outside resource staff

Activity - PLC / DSIT meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools	Implementa tion	Tier 1	Implement	09/04/2018	06/13/2019	\$0	General Fund	Building principal and staff
Implement MTSS Process and intervention team meetings								
Create, implement, analyze results of common assessments								

Activity - Monitoring of Implementation of PLC initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Administrator, peer observations, walkthroughs, collaborative notes, surveys	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	General Fund	Building principal and staff
Sign in sheets/agendas and minutes								
Quarterly Rpts to BOE, MDE								
Common assessment review using rubric								

Activity - Analyzing / Evaluate Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Data analysis of common and state assessments, perception, process, demographic data, student profile (MTSS) documents, student attendance patterns, student behavior pattern and surveys	Evaluation	Tier 1	Evaluate	09/04/2018	06/13/2019	\$0	General Fund	Building principal and staff
Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey								
Conduct Post-PLC Staff Survey and analysis								

Activity - School Wide Positive Interventions Behavior and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
The Grissom Middle School staff will continue the implementation of the SW-PBIS plan that was collaboratively developed during the 2016-2017 school year. This implementation will incorporate instructional lessons, communication with stakeholders, and provide recognition for positive actions.	Behavioral Support Program, Policy and Process, Academic Support Program, Teacher Collaborati on, Professiona l Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	Title I Schoolwide	All staff

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Activity - Student Discourse Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Grissom instructional staff will engage in Student Discourse training to facilitate productive classroom collaboration and problem solving.	Professional Learning	Tier 2	Getting Ready	09/04/2018	06/13/2019	\$500	Title I Schoolwide	WCS Content Specialists will train staff during the November PSD.
Activity - MTSS Intervention Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title 1 intervention teachers, language acquisition intervention teachers, special education itinerant teachers, counselors, administrators and general education teacher representatives will engage in collaborative meetings to review identified students' progress and develop specific instructional plans to support their improvement.	Academic Support Program	Tier 3		09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Administrators, intervention staff, special education staff, counselors, general education staff
Activity - WEB - Where Everybody Belongs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselors and a general education teacher will continue training in the WEB program and work collaboratively with staff and administrators to identify and train 7th and 8th grade students to serve as WEB leaders. These leaders will serve as peer support for incoming 6th grade students and facilitate a positive transition into middle school and sustain a positive rapport throughout the school year. Research in this program that has been in place for over 25 years indicates improve in school climate and culture, academic success and a reduction and acting out behaviors. This program will use funds to acquire group work materials, WEB leader t-shirts and training.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	08/21/2018	06/13/2019	\$2000	Title I Schoolwide	Counselors, general education teacher and administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1 Monitor Implementation of Word Generation	Monitor the implementation of the instructional strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Administration, SI team, PLC teams
Implementation of Readers' Workshop	All ELA staff will design daily instruction using the Readers' Workshop strategy. Including the components of Silent Reading, Shared Reading, Guided Reading and Read Alouds.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	ELA staff
Evaluate Readers' Workshop	ELA teachers and administration will evaluate the Readers' Workshop Strategy using DRA, and NWEA scores.	Evaluation	Tier 1	Evaluate	09/04/2018	06/13/2019	\$0	Administration and ELA teachers
Monitor Implementation of Technology Across the Curriculum	Staff will discuss the use of technology in the classroom during PLC meetings. Administrators will use walk throughs to ensure the use of technology in the classroom	Monitor, Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Administration All staff
Tier 1 Monitor Implementation of Word Generation.	Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Administration, SI team, PLC teams
Tier 1 Monitor Implementation of Word Generation	Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Administration, SI team, PLC teams

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Monitor Implementation of Word Generation	Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team. School-wide data reports will be analyzed periodically to ensure necessary changes are made in a timely manner.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Administration is responsible for walk through and program fidelity checks. SI team members will monitor data implementation and analysis. PLC team members will self monitor implementation.
Tier 2 Content Area Vocabulary Instruction Evaluation	Staff will use Pre and Post test with the DATA DIRECTOR Tool to assess the effectiveness of Content Area Vocabulary.	Evaluation	Tier 2	Evaluate	09/04/2018	06/13/2019	\$0	Administration, SI team, PLC teams
Implementation of Technology Across the Curriculum	Staff will use the new data warehouse program to collect and analyze assessment data. (Common Assessments, Word Generation Assessments)	Implementation, Technology, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Administration and CITS staff
Implementation of Word Generation	Staff will follow the school-wide calendar of Word Generation lessons and assessments. All staff will instruct students on a bi-weekly basis for each unit of study and administer pre and post tests every four units.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff will administer their lessons and assessments.
Tier 2 Content Area Vocabulary Instruction Monitoring	Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	Administration and PLC teams
Monitor Implementation of Readers' Workshop	Administration will progress monitor the implementation of the Readers' Workshop using walk thrus and strategy fidelity checks.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Administration

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TIER 1 Graphic Organizer Monitoring	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Graphic Organizer strategy. Administration will monitor the strategy through walk thrus and other strategy fidelity checklists	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Administration
Tier 1 Monitor Implementation of Word Generation	Monitor the implementation of the instruction strategies through walk through and program fidelity checks to help make instructional program decisions by grade levels, departments, leadership teams, or SI team.	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Administration, SI team, PLC teams

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Journaling Professional Development	Teachers will be trained in the uses of math journaling and its effectiveness in math instruction.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$500	MISD staff or other district approved staff members
Evaluate ACRI	Constant review of the effectiveness of the ACRI Strategy is reported and evaluated yearly.	Evaluation	Tier 3	Evaluate	09/04/2018	06/13/2019	\$1	Administration MISD staff
Monitor the Implementation of ACRI	MISD ACRI coaches will monitor the fidelity of implementation. The ELA Builder Teachers will submit student lists and data for review. Administrative walk throughs will also be conducted to monitor program implementation. Data Collections	Monitor	Tier 3	Monitor	09/04/2018	06/13/2019	\$1	Administration MISD staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading and Writing Across the Curriculum	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All content area teachers

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Tier 1 Technology Training	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Technology strategy. Teachers will learn how to use updated district technology as well as learn new ways to incorporate technology. Grade level teams and data teams will use technology to analyze data to inform teaching and learning. This includes the use of Data Director for the creation and evaluation of assessments on Content Area vocabulary in science.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Administrators, SI Team, and designated staff members
Monitoring of Implementation of PLC initiatives	Administrator, peer observations, walkthroughs, collaborative notes, surveys Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Monitor	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Building principal and staff
Tier 1 SRS (Clicker) Training	Teachers will attend professional training on the use of Student Response Systems.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Administration and Teachers
PLC / DSIT meetings	Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools Implement MTSS Process and intervention team meetings Create, implement, analyze results of common assessments	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Building principal and staff
Tier 1 Hand Held Technology Tools and Manipulatives	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Hand Held Technology Tools strategy. Students will use hand held calculators, Student Response System (clickers) and manipulatives in math classes.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Teachers
Tier 1 Technology Training	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Technology strategy. Teachers will learn how to use updated district technology as well as learn new ways to incorporate technology. Grade level teams and data teams will use technology to analyze data to inform teaching and learning.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Administrators, SI Team, and designated staff members

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Getting Ready-Technology Training	Staff will work with WCS Content Specialist to learn how to use the updated technology tools in their instructional practices. In addition, training in the use of an updated data management system.	Getting Ready, Technology, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Administrators, SI Team, and designated staff members
Professional Development and Collaboration	Ongoing training and collaboration on high leverage instructional strategies, including: PLC, MTSS, ILC Process—unpacking standards and development of writing standards-aligned common assessments, SW-PBIS, Where Everybody Belongs (WEB), Student Discourse, Illustrative Math, and student attendance improvement. PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed) PD: Data Analysis/Dialogues; Conduct: Staff Pre- PLC Survey	Getting Ready	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Building Administrators, WCS Content Specialists, MISD PSD staff, building staff, and outside resource staff
Tier 1 Teacher Training on Word Generation	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	School Improvement Members will train all teachers
Implementation of Tier 2 Vocabulary	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session. Teachers are provided assessments and trained in new data warehouse program.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	School Improvement Members and Administrators will train new Grissom staff.

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Tier 1 Teacher Training on Word Generation	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	School Improvement Members will train all teachers.
Analyzing / Evaluate Data	Data analysis of common and state assessments, perception, process, demographic data, student profile (MTSS) documents, student attendance patterns, student behavior pattern and surveys Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	09/04/2018	06/13/2019	\$0	Building principal and staff
Getting Ready- Teacher Training for Readers' Workshop	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Balanced Literacy strategy. Balanced Literacy training for language arts teachers which includes Readers' Workshop strategies.	Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Curriculum consultants
Tier 1 Technology Training	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Technology strategy. Teachers will learn how to use the upgraded district technology as well as learn new ways to incorporate technology. Grade level teams and data teams will use technology to analyze data to inform teaching and learning. This includes using Data Director for the creation and evaluation of Social Studies content vocabulary.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Administrators, SI Team, and designated staff members
Reading and Writing Across the Curriculum Training	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	ELA Intervention teachers and WCS Content Specialists will train teachers.

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Reading and Writing Across the Curriculum	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff
Tier 1 Reading and Writing Across the Curriculum	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Administration and OCl staff
Tier 1 Teacher Training on Word Generation	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	School Improvement Members will train all teachers.
Tier 1 Teacher Training on Word Generation	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Word Generation strategy. Train teachers in Word Generation. Content area teachers will utilize the words through their classes on a biweekly basis. Each teacher receives a master copy of the lessons that correspond to their subject area. Teacher will discuss how to implement in the classroom and schedule for the two week session.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	School Improvement Members will train all teachers.

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Tier 3 ADD+Vantage MR (AVMR) training	The Math Builder teacher and special education math resource room teacher will participate in further training to provide individualized instruction in the students' specific area of need.	Professional Learning	Tier 3	Implement	09/04/2018	06/13/2019	\$75000	Math Builder Teacher
Tier 3 Corrective Reading Training	The ELA Builder teacher responsible for the Corrective Reading instruction will attend initial and advanced training.	Professional Learning	Tier 3	Implement	09/04/2018	06/13/2019	\$650	ELA Builder teacher
Tier 1 Purchase of Manipulatives, Calculators and SRS Tools	Administration will purchase needed math manipulatives, calculators and SRS tools to be used in math classes.	Implementation	Tier 1	Implement	09/04/2018	06/13/2019	\$400	Administration
Tier 1 Reading and Writing Across the Curriculum	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	Administration and OCI staff
Tier 3 Corrective Reading	Corrective Reading is a direct instructional approach to provide specific instruction in fluency and word identification at the student's instructional level to promote stronger fluency, which will impact their comprehension. This is a semester long course provided by the ELA Builder teacher.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$63000	ELA Builder Teacher
Professional Development and Collaboration	Ongoing training and collaboration on high leverage instructional strategies, including: PLC, MTSS, ILC Process—unpacking standards and development of writing standards-aligned common assessments, SW-PBIS, Where Everybody Belongs (WEB), Student Discourse, Illustrative Math, and student attendance improvement. PD: Tier I Curriculum-What we teach; how we teach (identify specific support needed) PD: Data Analysis/Dialogues; Conduct: Staff Pre- PLC Survey	Getting Ready	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$2000	Building Administrators, WCS Content Specialists, MISD PSD staff, building staff, and outside resource staff

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School Wide Positive Interventions Behavior and Supports	The Grissom Middle School staff will continue the implementation of the SW-PBIS plan that was collaboratively developed during the 2016-2017 school year. This implementation will incorporate instructional lessons, communication with stakeholders, and provide recognition for positive actions.	Behavioral Support Program, Policy and Process, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	All staff
Corrective Reading Supplies	Instructional materials for the Corrective Reading program will be purchased.	Materials	Tier 3	Implement	09/04/2018	06/13/2019	\$4500	ELA Builder teacher, administrator
Math Journaling	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Math Journaling strategy. Students will journal how to solve mathematical equations and problem solving.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$2000	All Grissom staff teaching math are responsible for math journaling.
Reading and Writing Across the Curriculum	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Direct Instruction, Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	All staff
Implimentation of ACRI	Students struggling with reading comprehension will be identified by using DRA, M-STEP and NWEA MAP data. These students will be registered in a semester long ELA Builder course centered around the Adolescent Critical Reading Intervention strategy. Students are take a pre and post assessed using the QRI (Qualitative Reading Inventory) to measure growth.	Implementa tion	Tier 3	Implement	09/04/2018	06/13/2019	\$25000	Trained Staff Counselors
Adolescent Critical Reading Intervention	Students enrolled in the ELA Builder course who demonstrate difficulty primarily with comprehension will engage in a 20 week course, using he ACRI instructional model.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$105000	ELA Builder teacher
ACRI Training	ELA Builder teachers will continue their training in the implementation of the ACRI model	Professiona l Learning	Tier 3	Getting Ready	09/04/2018	06/13/2019	\$3000	ELA Builder teachers, administrators

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WEB - Where Everybody Belongs	The counselors and a general education teacher will continue training in the WEB program and work collaboratively with staff and administrators to identify and train 7th and 8th grade students to serve as WEB leaders. These leaders will serve as peer support for incoming 6th grade students and facilitate a positive transition into middle school and sustain a positive rapport throughout the school year. Research in this program that has been in place for over 25 years indicates improve in school climate and culture, academic success and a reduction and acting out behaviors. This program will use funds to acquire group work materials, WEB leader t-shirts and training.	Behavioral Support Program, Academic Support Program, Community Engagement	Tier 1	Implement	08/21/2018	06/13/2019	\$2000	Counselors , general education teacher and administrators
Tier 3 Purchase Supplemental Online resouces	An online resource to provide individualized instruction and practice will be purchased to be used as a supplemental tool in the Math Builder classes. tool with students.	Technology	Tier 3	Implement	09/04/2018	06/13/2019	\$2000	Administrati on
Corrective Reading Training	The ELA Builder teacher who will be providing the Corrective Reading instruction will continue to engage in professional development to promote effective implementation of the direct instruction model.	Professiona l Learning	Tier 3	Implement	09/04/2018	06/13/2019	\$650	ELA Builder teacher
Student Discourse Training	All Grissom instructional staff will engage in Student Discourse training to facilitate productive classroom collaboration and problem solving.	Professiona l Learning	Tier 2	Getting Ready	09/04/2018	06/13/2019	\$500	WCS Content Specialists will train staff during the November PSD.
Reading and Writig Across the Curriculum	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the cross curricular reading and writing activities. Specific training in text structures and effective writing practices will be provided through the PLC sessions. All teachers will implement reading and writing across the curriculum in their classes.	Direct Instruction, Professiona l Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	All content area teachers
Getting Ready-Adolescence Critical Reading Intervention	Necessary staff will be trained during the Summer intersession. In addition, staff receive additional support by attending Network Meetings. Staff will also be trained on how to administer the QRI (Qualitative Reading Inventory)	Getting Ready	Tier 3	Getting Ready	09/04/2018	06/13/2019	\$3000	Administrati on will ensure the training for all necessary staff.

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MTSS Intervention Meetings	The Title 1 intervention teachers, language acquisition intervention teachers, special education itinerant teachers, counselors, administrators and general education teacher representatives will engage in collaborative meetings to review identified students' progress and develop specific instructional plans to support their improvement.	Academic Support Program	Tier 3		09/04/2018	06/13/2019	\$2000	Administrators, intervention staff, special education staff, counselors, general education staff
Tier 3 Purchase of Manipulatives	Math manipulatives will be purchased for the math builder classroom to be used as a supplemental instructional tool.	Implementation	Tier 2	Implement	09/04/2018	06/13/2019	\$200	Administration
ELA Builder ACRI / Corrective Reading	ELA Builder teachers will use the ACRI or Corrective Reading protocol, depending on the students' reading proficiency levels, to provide direct instruction in reading comprehension strategies, which will be connected to writing practice.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$105000	ELA Builder teacher
Getting Ready-Technology Training	Staff will work with WCS Content Specialist to learn how to use the updated technology tools in their instructional practices. In addition, training in the use of an updated data management system.	Getting Ready, Technology, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$500	Administrators, SI Team, and designated staff members
ACRI Monitoring	ELA Builder teachers will monitor the students' progress in the ACRI program. They will assess their students frequently to determine student growth. Substitute teachers will be used as the teacher assesses the identified students.	Monitor	Tier 3	Monitor	09/04/2018	06/13/2019	\$400	ELA Builder Teachers
Tier 3 Corrective Reading Supplies	Purchase instruction materials for the Corrective Reading classes.	Supplemental Materials	Tier 3	Implement	09/04/2018	06/13/2019	\$4500	ELA Builder teacher
Corrective Reading	Students who struggle primarily with fluency and word identification will be provided Corrective Reading instruction. This direct instructional model will be geared to the students' specific learning needs to promote growth in fluency and comprehension.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$63000	ELA Builder Teacher