



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.

Executive Summary

Introduction

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

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

Description of the School

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

Grissom Middle School consists of a diverse student population of 840 students. 72% of our students are considered economically disadvantaged and many are refugees who have fled war torn areas of the Middle East. As a result, many parents have had little or no educational experiences, either with their children or themselves. Students have fled to other countries where they often receive little or no education, and are unable to function in their age appropriate classrooms. Often times students speak a language that is only verbal and not written, therefore neither their parents nor the students are literate. We employ the latest Best Practices that will help students become proficient in the English language. Since parents have had little or no educational experiences, they are often reluctant to come to the school. We continue to seek ways to involve parents in the educational process that we offer in Warren Consolidated Schools.

School's Purpose

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

MISSION STATEMENT

Grissom Middle School is committed to educating and making a difference in the lives of our students.

VISION STATEMENT

The Grissom community will model respectful and responsible behaviors in a safe environment where all can achieve educational growth. This year Grissom has continued to work on increasing students' Tier II vocabulary skills by adopting a different program called Word Generation. This program focuses on words students will see in questions across all content areas, and requires students to develop a greater depth of knowledge. Staff have also compiled content area vocabulary words (Tier III) in order to increase their comprehension of the vocabulary terms used in their specific content area. By focusing on these two key areas of vocabulary, students will develop a greater understanding of what the core common standards requires students to master in all content areas.

While academics is a top priority among staff at Grissom Middle School, the school has also adopted the "Hero in the Hallway" anti-bullying program. This program focuses on students who make the right choices and stand up for students who are being picked on or bullied. In addition, it offers students a safe place to inform staff of a bullying situation that may otherwise go unnoticed. Students are rewarded for positive behavior demonstrated towards others through this program and recognized weekly for their efforts.

It is the expectation of the Grissom staff, students and community that students work to their greatest potential both academically and socially.

Notable Achievements and Areas of Improvement

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

The seventh graders at Grissom Middle School continue to show growth in the area of Writing on the M-STEP test. Our eighth graders continue to show growth in Math and our sixth graders continue to show improvement in Reading. Each year students take the IOWA test in Fall and Spring. After our data analysis, we have concluded that our students continue to show growth across all curricular areas. However, we also recognize the need for improvement in various curricular areas. Students and staff will continue to work on Tier II and III vocabulary across all content areas. By doing this we should see an improvement in extended responses in Math, Science and Social Studies in both formative and summative assessments. Continued implementation of district and school initiatives, such as Classroom Instruction that Works, Word Generation (new for this year), Adolescent Critical Reading Intervention (ACRI), Explicit Instruction and Graphic Organizers and Thinking Maps will assist the teachers in an effort to improve student achievement.

Additional Information

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

The 2015-2016 school year brought a few changes academically for the Grissom community. We expanded our sections of ACRI (ELA Builder) and Math Builder to reach more at-risk students through these intervention programs. We also provided additional English and Language Arts support to our Level 2 and Level 3 EL students.

As a school, we used Professional Learning Community time to meet as content areas and create ten power standards. These power standards were then used to drive curriculum, instruction, and assessment. Common assessments were created for all content areas and were also driven by the ten power standards. This cohesive collaboration by all staff helped us align our teaching practices and continue the ongoing work towards student achievement.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The development and implementation of our programs include all staff members, students, parents, and community. The process that informed the development of the improvement plan was obtained from multiple parent, staff, and student surveys. These surveys were conducted on Survey Monkey (online) and the results were analyzed for the improvement plan. In addition, input from parents attending Booster Club meetings and contributions from parent representatives on the school improvement team also developed the plan. These members were selected from a survey where parents expressed an interest in serving on the school improvement team. Interested parents were then contacted and meeting dates and times were discussed and how their schedules could be accommodated. Students were also pulled from their classes during in house school improvement meetings for their input in the Parent-Student-Teacher Compact. All stakeholders are invited to participate in our Professional Learning Community.

The effectiveness of the current school-wide plan will be reviewed by our stakeholders each spring. 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 Review meeting. The SIP team will consider all ideas when updating the plan for the new school year.

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

All stakeholders were represented in the development of the school improvement plan by their input from the surveys taken through Survey Monkey online. The student, staff, and parent surveys were analyzed by the school improvement team and the results informed the school improvement committee on the areas of concern of the stakeholders. Staff participated extensively in PLCs which are used strategically for school improvement needs as they pertain to objectives, goals, and strategies. PLC agendas and meeting notes are available for all staff members. School improvement goals and strategies have also been posted on our school web site for parents and students to view. All school improvement documents are centrally located on a computer drive so that all staff stakeholders may view them.

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

The stakeholders were informed of the school improvement plan based upon the needs of each group. The vision and mission are evident in all PLC agendas and are posted in the classrooms and in the school foyer. Staff are also informed as to the progress of the plan during multiple PLC meetings. Feedback sheets are collected by administration to determine how the plan is being implemented and discussed among the staff. Staff are also continually informed via email and staff meetings are also used to discuss strategies and data collection, and implementation to further the goals of the school improvement plan.

Parents and students are informed through the school website, Grissom Newsletter, Booster Club meetings, parent - teacher conferences, parent open house, and the Title 1 Meeting. Students are informed by teachers during instruction of the strategies which are being implemented based on the school improvement plan. Students are aware of the importance of the strategies in impacting their education.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Grissom has maintained a stable enrollment for the 2012 through the 2014 school year. The current 2015-16 School Year has shown a population increase of approx. 20 additional students. The ELL population has increased over three years from 17 to 36%. The economically disadvantaged population makes up 72% of our student population.

Student Demographic Data

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

Attendance has been consistent with 94% of students present each day.

Challenges based off this data are that our population is slowly changing to a more ethnically diverse and economically needy population. This increase is slowly affecting the academic readiness of the students entering Grissom Middle School from the elementary schools. There is also a challenge in communicating and involving parents in the school. The above differences create a unique set of challenges for Grissom.

Student Demographic Data

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

Student behavior referrals and suspensions tend to center around disrespect, disorderly conduct, types of harassment and misuse of technology.

Student Demographic Data

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

Actions that will be taken to address the attendance challenges is increasing parent communication among the populations. Also, professional development will help inform staff on how to communicate with parents as well as use research-based teaching strategies that will focus staff instruction on the needs of these populations. This will increase parental and student connections at Grissom which will increase attendance of these populations.

Teacher/School Leader(s) Demographic Data

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

Over 74% of Grissom's staff has over 15 years of experience in education. Staff combined experience allows for fluidity from vision to implementation with regards to strategies and assessments in achieving both the school's vision and mission.

Teacher/School Leader(s) Demographic Data

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

Average teaching experience in total is 15 years. This creates an impact on student achievement because teachers have longevity in teaching the unique demographics of the building. These demographics would include a large EL population that is unique in Warren Consolidated Schools district.

Teacher/School Leader(s) Demographic Data

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

School leader absences have never exceeded more than two days. Thus, there has been no impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

Research and data shows that student achievement is affected when the regular classroom teacher are absent. This school year, the absences included one long-term incidence. While the regular teacher was out on leave, a highly qualified substitute teacher was assigned to the classroom to minimize any disruption to the educational process.

Teacher/School Leader(s) Demographic Data

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

School leaders and teaching staff are moved around in the district from year to year on a consistent basis. This year, Grissom experienced a 10% staff turn over for the upcoming 2016-17 school year.

This is not an issue that Grissom Middle School can control so no actions can be taken at this time.

Process Data

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

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

All staff members participate in a continuous program of professional learning.

Professional and support staff continuously collect, analyze and apply learning from a range of data sources including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

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

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. (4.1)

12. How might these challenges impact student achievement?

A lack of special education staff prohibits the students from fully receiving the assistance needed to be successful in the general education classroom.

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

The School Improvement Plan is unable to address this challenge since staff allocation is determined by the administration.

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

Through the IEP process, all students are provided a plan for full access to all intervention programs offered by the school as appropriate to their individual needs.

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

Extended learning opportunities available at Grissom include: WCS summer school, and math curriculum online texts with enrichment and
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intervention resources. Some Grissom staff have also initiated lunch time tutoring to assist students needing additional support. These opportunities are available for all grade levels.

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

Students who demonstrate a low proficiency on assessments are identified to receive support services. These students are designated by the use of IOWA, M-STEP, and Common Assessment results. Previous school records are also used in this process.

The school informs parents of the opportunities through the use of: school website, school newsletter, letters home, robocalls, translated parent letters, parent-teacher communication, e-mails, parent and booster club meetings, report cards, progress reports, and parent-teacher conferences.

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

Through walk through observations and a review of teachers' lesson plans, we find evidence that the Common Core State Standards are being implemented. In addition, content areas provide assessment information that incorporates the Common Core State Standards. Content common assessments are created based upon Common Core Power Standards.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Grissom increased its reading scores using national grade equivalent level from IOWA from fall to spring testing. Sixth grade students increased improved its reading scores by 4% from fall to spring testing. The seventh grade students scores increased by 5% reading from fall to spring testing. The eighth grade showed the largest increase by 8% in reading growth from fall to spring. Data is based upon WCS District Assessment - IOWA.

19b. Reading- Challenges

Although Grissom students increased reading scores from fall to spring on the IOWA, students, especially ELL made the least amount of growth in the area of reading.

6th Grade ELL Fall to Spring gains in Grade Equivalent in Reading of .7 months

7th Grade ELL Fall to Spring gains in Grade Equivalent in Reading of 1.3 months

8th Grade ELL Fall to Spring showed no gains in Grade Equivalent in Reading.

19c. Reading- Trends

Trends that Grissom sees as a whole school include the following:

6th Grade Fall to Spring Grade Equivalent in Reading 5.0 to 5.4 increase of 4 months

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7th Grade Fall to Spring Grade Equivalent in Reading 6.0 to 6.7 increase of 7 months

8th Grade Fall to Spring Grade Equivalent in Reading 6.7 to 7.6 increase of 9 months

6th Grade ELL Fall to Spring Grade Equivalent in Reading 3.5 to 3.8 increase of 3 months

7th Grade ELL Fall to Spring Grade Equivalent in Reading 4.1 to 4.5 increase of 4 months

8th Grade ELL Fall to Spring Grade Equivalent in Reading 4.3 to 5.2 increase of 9 months

The trend in reading scores based upon the district wide assessment IOWA, shows an increase of 3 to 9 months in reading growth.

19d. Reading- Summary

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

Students will increase skills through ELA guided reading groups on a weekly basis. In addition, an ELA Builder class to assist students who struggle with reading comprehension skills. The school will continue using Word Generation to increase vocabulary and informational reading comprehension in all content areas. The students are chosen through analyzing their IOWA scores, DRA Reading, M-Step scores as well as classroom grades in the content areas.

20a. Writing- Strengths

Grissom students as a whole increased in Written Expression and Conventions of Writing on the District Wide Assessment IOWA.

6th Grade Fall to Spring Grade Equivalent in Written Expression 5.4 to 5.8 increase of 4 months

7th Grade Fall to Spring Grade Equivalent in Written Expression 6.2 to 7.0 increase of 8 months

8th Grade Fall to Spring Grade Equivalent in Written Expression 6.6 to 7.7 increase of 1 year and 1 month

6th Grade Fall to Spring Grade Equivalent in Conventions of Writing 5.4 to 6.0 increase of 6 months

7th Grade Fall to Spring Grade Equivalent in Conventions of Writing 6.2 to 6.9 increase of 7 months

8th Grade Fall to Spring Grade Equivalent in Conventions of Writing 7.1 to 7.7 increase of 6 months

20b. Writing- Challenges

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Although Grissom students increased writing scores from fall to spring on the IOWA, students, especially ELL made the least amount of growth in the area of vocabulary which correlates to reading.

6th Grade ELL Fall to Spring Grade Equivalent in Written Expression 4.1 to 4.3 increase of 2 months

7th Grade ELL Fall to Spring Grade Equivalent in Written Expression 4.4 to 4.6 increase of 2 months

8th Grade ELL Fall to Spring Grade Equivalent in Written Expression 4.3 to 5.1 increase of 8 months

6th Grade ELL Fall to Spring Grade Equivalent in Conventions of Writing 4.2 to 4.5 increase of 3 months

7th Grade ELL Fall to Spring Grade Equivalent in Conventions of Writing 5.0 to 5.3 increase of 3 months

8th Grade ELL Fall to Spring Grade Equivalent in Conventions of Writing 5.2 to 5.7 increase of 5 months

20c. Writing- Trends

Grissom students as a whole increased in Written Expression and Conventions of Writing on the District Wide Assessment IOWA.

6th Grade Fall to Spring Grade Equivalent in Written Expression 5.4 to 5.8 increase of 4 months

7th Grade Fall to Spring Grade Equivalent in Written Expression 6.2 to 7.0 increase of 8 months

8th Grade Fall to Spring Grade Equivalent in Written Expression 6.6 to 7.7 increase of 1 year and 1 month

6th Grade Fall to Spring Grade Equivalent in Conventions of Writing 5.4 to 6.0 increase of 6 months

7th Grade Fall to Spring Grade Equivalent in Conventions of Writing 6.2 to 6.9 increase of 7 months

8th Grade Fall to Spring Grade Equivalent in Conventions of Writing 7.1 to 7.7 increase of 6 months

The trend indicates that Grissom's students will continue to show growth in Written Expression and in Conventions of Writing.

20d. Writing- Summary

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

Students will increase writing skills through ELA class on a daily basis through Writers' Workshop. Content classes will continue to have students writing on a regular basis. In response to our writing challenges demonstrated by our ELL population, when acquiring a second language writing is the fourth and final domain that is usually mastered.

21a. Math- Strengths

Grissom students as a whole increased in Math on the District Wide Assessment IOWA.

6th Grade Fall to Spring Grade Math 5.4 to 6.1 increase of 7 months

7th Grade Fall to Spring Grade Math 6.5 to 7.3 increase of 8 months

8th Grade Fall to Spring Grade Math 7.3 to 8.1 increase of 8 months

6th Grade Fall to Spring Grade Math Computation 5.4 to 6.1 increase of 7 months

7th Grade Fall to Spring Grade Math Computation 6.6 to 7.6 increase of 1 year

8th Grade Fall to Spring Grade Math Computation 7.3 to 8.0 increase of 7 months

21b. Math- Challenges

Although Grissom students increased math scores from fall to spring on the IOWA, students, especially ELL made the least amount of growth in the area of math.

6th Grade ELL Fall to Spring Grade Equivalent in Math Total 4.5 to 5.1 increase of 6 months

7th Grade ELL Fall to Spring Grade Equivalent in Math Total 5.6 to 5.8 increase of 2 months

8th Grade ELL Fall to Spring Grade Equivalent in Math Total 5.9 to 6.6 increase of 7 months

Even though ELL students showed growth in Math Computation, it will still need to be addressed regularly.

21c. Math- Trends

The trend indicates that Grissom's students will continue to show growth in Math.

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6th Grade Fall to Spring Grade Math 5.4 to 6.1 increase of 7 months

7th Grade Fall to Spring Grade Math 6.5 to 7.3 increase of 8 months

8th Grade Fall to Spring Grade Math 7.3 to 8.1 increase of 8 months

6th Grade Fall to Spring Grade Math Computation 5.4 to 6.1 increase of 7 months

7th Grade Fall to Spring Grade Math Computation 6.6 to 7.6 increase of 1 year

8th Grade Fall to Spring Grade Math Computation 7.3 to 8.0 increase of 7 months

21d. Math- Summary

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

During the school day, a Math Builder course has been created to assist students who indicate difficulty in math according to IOWA scores, M-Step scores, and in the classroom. The Math Builder course utilizes Dreambox, an online program tailor made to identify the areas of student weakness and assist in developing those skills. Looking forward, Number Talks will be a part of the Math Intervention.

22a. Science- Strengths

At this time, there is no IOWA data to utilize for analysis since students did not take this portion of the assessment.

22b. Science- Challenges

At this time, there is no IOWA data to utilize for analysis since students did not take this portion of the assessment.

22c. Science- Trends

At this time, there is no IOWA data to utilize for analysis since students did not take this portion of the assessment.

22d. Science- Summary

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

At this time, there is no IOWA data to utilize for analysis since students did not take this portion of the assessment. Looking ahead, we hope to utilize teacher, school wide and district common assessments to make decisions in the future.

23a. Social Studies- Strengths

At this time, there is no IOWA data to utilize for analysis since students did not take this portion of the assessment.

23b. Social Studies- Challenges

At this time, there is no IOWA data to utilize for analysis since students did not take this portion of the assessment. The merging of Flynn Middle School and Grissom Middle School also prevents analysis of possible Common Assessment data.

23c. Social Studies- Trends

At this time, there is no IOWA data to utilize for analysis since students did not take this portion of the assessment. The merging of Flynn Middle School and Grissom Middle School also prevents analysis of possible Common Assessment data.

23d. Social Studies- Summary

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

At this time, there is no IOWA data to utilize for analysis since students did not take this portion of the assessment. Looking ahead, we hope to utilize teacher, school wide and district common assessments to make decisions in the future.

Perception Data

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

24a. Student Perception Data

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

There were 511 total students surveyed from Grissom Middle School.

163 were sixth grade students, 137 were seventh grade students, and 211 were eighth grade students.

66.80% of all students surveyed feel that the school, programs, and services are available to help them succeed.

55.67% of all students surveyed felt the school has provided learning services to their individual needs.

66.01% of all students surveyed felt that their teachers work together to improve all student learning.

53.28% of all students surveyed felt that the school motivates them to learn new things.

24b. Student Perception Data

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

There were 511 total students surveyed from Grissom Middle School.

163 were sixth grade students, 137 were seventh grade students, and 211 were eighth grade students.

Only 30.45% of all students surveyed felt that all students are treated with respect in the school.

24c. Student Perception Data

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

Grissom Middle School introduced the Hero in the Hallway campaign. Students were encouraged to stand up to bullying and show respect for one another. Students who are reported being heroes are photographed with their images placed in the hallways. This program will be further implemented in the upcoming school year.

25a. Parent/Guardian Perception Data

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

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There were 52 total parents surveyed from Grissom Middle School.

13 were sixth grade parents, 18 were seventh grade parents, and 21 were eighth grade parents.

74.51% of all parents surveyed felt the school has provided a safe learning environment.

73.08% of all parents surveyed felt the school has high expectations for the students in all classes.

65.31% of all parents surveyed felt their child sees a relationship between what has been taught and their everyday life.

63.46% of all parents surveyed felt the school has provided students with access to a variety of information and resources to support learning.

25b. Parent/Guardian Perception Data

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

There were 52 total students surveyed from Grissom Middle School.

13 were sixth grade parents, 18 were seventh grade parents, and 21 were eighth grade parents.

Overall, parents seemed satisfied with all aspects they were asked about. A number of parents did answer an open ended question in regards to the parking lot and pick-up/drop-off. Many felt that it is unsafe and would like to see safer procedures put into place.

25c. Parent/Guardian Perception Data

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

A parking lot attendant was assigned as well as a plan put in place to address pick up and drop off as a result. All staff will also continue to use best practices at all time to ensure continued success and satisfaction of all stakeholders.

26a. Teacher/Staff Perception Data

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

40 teachers/staff were surveyed.

87% of teachers/staff surveyed felt that staff motivates students to do their best.

79% of teachers/staff surveyed felt that the school recognizes the achievements of students for all types of accomplishments.

68% of teachers/staff surveyed felt comfortable with Common Core standards in their content area.

26b. Teacher/Staff Perception Data

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

There were 40 teachers/staff surveyed.

Teachers did not feel comfortable with Common Core standards for contents they do not teach. i.e. Math teachers do not feel comfortable with ELA standards and vice versa.

26c. Teacher/Staff Perception Data

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

Staff will continue to collaborate across all contents.

27a. Stakeholder/Community Perception Data

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

N/A

27b. Stakeholder/Community Perception Data

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

N/A

27c. Stakeholder/Community Perception Data

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

Grissom has had longstanding partnerships with various community organizations. These include Lutheran Social Services and the local Chaldean Catholic Church. Grissom has also reached out to a few local businesses that have donated goods to the school such as Tim Hortons.

Grissom will create a survey to gather community stakeholder satisfaction data for the 2016-2017 school year. Currently there is no such tool in place.

Summary

28a. Summary

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

Student achievement data trends were examined through fall and spring IOWA results, DRA, common assessments and classroom achievement data. Although there have been some slight broad gains in student achievement over the past four years, it was determined that there are still a large percentage of students who do not meet the achievement standards on the state assessments.

In analyzing the results from the IOWA, a norm referenced assessment, Grissom students' demonstrated growth in nearly all areas from the fall 2014 to the spring 2015 administration of the test. The 6th grade students gained 2 percent in both ELA and Math. The 7th grade students scores increased by 1 percent in ELA and 5 percent in Math. The 8th grades scores increased by 6 percent in ELA and 4 percent in Math.

Subgroup analysis of fall 2014 IOWA scores to spring 2015 IOWA, ELL students' core composite scores were maintained. There were slight increases in ELA by 2% and in Math by 2%. Economically disadvantaged students showed growth from fall 2014 to spring 2015 IOWA scores. Students' core composite scores increased by 3%. In ELA, there was an increase of 1% and Math increased by 3%. African American students increased composite scores by 3%. In ELA, there was a 2% increase while in Math showed a 5% increase.

In addition to the IOWA data, 6th and 7th grade Grissom teachers used the DRA throughout the school year to monitor students' growth in reading. Teachers will not be conducting the spring DRA until the end of May 2015; thus data is not available at this time to share.

Throughout the 2014 - 2015 school year, the Grissom staff implemented a strategy to improve students' understanding of academic vocabulary. This included pre and post tests to determine the effectiveness of this initiative. On the Daily Academic Vocabulary activity, 70% of students improved to proficient from the pre to post test on the first set of words. On the second set of pre and post assessments, 72% of students previously not proficient became so by the end of the session.

Our team examined the findings of our interim self assessment, the Title I program evaluation, ELL parent education program, the Title I Onsite Review results, staff / parent survey, student survey, and any process that is impacting student achievement.

Our interim self-assessment found that staff feels we need improved in the areas of technology infrastructure, staff being trained in evaluation, interpretation, and use of data, as well as the school providing an adult advocate for students. We feel our strengths are in the areas of staff participating in continuous professional development, grading based on clearly defined data, and providing high quality support services.

Our Title I program evaluation found areas that needed to be improved/strengthened are providing more time for staff to utilize the initiatives. Our strengths are reinforcing concepts for lower level students and so we need to continue to fund these activities.

Based on perception data, parents were most satisfied with the school producing a safe learning environment, 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 using tests, projects and portfolios to check understanding of what was taught as well as having access to counseling and other programs. 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 changes significantly in four years. There has only been a forty student variance over a four year period. The ELL population has increased over four year from 17% to 36%. The economically

disadvantaged population makes up 72% of the total student population. By examining attendance trends we discovered that 94% of Grissom students attend school on a daily basis.

28b. Summary

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

Factors that contribute to the decline in student achievement include the sharp increase in ELL from the Middle East as well as the marked increase in Economically Disadvantaged students. Many of our EL students have varying degrees of interrupted educational experiences. Educational backgrounds of EL students are quite diverse. After only one year of education in the United States, these students are challenged to demonstrate proficiency on state assessments. In addition, as the local economy declines, more students are faced with the challenges of living with a limited income. As the number of ED students has increase, academic achievement has declined. This could be the result of a migration of student from living in their own homes moving in with other family members, which can cause a strain on family dynamics as well as an interruption of schooling.

28c. Summary

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

Grissom Middle School remains a Focus School for the 2016 - 2017 school year. Our Goals and Objectives remain to improve across all content areas and to close the gap between our at-risk populations and our populations that are showing gains.

Vocabulary will continue to be a focus for the 2016-2017 school year. Word Generation will be used across all grades and subject areas. Staff will continue to use which Word Generation creates a context for learning vocabulary rather than having independent practice. The goal is to enrich the vocabulary instruction by using current events and debatable issues.

Explicit Vocabulary Instruction will continue to be taught across all grade levels and content areas. It was referred to previously as the Frayer Model Vocabulary. Explicit Vocabulary Instruction is specifically designed to reach Grissom's at-risk populations. Each content and grade level area will choose ten words per quarter to teach explicitly using a variety of research based graphic organizers.

Math has emerged as a major area of concern for Grissom. To meet the needs of students demonstrating a startling gap, student are going to use Dream Box to help close the gaps. This program will be available after school for students that will be given private invitations to participate.

Grissom will also continue to offer ELA and Math builder courses during the school year to meet the needs of students who show considerable gaps.

The above listed strategies and activities will have pre and post test assessments to analyze to effectiveness of the implementation during the 2016-2017 school year.

Math classes will continue their use of math journals and manipulative in their instruction.

Language Arts classes will continue to use guided reading groups in their reading instruction.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

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

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		Career Cruising Summary

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ms. Sharon Irvine Chief Human Resources Officer Warren Consolidated Schools 31300 Anita, Warren, MI 48093 586-825-2400	

School Improvement Plan

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	2015-16 Grissom PD Plan	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: 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 2015-2016 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 Advanc-ED. 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 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?

Student achievement data trends were examined through the IOWA analysis, DRA, common assessments and classroom achievement data. Although there have been some slight broad gains in student achievement over the past four years, it was determined that there are still a large percentage of students who do not meet the basic achievement standards .

In analyzing the results from the IOWA, a norm referenced assessment, Grissom students' demonstrated growth in nearly all areas from the fall 2015 to the spring 2016 administration of the test. The 6th grade students gained 4 percent in both ELA and 6 percent in Math. The overall composite scores in 6th grade increased by 5 percentage points. The 7th grade students scores increased by 5 percent in ELA and 7 percent in Math. The overall composite scores in 7th grade increased by 7 percentage points. The 8th grades scores increased by 8 percent in ELA and 6 percent in Math. The overall composite scores in 8th grade increased by 7 percentage points.

Subgroup analysis of fall 2015 IOWA scores to spring 2016 IOWA, ELL students' core composite scores were maintained. There were slight increases in ELA by 2% and in Math by 2%. Economically disadvantaged students showed growth from fall 2015 to spring 2016 IOWA scores. Students' core composite scores increased by 3%. In ELA, there was an increase of 1% and Math increased by 3%. African American students increased composite scores by 3%. In ELA, there was a 2% increase while in Math showed a 5% increase.

School Improvement Plan

Grissom Middle School

Subgroup analysis of fall 2015 IOWA scores to spring 2016 IOWA, ELL students' core composite scores were maintained. 75% of the ELL students showed Growth from fall to spring.

In addition to the IOWA data, 6th and 7th grade Grissom teachers used the DRA throughout the school year to monitor students' growth in reading. Teachers will not be conducting the spring DRA until the end of May 2016; thus data is not available at this time to share.

Throughout the 2015-2016 school year, the Grissom staff implemented a strategy to improve students' understanding of academic vocabulary. This included pre and post tests to determine the effectiveness of this initiative. The Word Generation initiative showed an average of 56% of the student population Proficient or Advanced. Pre/Post showed an increase of 26% points.

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 indicated that 72% of English Language learners increased from not proficient to proficient. Across the building, students increased from not proficient to proficient on the post test in every single 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 MStep indicated Grissom attained Green Status in all areas and sub groups.

Our Title I program evaluation found areas that needed to be improved/strengthened are providing more time for staff to utilize the initiatives. Our strengths are reinforcing concepts for lower level students and so we need to continue to fund these activities.

In addition, we needed to ensure that school level decision-making authority exists for program design, provide services that are allowable in accordance with program legislation, and evaluate program services annually for effectiveness and impact on student achievement. 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.

Our strength of teachers was identified during the visit included teacher use of technology and including the 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 changes significantly in five years. There has only been a forty student variance over a four year period. The ELL population has increased over five year from 17% to 36%. The economically

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disadvantaged population continues to grow as it currently stand at 72% of our student population receives free/reduced lunch. By examining attendance trends we discovered that 94% 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. Due to the increase in both of these subgroups, Grissom became a Title I building in the 2011-2012 school year.

Program that will be maintained in the 2016-2017 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 2016 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, 8th grade Science, Algebra I, and MMSTC courses are available for students. 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 because we examined summative achievement data from the IOWA, 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.

Goal 1: All students will be proficient in Reading is connected to our priority needs and the needs assessment because our data shows that we are below the 50th percentile in Reading across grade levels. The subgroup with the lowest achievement in Reading are the ELL students of all grades.

Goal 2: All students will be proficient in Math is connected to our priority needs and the needs assessment because our data shows that we are below the 50th percentile in all grade levels. The subgroups with the largest achievement gaps are African Americans, economically disadvantaged, and ELL students of all grades.

Goal 3: All students will be proficient in Social Studies. There is no current data at this time.

Goal 4: All students will be proficient in Science. There is no current data at this time.

Goal 5: All students will be proficient in Writing is connected to our priority needs and the needs assessment because our data shows that we are below the 50th percentile in all grade levels. The subgroups with the largest achievement gaps are the ELL, African American and economically disadvantaged.

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 identified by their IOWA scores, DRA, and teacher observations. The sub groups most in need of support are ELL, African Americans, 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 schoolwide 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, the use of manipulatives, 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 Accelerated Reading Initiative training, 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 exposed to the words in a two week cycle per unit. 10 units were selected and pre/post assessment data was collected. 52% of the students showed proficiency from pre to post assessments.

Grissom also utilizes the strategy of the Frayer Model Graphic Organizer. All grade levels and content areas choose 10 words a quarter that correlate to instruction. Staff implements the graphic organizer during instruction in the content area as words are introduced to aid in conceptual learning. Since the Frayer Model delves into meaning in a greater depth, this increases the quality of instruction as students will have a better understanding of content area vocabulary words. Quantitatively, students will increase time spent on content area vocabulary. Pre and post test data is collected and analyzed by the School Improvement Team. This strategy provides another opportunity for students to explore content vocabulary above and beyond regular classroom instruction. The scope of knowledge students will gain becomes greater through the use of the Frayer Model.

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

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. 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. 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 schoolwide plan, various interventions will be implemented to assist all students at their appropriate instructional level. Additional strategies and activities that will 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, focused on teaching students based on their individual areas of weakness; use of the Frayer Model graphic organizer, which has been effective in using different learning modalities for students as they learn new concepts; cultural awareness training for staff, which will facilitate a greater understanding of the unique needs of our at-risk students; and SLOP instructional practices training will focus on research-based strategies for English Learner students.

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

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

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 are 2 teachers with 0-3 years experience, 3 teachers with 4-8 years experience, 19 with 9-15 years experience, and 21 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 computer labs, media center computers, 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
2. Sixteen 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

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7. Classroom computer, interactive whiteboard projector 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. Newly 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 2015-16 the turnover rate was minimal.

In the 2014-2015, there was a significant turnover rate due to the merging of both Flynn Middle School and Grissom Middle School. There was a merging of staffs with overflow of staff being moved to other buildings based on Highly Qualified requirements.

In the 2012-2013, there was about a 23% staff turnover due to a reduction of staff across the district. Teachers were then placed in their positions according to district and contractual guidelines and administrative needs. This was the main cause of staff turnover.

N/A

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 2015-16 school year, Professional Learning focused on major areas: developing power standards, common assessments and vertical alignment of CORE subject areas. Staff members received training for Building Vocabulary for Academic Achievement and Classroom Instruction That Works. 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.

Staff also engaged in data analysis of IOWA,, MSTEP and 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.

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

In the 2014-2015 school year, Flynn Middle School was merged into Grissom Middle School. Two thirds of Grissom students were placed among other schools in the district. Other staff development that occurred included the use of Graphic Organizers as well as the use of Data Director 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 acutely with the School Improvement Plan. This plan was put in place for the 2014-2015 school year and continued throughout the 2015-2016 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, regularly scheduled staff meetings and the district's commitment to long term professional learning opportunities, especially in ELA, Science and Math.

School Improvement Plan

Grissom Middle School

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

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 Advanc-ED. 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.

We sought additional input regarding the school culture, curriculum, Title I program, specific parent concerns, compact ideas, and future parent inservices 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, and principal chats.

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

Parents are involved in the implementation of the schoolwide plan. The 2015-16 School Improvement Team was comprised of staff volunteers from all curriculum areas, administrators. Parent volunteers were invited to these SIP meetings. These meetings were held to develop all the 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 the 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 Advanc-Ed 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	Yes, the plan includes an assurance that a School-level parent involvement policy exists meeting NCLB requirements of section 1118. The policy is attached to this plan.	

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 new cut scores for 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) reading program in class. 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.

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 have transportation resources upon request.

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		

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.

IOWA 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/non-academic 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?

N/A

In 2014-2015

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.

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.

As our 8th grade students prepare to venture on to the high school, the counselors work with them to set up their Educational Development Plan, which will be reviewed throughout their high school experience. In addition, the high school counselors meet with the students to guide them in course selection and expectations of the 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 2015-16 school year, these common assessments have been focused on improvement in the area of academic vocabulary and the effectiveness of vocabulary strategies such as the Frayer model, graphic organizers, word study cards, thinking maps, etc. The content area vocabulary was determined through a rich discussion among content area teachers of what vocabulary terms were the most important by quarter. In addition to the vocabulary assessments, teachers also co-created end of the semester assessments. These midterms and finals are required for the eighth grade courses. Comprehensive final exams were administered at all three grade levels at the end of the school year.

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, IOWA, 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 assessments data analysis 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. IOWA 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.

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.

The process in which students are designated to receive services, these are the school's at risk or bottom 30 populations, involves reviewing MSTEP scores. In addition to MSTEP scores, counseling staff looks at IOWA scores, common assessment data, 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.

Language Arts

Reading

Grade Span: Students in grades 6-8

Identification/Criteria for Selection:

Students scoring 3 or 4 on MSTEP as well as students who fall below the grade equivalent score on the IOWA test in the fall. Students DRP and 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 1 or 2 on MSTEP as well as students who fall below the grade equivalent score on the IOWA test in the fall and interim assessments through the year.

Science

Grade Span: Students in grades 6-8

Identification/Criteria for Selection:

Students scoring 1 or 2 on MSTEP as well as students who fall below the grade equivalent score on the IOWA test in the fall and interim assessments through the year.

Social Studies

Grade Span: Students in grades 6-8

Identification/Criteria for Selection:

Students scoring 1 or 2 on MSTEP as well as students who fall below the grade equivalent score on the IOWA 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 learn 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 each quarter for students who struggle with reading skills.

Writing

Grade Span: 6-8

Interventions: Literacy in Action 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 reading strategies learned in the Literacy in Action program are utilized by ELA instructors at least twice a quarter. The guided highlight unit helps 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 department staff meet with students at lunch as well as before/after school to provide additional support. Vocabulary best practices are used to learn new vocabulary at the discretion of the teacher, but no less than ten times a quarter.

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.

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.

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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. 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 schoolwide program.

Federal Programs: Title I , Title IIa, Title III, IDEA - (Intervention Teachers, Intervention Materials, Content Specialists, Professional Development, Special Education Staff, Title III Parent Liasion)

State Programs: State Per-Pupil Allowance - (K-12 Teachers and Administrators, Counselors, Special Education Staff, Language Acquisition Staff) NOTE: WCS does not receive Section 31a funds.

Local & Building Programs: MISD (Professional Development, Homeless support), WCS Blessings in a Backpack, WCS Just for Kids Foundation, as well as Community Volunteers, Freshwater Michigan Project, Extra Credit Union, and WCS Educational Foundation, CARE of Michigan.

All programs and resources are coordinated and integrated toward the achievement of the schoolwide 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 teacher provides supplemental and timely instructional support to students during the school day and afterschool. Title I staff work collaboratively with general education staff during regular weekly meetings to monitor and support students in meeting schoolwide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the schoolwide SIP program.

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 afterschool/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.

Blessings in a Backpack, is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than
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300 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 schoolwide components in the following manner:

1. Comprehensive Needs Assessment:

General Fund -

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

2. Schoolwide 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

The purchase of technology and manipulatives to supplement the core subjects Cultural awareness training

Parent involvement and parent education programs.

3. Highly Qualified Staff: and 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 -

Curriculum Steering Committee funding opportunities available for Staff to Apply to various Professional Learning Opportunities Classroom

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Instruction That Works

General Fund and Title II -

District level professional development in core areas (balanced literacy, writers workshop science, math, social studies)

Data Director

Differentiated Instruction

Classroom Instruction that Works MTSS

Title II -

PLC and School Improvement Training Content specialist training

Title III

Differentiated Instruction for ELs

Oral Language Development (and assessment) Writing

SIOP (Sheltered Instruction Observational Protocol)

Title I -

Professional Development for Title I Staff in Parent and Community Relationships (Joyce Epstein Model) Differentiated Instruction

Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)

Math Intervention Strategies

Step Up to Writing

ACRI reading intervention training

Working within the school culture and sub groups.

6. Parental Involvement:

General Fund -

District webpage with parent education sites

Translation available in major languages

EL Tutor/translators available for parent meetings/communication

EL Parent Advisory Committee (meet 3x/year)

EL Parent Involvement Meetings (6-8x/year at different schools)

ESL Classes through Community Services

EL Parent Education DVDs

"Language Line", on-demand interpretation service via phone system

Fall Meet the Teacher Open House

Spring and Fall Parent-Teacher Conferences

"Powerschool" Program: online progress reports, lesson plans and grade book; Parent Portal Automated Phone and Text Fan-out alert system

Intouch "Robo Calling" system

Parent Survey

Title I -

Fall Title I Meeting, Parent-Student-Teacher Compact and Building Plan Review Spring Title I Review Meeting

Joyce Epstein's Model of Parent Involvement training for building administrators and Title I staff

Volunteer/Community Services -

Parent participation in School Improvement Process and Title I Evaluation; IEP meetings for Special Education students

Classroom volunteers/field trip chaperones

Boosters membership

District American Education Week Poster Contest

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Warren Consolidated Schools Health Council

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

EL Parent Advisory Committee

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 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 plans to adopt the Positive Behavior Intervention Support approach as a staff. This initiative as well as Hero in the Hallway will provide students with emotional support which likely translates to increased student achievement. 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 schoolwide plan and programs through a continuous-cycle model of the North Central Accreditation/AdvancED school improvement process. The staff use data from multiple sources--IOWA, 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 a minimum of four times per year to review and revise the plan as needed. Parents serving on the SIP team and Parent Boosters 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, MEAP, Iowa, 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 (Iowa, District and Building Common Assessments). These reports are used by staff at PLC meetings, as well as the 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 SY 2016-2017

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 a minimum of four times per year 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.

2016-17

Overview

Plan Name

2016-17

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: 4 Activities: 16	Academic	\$5004
2	All students will be proficient in Math.	Objectives: 3 Strategies: 5 Activities: 12	Academic	\$5800
3	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$7000
4	All students will be proficient in Science.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$7000
5	All students will be proficient in Writing.	Objectives: 2 Strategies: 7 Activities: 11	Academic	\$13600
6	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

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:

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

Tier: Tier 1

Activity - Getting Ready-Knowledge/Skills	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 6-8 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	09/05/2016	06/02/2017	\$0	General Fund	School Improvement Members and Administrators will train all teachers.

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	09/05/2016	06/02/2017	\$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 - Evaluate Word Generation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Pre and Post test Data through the use of the new data warehouse tool to assess student growth and effectiveness of Word Generation.	Evaluation	Tier 1	Evaluate	09/05/2016	06/02/2017	\$0	No Funding Required	Administration and SIP members will evaluate school data. Individual teachers will evaluate grade-level data.

Activity - Opportunity to Implement/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	09/05/2016	06/02/2017	\$0	No Funding Required	All staff will administer their lessons and assessments.

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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.

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.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/05/2016	06/02/2017	\$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	09/05/2016	06/02/2017	\$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 DRP, DRA, and IOWA scores.	Evaluation	Tier 1	Evaluate	09/05/2016	06/02/2017	\$0	No Funding Required	Administration and ELA teachers
Activity - Opportunity to Implement/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	09/05/2016	06/02/2017	\$0	No Funding Required	ELA staff

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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.

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 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 existing 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. Staff will continue training in the use of clickers.	Professional Learning, Technology, Getting Ready	Tier 1	Getting Ready	09/05/2016	06/02/2017	\$5000	General Fund, Title I Part A	Administrators, SI Team, and designated staff members

Activity - Opportunity to Implement/Implementation of Technology Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will use the new data warehouse program to collect and analyze assessment data. (Common Assessments, Word Generation Assessments)	Professional Learning, Technology, Implementation	Tier 1	Getting Ready	09/05/2016	06/02/2017	\$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	09/05/2016	06/02/2017	\$0	No Funding Required	Administration All staff
Activity - Evaluate the use of Technology Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be asked to complete a survey regarding their use of the new data warehouse and other technology being used across the curriculum.	Technology, Evaluation	Tier 1	Evaluate	09/05/2016	06/02/2017	\$0	No Funding Required	SI Team Members and Administration

Strategy 4:

Tier 3 Adolescent Critical Reading Intervention - Students struggling with reading comprehension will be identified by using DRA and IOWA 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.

Category: English/Language Arts

Research Cited: 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	09/05/2016	06/02/2017	\$1	Title I School Improvement (ISI)	Administration will ensure the training for all necessary staff.

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Activity - Opportunity to Implement/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 and IOWA 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.	Implementation	Tier 3	Implement	09/05/2016	06/02/2017	\$1	Title I School Improvement (ISI)	Trained Staff Counselors
Activity - Monitor the Implementation of ACRI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
County Supported Coaching Administrative walk throughs Data Collections	Monitor	Tier 3	Monitor	09/05/2016	06/02/2017	\$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
Constant review of the effectiveness of the ACRI Strategy is reported and evaluated yearly.	Evaluation	Tier 3	Evaluate	09/05/2016	06/02/2017	\$1	Title I School Improvement (ISI)	Administration MISD staff

Goal 2: 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
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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. 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.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$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 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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration, SI team, PLC teams

Activity - TIER 1 Evaluate Word Generation	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 Word Generation.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	No Funding Required	Administration, SI team, PLC teams

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	09/06/2016	06/15/2017	\$0	General Fund	Teachers

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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	09/06/2016	06/15/2017	\$0	General Fund	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	09/06/2016	06/15/2017	\$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:

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 - 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	09/06/2016	06/15/2017	\$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

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Teachers will be trained in the uses of math journaling and its effectiveness in math instruction.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$500	Title I School Improvement (ISI)	MISD staff or other district approved staff members
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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 Explicit 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:

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 Explicit 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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and PLC teams

Activity - Tier 2 Explicit 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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration, SI team, PLC teams

Strategy 2:

Tier 2 MATH Skill 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:

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

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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 2

Activity - Tier 2 Purchase Netbooks or Laptops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Netbooks will be purchased for the math builder classroom to be used as a supplemental instructional tool with students.	Technology	Tier 2	Getting Ready	09/06/2016	06/15/2017	\$3100	Title I Part A	Administration
Activity - Tier 2 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	09/06/2016	06/15/2017	\$200	Title I Part A	Administration

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 Explicit 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:

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 Explicit 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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and PLC teams

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Activity - Tier 2 Explicit 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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration, SI team, PLC teams

Goal 3: 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:

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 6-8 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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration, SI team, PLC teams

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Activity - TIER 1 Evaluate Word Generation	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 Word Generation.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$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 Literacy in Action Implementation	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 Literacy in Action strategy. Teachers will implement Literacy in Action works in the classroom and teach students reading and writing strategies explicitly in the teacher's specific content area.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Title I Part A	Administration and MISD trainers

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

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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 existing 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	09/06/2016	06/15/2017	\$5000	General Fund, Title I Part A	Administrators, SI Team, and designated staff members

Strategy 4:

Tier 2 Explicit 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 a graphic organizer of their choice such as the Frayer model.

Category:

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 Explicit 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		09/06/2016	06/15/2017	\$0	No Funding Required	Administration and PLC teams

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Activity - Tier 2 Explicit 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 Explicit Vocabulary Instruction.	Evaluation	Tier 2	Evaluate	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and PLC teams

Goal 4: 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.

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
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 6-8 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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration, SI team, PLC teams

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Activity - TIER 1 Evaluate Word Generation	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 Word Generation.	Evaluation	Tier 1	Evaluate	09/02/2015	06/10/2016	\$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:

Activity - Tier 1 Literacy in Action Implementation	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 Literacy in Action strategy. Teachers will utilize Literacy in Action works in the classroom and teach students reading and writing strategies explicitly in the teacher's specific content area.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Title I Part A	Administration and MISD trainers

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>

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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 existing 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	09/06/2016	06/15/2017	\$5000	Title I Part A, General Fund	Administrators, SI Team, and designated staff members

Strategy 4:

Tier 2 Explicit 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 a graphic organizer of their choice such as the Frayer model.

Category:

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 Explicit 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		09/06/2016	06/15/2017	\$0	No Funding Required	Administration and PLC teams

Activity - Tier 2 Explicit Vocabulary Instruction Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will use pre and post test assessment information from Data Director to determine effectiveness of strategy.	Evaluation	Tier 2	Evaluate	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and PLC teams
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Goal 5: All students will be proficient in Writing.

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	09/06/2016	06/15/2017	\$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

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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. 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.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration, SI team, PLC teams
Activity - TIER 1 Evaluate Word Generation	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 Word Generation.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$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 - Tier 1 Literacy in Action Implementation	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 Literacy in Action strategy. Teachers will utilize Literacy in Action works in the classroom and teach students reading and writing strategies explicitly in the teacher's specific content area.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Title I Part A	Administrators and MISD trainers
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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 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 existing 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	09/06/2016	06/15/2017	\$5000	Title I Part A, General Fund	Administrators, SI Team, and designated staff members

Strategy 5:

Tier 1 Step Up to Writing Best Practices - Teachers will use Step Up to Writing best practices and models to teach writing across subject areas.

Category:

Research Cited: Bauer, E. (1991). The relationships between and among learning styles perceptual preferences, instructional strategies, mathematics achievement, and attitude toward mathematics of learning disabled and emotionally handicapped students in a suburban junior high

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school. New York: St. John's University.

Brunner, C., & Majewski, W. (1990). Mildly handicapped students can succeed with learning styles. *Education Leadership*, 48(2), 21–23.

Dunn, K., Giannitti, M. C., Murray, J. B., Geisert, G., Rossi, I., & Quinn, P. (1990). Grouping students for instruction: Effects of individual vs. group learning style on achievement and attitudes. *Journal of School Psychology*, 130(4), 485-494.

Dunn, R. (1988). Commentary: Teaching students through their perceptual strengths of preferences. *Journal of Reading*, 31(4), 304–309.

Dunn, R., & Dunn, K. (1993). *Teaching secondary students through their individual learning styles: Practical approaches for grades 7–12*. Boston, MA: Allyn & Bacon.

Gardner, H. (1997). Remarks. Paper presented at the 69th Annual International Conference for the Association for Supervision and Curriculum Development, Baltimore, MD.

Hodgin, J., & Wooliscroft, C. (1997). Eric learns to read: Learning styles at work. *Education Leadership*, 54(6), 43–45.

Mohrmann, S. (1990). *Reading styles progress report*. Syosset, NY: National Reading Styles Institute.

Snyder, A. (1994). On the road to reading recovery. *The School Administrator*, 51(1), 23–24.

Yong, F., & McIntyre, J. (1992). A comparative study of the learning style preferences of students with learning disabilities and students who are gifted. *Journal of Learning Disabilities*, 25(2), 124–132.

Tier:

Activity - Tier 1 Step Up to Writing 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 Step Up to Writing strategy. Teachers will be trained in the Step Up to Writing best practices and strategies. Language Arts Teachers will receive the Step Up to Writing implementation guide to utilize the program effectively.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$1000	Title I Part A	Administration

Measurable Objective 2:

85% of English Learners students will demonstrate a proficiency in informational writing in English Language Arts by 06/01/2022 as measured by state assessments..

Strategy 1:

Tier 2 ELA Skill Builder Course - Teachers will give added support to students that show a significant lack of proficiency in reading and language arts. The model that teachers will use will be the Adolescent Accelerated Reading Initiative (AARI). Teachers will monitor these students closely using pre and post assessment. The course

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will be a semester long.

Category:

Research Cited: MISD initiative and from the website <http://aari.educ.ualberta.ca/> Recent studies show that many secondary students fail to comprehend grade-level text and that even students with average reading skills are increasingly unprepared for the literacy demands of the workplace and post-secondary education. To date, little attention has been devoted to helping secondary teachers develop the skills they need to promote reading comprehension, ensure content learning through reading, and deal with the differences in reading skills that their students display. The Advancing Adolescent Reading Initiative (AARI) is a four-year research and capacity building initiative funded by Alberta Education to support the goals of the High School Completion Strategic Framework. Read more about AARI professional development by exploring the links above. "It is estimated that 70 per cent of youth who drop out of school have poor literacy skills." (Kamil, 2003; Kleinbard, 2009) The Advancing Adolescent Reading Initiative (AARI) is a comprehensive training program that is being developed for Alberta educators teaching in grades 7-12. AARI will provide teachers across subject areas with advanced knowledge on how to:

- teach reading skills as part of content area instruction,
- identify students who need additional reading instruction, and
- implement evidence-based reading instruction and interventions across the curriculum.

Tier:

Activity - Tier 2 Training for ELA Skill Builder Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained through the MISD on the ACRI model.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/15/2017	\$5600	Title I Part A	MISD trainers and Administration

Activity - Tier 2 Evaluation of ELA Skill Builder Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate the students using pre and post test data that is provided through the ACRI model.	Evaluation	Tier 2	Evaluate	09/06/2016	06/15/2017	\$0	No Funding Required	Staff

Strategy 2:

Tier 2 Explicit 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:

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

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Activity - Tier 2 Explicit 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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and PLC teams
Activity - Tier 2 Explicit 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	09/06/2016	06/15/2017	\$0	No Funding Required	Administration, SI team, PLC teams

Goal 6: Professional Learning Community

Measurable Objective 1:

collaborate to monitor, evaluate, and analyze our reading, writing, math, science, and social studies goals by 06/30/2016 as measured by completion of district provided feedback forms that will reflect the outcomes of staff discussions.

Strategy 1:

PLC - 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:

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

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Activity - Readiness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, :ILC Process—unpacking standards and development of writing standards-aligned common assessments)</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	09/06/2016	06/15/2017	\$0	General Fund	Building principal and staff
Activity - Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools</p> <p>Implement MTSS Process and intervention team meetings</p> <p>Create, implement, analyze results of common assessments</p>	Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Building principal and staff
Activity - Monitoring of Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrator/Peer Observations/Walkthroughs</p> <p>Sign in sheets/agendas and minutes</p> <p>Quarterly Rpts to BOE, MDE</p> <p>Common assessment review using rubric</p>	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Building principal and staff
Activity - Analyzing/Evaluating Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Data analysis of common and state assessments, perception, process and demographic data</p> <p>Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey</p> <p>Conduct Post-PLC Staff Survey and analysis</p>	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	General Fund	Building principal and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 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	09/06/2016	06/15/2017	\$200	Administration
Tier 2 Training for ELA Skill Builder Course	Teachers will be trained through the MISD on the ACRI model.	Professional Learning	Tier 2	Getting Ready	09/06/2016	06/15/2017	\$5600	MISD trainers and Administration
Getting Ready-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 existing 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. Staff will continue training in the use of clickers.	Professional Learning, Technology, Getting Ready	Tier 1	Getting Ready	09/05/2016	06/02/2017	\$2000	Administrators, SI Team, and designated staff members
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 existing 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	09/06/2016	06/15/2017	\$2000	Administrators, SI Team, and designated staff members
Tier 1 Literacy in Action Implementation	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 Literacy in Action strategy. Teachers will be utilize Literacy in Action works in the classroom and teach students reading and writing strategies explicitly in the teacher's specific content area.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Administration and MISD trainers

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Tier 2 Purchase Netbooks or Laptops	Netbooks will be purchased for the math builder classroom to be used as a supplemental instructional tool with students.	Technology	Tier 2	Getting Ready	09/06/2016	06/15/2017	\$3100	Administration
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 existing 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	09/06/2016	06/15/2017	\$2000	Administrators, SI Team, and designated staff members
Tier 1 Step Up to Writing 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 Step Up to Writing strategy. Teachers will be trained in the Step Up to Writing best practices and strategies. Language Arts Teachers will be receive the Step Up to Writing implementation guide to utilize the program effectively.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$1000	Administration
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 existing 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	09/06/2016	06/15/2017	\$2000	Administrators, SI Team, and designated staff members
Tier 1 Literacy in Action Implementation	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 Literacy in Action strategy. Teachers will utilize Literacy in Action works in the classroom and teach students reading and writing strategies explicitly in the teacher's specific content area.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Administration and MISD trainers
Tier 1 Literacy in Action Implementation	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 Literacy in Action strategy. Teachers will implement Literacy in Action works in the classroom and teach students reading and writing strategies explicitly in the teacher's specific content area.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Administration and MISD trainers

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/06/2016	06/15/2017	\$2000	All Grissom staff teaching math are responsible for math journaling.

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluate ACRI	Constant review of the effectiveness of the ACRI Strategy is reported and evaluated yearly.	Evaluation	Tier 3	Evaluate	09/05/2016	06/02/2017	\$1	Administration MISD staff
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	09/06/2016	06/15/2017	\$500	MISD staff or other district approved staff members
Monitor the Implementation of ACRI	County Supported Coaching Administrative walk throughs Data Collections	Monitor	Tier 3	Monitor	09/05/2016	06/02/2017	\$1	Administration MISD staff
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	09/05/2016	06/02/2017	\$1	Administration will ensure the training for all necessary staff.
Opportunity to Implement/Implementation of ACRI	Students struggling with reading comprehension will be identified by using DRA and IOWA 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.	Implementation	Tier 3	Implement	09/05/2016	06/02/2017	\$1	Trained Staff Counselors

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Explicit Vocabulary Instruction Evaluation	Staff will use pre and post test assessment information from Data Director to determine effectiveness of strategy.	Evaluation	Tier 2	Evaluate	09/06/2016	06/15/2017	\$0	Administration and PLC teams
TIER 1 Evaluate Word Generation	Staff will use Pre and Post test with the DATA DIRECTOR Tool to assess the effectiveness of Word Generation.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	Administration, SI team, PLC teams
Opportunity to Implement/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)	Professional Learning, Technology Implementation	Tier 1	Getting Ready	09/05/2016	06/02/2017	\$0	Administration and CITS staff
Evaluate the use of Technology Across the Curriculum	Staff will be asked to complete a survey regarding their use of the new data warehouse and other technology being used across the curriculum.	Technology, Evaluation	Tier 1	Evaluate	09/05/2016	06/02/2017	\$0	SI Team Members and Administration
Tier 2 Explicit Vocabulary Instruction Evaluation	Staff will use Pre and Post test with the DATA DIRECTOR Tool to assess the effectiveness of Explicit Vocabulary Instruction.	Evaluation	Tier 2	Evaluate	09/06/2016	06/15/2017	\$0	Administration and PLC teams
Tier 2 Explicit 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		09/06/2016	06/15/2017	\$0	Administration and 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	09/06/2016	06/15/2017	\$0	Administration, SI team, PLC teams
Opportunity to Implement/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	09/05/2016	06/02/2017	\$0	All staff will administer their lessons and assessments.
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	09/05/2016	06/02/2017	\$0	Administration

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TIER 1 Evaluate Word Generation	Staff will use Pre and Post test with the DATA DIRECTOR Tool to assess the effectiveness of Word Generation.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	Administration, SI team, PLC teams
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	09/05/2016	06/02/2017	\$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 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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	Administration, SI team, PLC teams
Tier 2 Explicit 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	09/06/2016	06/15/2017	\$0	Administration, SI team, PLC teams
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	09/06/2016	06/15/2017	\$0	Administration, SI team, PLC teams

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TIER 1 Evaluate Word Generation	Staff will use Pre and Post test with the DATA DIRECTOR Tool to assess the effectiveness of Word Generation.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	Administration, SI team, PLC teams
Tier 2 Explicit 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	09/06/2016	06/15/2017	\$0	Administration and PLC teams
Opportunity to Implement/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	09/05/2016	06/02/2017	\$0	ELA staff
Tier 2 Explicit 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	09/06/2016	06/15/2017	\$0	Administration and PLC teams
Evaluate Word Generation	Staff will use Pre and Post test Data through the use of the new data warehouse tool to assess student growth and effectiveness of Word Generation.	Evaluation	Tier 1	Evaluate	09/05/2016	06/02/2017	\$0	Administration and SIP members will Evaluate School data. Individual teachers will Evaluate grade-level data.
Tier 2 Explicit 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	09/06/2016	06/15/2017	\$0	Administration, SI team, PLC teams
Tier 2 Evaluation of ELA Skill Builder Course	Teachers will evaluate the students using pre and post test data that is provided through the ACRI model.	Evaluation	Tier 2	Evaluate	09/06/2016	06/15/2017	\$0	Staff
TIER 1 Evaluate Word Generation	Staff will use Pre and Post test with the DATA DIRECTOR Tool to assess the effectiveness of Word Generation.	Evaluation	Tier 1	Evaluate	09/02/2015	06/10/2016	\$0	Administration, SI team, PLC teams
Evaluate Readers' Workshop	ELA teachers and administration will evaluate the Readers' Workshop Strategy using DRP, DRA, and IOWA scores.	Evaluation	Tier 1	Evaluate	09/05/2016	06/02/2017	\$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	09/05/2016	06/02/2017	\$0	Administration All staff

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Tier 2 Explicit 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		09/06/2016	06/15/2017	\$0	Administration and 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	09/06/2016	06/15/2017	\$0	Administration, SI team, PLC teams

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/06/2016	06/15/2017	\$0	Teachers
Monitoring of Implementation Activities	Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Building principal and 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. 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.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	School Improvement Members will train all teachers
Tier 1 SRS (Clicker) Training	Teachers will attend professional training on the use of Student Response Systems.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	Administration and Teachers

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Implementation Activities	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	09/06/2016	06/15/2017	\$0	Building principal and staff
Analyzing/Evaluating Activities	Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	Building principal and staff
Getting Ready-Knowledge/Skills	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 6-8 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	09/05/2016	06/02/2017	\$0	School Improvement Members and Administrators will train all teachers.
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.	Professional Learning, Getting Ready	Tier 1	Getting Ready	09/05/2016	06/02/2017	\$0	Curriculum consultants
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 6-8 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	09/06/2016	06/15/2017	\$0	School Improvement Members will train all 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 existing 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	09/06/2016	06/15/2017	\$3000	Administrators, SI Team, and designated staff members
Getting Ready-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 existing 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. Staff will continue training in the use of clickers.	Professional Learning, Technology, Getting Ready	Tier 1	Getting Ready	09/05/2016	06/02/2017	\$3000	Administrators, SI Team, and designated staff members
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 existing 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	09/06/2016	06/15/2017	\$3000	Administrators, SI Team, and designated staff members
Readiness Activities	High leverage, Instructional strategies PD: (Examples might include: PLC, MTSS, ILC Process—unpacking standards and development of writing standards-aligned common assessments) 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	09/06/2016	06/15/2017	\$0	Building principal and staff

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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 existing 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	09/06/2016	06/15/2017	\$3000	Administrators, SI Team, and designated staff members
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 6-8 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	09/06/2016	06/15/2017	\$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. 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.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	School Improvement Members will train all teachers.
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	09/06/2016	06/15/2017	\$0	Administration