

2019-2020 Grissom School Improvement Plan

Grissom Middle School
Warren Consolidated Schools

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Overview

Plan Name

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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: 5 Activities: 14	Academic	\$230550
2	All students will be proficient in Math.	Objectives: 1 Strategies: 5 Activities: 11	Academic	\$77200
3	Promote positive school communities by promoting whole-child development (basic needs, psychological needs, and self-fulfillment needs).**In partnerships with family and community****	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$2000

Goal 1: All students will be proficient in Reading.

Measurable Objective 1:

60% 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 06/01/2024 as measured by state assessments.

Strategy 1:

Tier 2 Academic Vocabulary - All teachers will incorporate instruction in Tier 2 Academic Vocabulary into their instructional plans. Staff will work in collaboration with grade/content level peers to establish common vocabulary terms based upon each unit of study. Teachers will administer pre and post tests to diagnose needs and monitor student progress in their understanding of the key terms.

Category: English/Language Arts

Research Cited: Jan Richardson and Robert Marzano

Tier: Tier 2

Activity - Implementation of Tier 2 Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Academic Vocabulary strategy. Content area teachers will utilize the words through their classes on a unit basis. Teachers will discuss how to implement in the classroom and schedule for the unit session. Teachers will develop and administer their own pre and post assessments.	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2019	06/11/2020	\$0	General Fund	All instructional staff members.
Activity - Monitor Implementation of Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Through the Unified Classroom, teachers will record their pre and post test data per unit of study.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Administrati on is responsible for walk through and program fidelity checks SI team members will monitor data implementa tion and analysis PLC team members will self monitor implemetati on
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Strategy 2:

Tier 1 Balanced Literacy - English Language Arts Teachers will use Balanced Literacy in their classes for comprehensive reading instruction.

The components of Balanced Literacy 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 NWEA 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 DRA 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' and Writer's 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 - Balanced Literacy 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 Balanced Literacy strategy.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$0	General Fund	All instructional staff, with input from the CITS

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Activity - Monitor and Evaluate Implementation of Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff will monitor and evaluate the implementation of the Balanced Literacy using observation, DRA and NWEA progress.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Administration and staff

Strategy 3:

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

Category: Learning Support Systems

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

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

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

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

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

Tier: Tier 3

Activity - Adolescent Critical Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in the ELA Builder course who demonstrate difficulty primarily with comprehension will engage in a 20 week course, using the ACRI instructional model.	Direct Instruction	Tier 3	Implement	09/03/2019	06/11/2020	\$20000	Title I Schoolwide	ELA Builder teacher
Activity - ACRI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ELA Builder teachers will continue their training in the implementation of the ACRI model	Professional Learning	Tier 3	Implement	09/03/2019	06/11/2020	\$3000	Title I Schoolwide	ELA Builder teachers, administrators
Activity - ACRI Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Builder teachers will monitor the students' progress in the ACRI program. They will assess their students frequently to determine student growth. Substitute teachers will be used as the teacher assesses the identified students.	Monitor	Tier 3	Monitor	09/03/2019	06/11/2020	\$400	Title I Schoolwide	ELA Builder Teachers
Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who struggle primarily with fluency and word identification will be provided Corrective Reading instruction. This direct instructional model will be geared to the students' specific learning needs to promote growth in fluency and comprehension.	Direct Instruction	Tier 3	Implement	09/03/2019	06/11/2020	\$90000	Title I Schoolwide	ELA Builder Teacher
Activity - Corrective Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Builder teacher who will be providing the Corrective Reading instruction will continue to engage in professional development to promote effective implementation of the direct instruction model.	Professional Learning	Tier 3	Implement	09/03/2019	06/11/2020	\$650	Title I Schoolwide	ELA Builder teacher
Activity - Corrective Reading Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials for the Corrective Reading program will be purchased.	Materials	Tier 3	Implement	09/03/2019	06/11/2020	\$4500	Title I Schoolwide	ELA Builder teacher, administrator

Strategy 4:

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

Category: Other - All Core Classes

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 and includes: 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, p.p. 563-586. 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).

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Tier: Tier 1

Activity - Tier 1 Reading and Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate as a Professional Learning Community to engage in the training of text structures and effective writing practices to incorporate in all curricular areas.	Professional Learning, Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2020	\$1000	Title I Schoolwide	All instructional staff

Strategy 5:

Multi-Tier System of Support Process - Staff will develop, implement, monitor, and evaluate the impact of Multi-Tier System of Support Process and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: English/Language Arts

Research Cited: Maccini, P., Gagnon, J.C., Mulcahy, C.A., & Leon, P.E. (2006). Journal of Correctional Education, 57(3), 210-229

Tier: Tier 3

Activity - MTSS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning to strengthen the implementation of supplemental instruction and MTSS processes.	Professional Learning, Implementation, Monitor	Tier 2	Implement	09/03/2019	06/11/2020	\$0	Title I Schoolwide	All Instructional Staff

Activity - MTSS Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Instruction – Title 1 teachers and paraprofessionals will provide additional individualized instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MSTEP, NWEA and classroom assessments.	Direct Instruction	Tier 3	Implement	09/03/2019	06/11/2020	\$110000	Title I Schoolwide	Title 1 Staff

Activity - MTSS Process, Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will analyze screener and diagnostic data to plan and provide Tier 2 and 3 interventions. Staff will also meet quarterly to plan for students' needs and to monitor and evaluate student progress.	Evaluation, Academic Support Program, Monitor	Tier 3	Monitor	09/03/2019	06/11/2020	\$1000	Title I Schoolwide	Title 1 Staff, Counselors, Administrators, Itinerant Staff
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Goal 2: All students will be proficient in Math.

Measurable Objective 1:

48% 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 06/01/2024 as measured by state assessments..

Strategy 1:

Tier 1 High Quality Professional Learning - Math teachers will engage in research based professional learning to implement quality math instruction through a job-embedded and support model..

Category: Mathematics

Research Cited: Maccini, P., Gagnon, J.C., Mulcahy, C.A., & Leon, P.E. (2006)

Tier: Tier 1

Activity - Tier 1 Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning to strengthen the implementation of Tier 1 instructional practices through a job-embedded and support model in curriculum, instruction, and assessment. (Problem Solving Strategies; Number Talks; Math Tasks and Journals; Academic Vocabulary; PSAT/SAT Embedded Content)	Professional Learning	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	General Fund	All Math teachers

Activity - Tier 1 Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement Tier 1 instructional practices. (Problem Solving Strategies; Number Talks; Math Tasks and Journals; Academic Vocabulary; PSAT/SAT Embedded Content)	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Math Teachers

Strategy 2:

Multi-Tier System of Support Process - Staff will develop, implement, monitor, and evaluate the impact of a Multi-Tier System of Support Process and the delivery of

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Tier 2 and 3 interventions on students' behavioral and academic success.

Category: Mathematics

Research Cited: Maccini, P., Gagnon, J.C., Mulcahy, C.A., & Leon, P.E. (2006). Journal of Correctional Education, 57(3), 210-229.

Tier: Tier 3

Activity - MTSS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning to strengthen the implementation of supplemental instruction and MTSS processes.	Professional Learning, Implementation, Monitor	Tier 2	Monitor	09/03/2019	06/11/2020	\$0	Title I Schoolwide	All instructional staff

Activity - MTSS Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental instruction - Title I teachers and paraprofessionals will provide additional individualized, instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MStep, NWEA, and classroom assessments.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Title I Schoolwide	Title 1 staff

Activity - MTSS Process, Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze screener and diagnostic data to plan and provide Tier 2 and 3 interventions. Staff will also meet quarterly to plan for students' needs and to monitor and evaluate student progress.	Evaluation, Academic Support Program, Monitor	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Title I School Improvement (ISI)	Title 1 teachers

Strategy 3:

Tier 3 MATH Builder - 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 assessments. The course will be a semester long.

Category: Mathematics

Research Cited: Using different types of technology in the classroom gives students a tool then can use to explore math. Using calculators, computers, programs, and other assistive technologies to help students learn more about the subject makes learning more interesting for the students and motivates them to learn more. In conjunction with real world problem solving, technology has been shown to assist in strengthening the math skills of students within juvenile correction schools.

Maccini, P., Gagnon, J.C., Mulcahy, C.A., & Leon, P.E. (2006). Math instruction for committed youth within juvenile correctional schools. Journal of Correctional Education, 57(3), 210-229.

Tier: Tier 3

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Activity - Tier 3 ADD+Vantage MR (AVMR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Builder teacher and special education math resource room teacher will utilize their training in AVMR to provide individualized instruction in the students' specific area of need.	Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$75000	Title I School Improvement (ISI)	Math Builder and special education math teachers
Activity - Tier 3 Purchase Supplemental Online resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An online resource to provide individualized instruction and practice will be purchased to be used as a supplemental tool in Math Builder classes	Direct Instruction, Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$2000	Title I Schoolwide	administration
Activity - Tier 3 Purchase of Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math manipulatives will be purchased for the math builder classroom to be used as a supplemental instructional tool.	Materials, Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$200	Title I Schoolwide	administration

Strategy 4:

Tier II Academic Vocabulary - All teachers will develop and administer pre and post tests on relevant Tier II academic vocabulary for each of their units.

Category: Mathematics

Research Cited: Jan Richardson and Robert Marzano; Frayer model has shown repeated effectiveness in teaching vocabulary to students that struggle with abstract ideas and vocabulary by offering a bridge to understand the vocabulary and concepts essential to every content area. Frayer, D., Frederick, W.C., and Klausmeier, H.J. (1969)

Tier: Tier 1

Activity - Tier II Content Area Vocabulary Instruction Monitoring and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Academic Vocabulary strategy. Math teachers will utilize the words through their classes on a unit basis. Teachers will discuss how to implement in the classroom and schedule for the unit session. Teachers will develop and administer their own pre and post assessments.	Professional Learning, Implementation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Title I School Improvement (ISI)	All math staff

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Activity - Tier II Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor implementation of academic vocabulary through the Unified Classroom, teachers will record their pre and post test data per unit of study.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Title I School Improvement (ISI)	All math staff

Strategy 5:

Tier 3 Technology and Manipulatives - Tier 3 teachers will provide students with technology and manipulatives to build models for students to aid in their understanding of mathematics concepts.

Category: Mathematics

Research Cited: Using calculators, computers, programs, and other assistive technologies to help students learn more about the subject makes learning more interesting for the students and motivates them to learn more. Technology has been shown to assist in strengthening the math skills of students in juvenile correction schools. Maccini, P., Gagnon, J.C., Mulcahy, C.A. et al

Tier: Tier 3

Activity - Tier 3 Instructional Technology/Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement instruction and monitor the effectiveness of the use of hand held technology and manipulatives.	Evaluation, Implementation, Monitor	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Title I Schoolwide	Math Builder teachers

Goal 3: Promote positive school communities by promoting whole-child development (basic needs, psychological needs, and self-fulfillment needs).**In partnerships with family and community****

Measurable Objective 1:

85% of All Students will demonstrate a behavior that promotes whole-child development in Practical Living by 06/13/2024 as measured by staff, counselors.

Strategy 1:

Staff will interact with students and families in a culturally competent manner. - Staff will interact with students and families in a culturally competent manner.

Category: School Culture

Research Cited: "Me to We" Building Achievement and CommUNITY through Culturally Responsive Practices, through the MISD

Tier: Tier 1

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Activity - From Me to We: Building Achievement and CommUNITY through Culturally Responsive Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in the program, From Me to We: Building Achievement and CommUNITY through Culturally Responsive Practices, through the MISD.	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	Title I School Improvement (ISI)	Core committee receiving the training

Activity - Staff training in Culturally Responsive Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff trained from above training will implement a school-wide program to support the Me to We initiative.	Professional Learning, Community Engagement	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	Title I School Improvement (ISI)	Staff trained by the MISD; rest of Grissom staff

Strategy 2:

Family Engagement and Support - Staff will develop, implement, monitor, and evaluate the impact of Family Engagement and Support Programs on students' behavioral and academic success.

Category: School Culture

Tier: Tier 1

Activity - Support and Resources for Families	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will offer workshops, electronic tools and resources to families.	Academic Support Program, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Title I School Improvement (ISI)	all staff

Activity - Academic and Social/Emotional Support for Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will offer academic and educationally related support to students and families in crisis as allowed and feasible.	Academic Support Program, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Title I School Improvement (ISI)	all staff
Activity - WEB (Where Everybody Belongs)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff, along with 8th grade students, will partake in the Where Everyone Belongs (WEB), a middle school transition and orientation program for incoming 6th graders.	Academic Support Program, Implementation, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/11/2020	\$2000	Title I School Improvement (ISI)	WEB leader coordinators
Activity - Social/Emotional Support Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Counselors will offer social and emotional needs-based small group sessions with students in all grades.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$0	Title I School Improvement (ISI)	School counselors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Tier 2 Vocabulary	Staff will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Academic Vocabulary strategy. Content area teachers will utilize the words through their classes on a unit basis. Teachers will discuss how to implement in the classroom and schedule for the unit session. Teachers will develop and administer their own pre and post assessments.	Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2019	06/11/2020	\$0	All instructional staff members.
Tier 1 Instructional Practices	Staff will participate in professional learning to strengthen the implementation of Tier 1 instructional practices through a job-embedded and support model in curriculum, instruction, and assessment. (Problem Solving Strategies; Number Talks; Math Tasks and Journals; Academic Vocabulary; PSAT/SAT Embedded Content)	Professional Learning	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	All Math teachers
Balanced Literacy 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 Balanced Literacy strategy.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2020	\$0	All instructional staff, with input from the CITS

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1 Instructional Practices	Staff will implement Tier 1 instructional practices. (Problem Solving Strategies; Number Talks; Math Tasks and Journals; Academic Vocabulary; PSAT/SAT Embedded Content)	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Math Teachers
Monitor and Evaluate Implementation of Balanced Literacy	Administration and staff will monitor and evaluate the implementation of the Balanced Literacy using observation, DRA and NWEA progress.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Administration and staff

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Monitor Implementation of Academic Vocabulary	Through the Unified Classroom, teachers will record their pre and post test data per unit of study.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$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.
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Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WEB (Where Everybody Belongs)	Staff, along with 8th grade students, will partake in the Where Everyone Belongs (WEB), a middle school transition and orientation program for incoming 6th graders.	Academic Support Program, Implementation, Behavioral Support Program	Tier 1	Implement	08/19/2019	06/11/2020	\$2000	WEB leader coordinators
Tier II Content Area Vocabulary Instruction Monitoring and Evaluation	Math teachers will collaborate as a professional learning community to research and create building-level common assessments to drive instruction and monitor the effectiveness of the Academic Vocabulary strategy. Math teachers will utilize the words through their classes on a unit basis. Teachers will discuss how to implement in the classroom and schedule for the unit session. Teachers will develop and administer their own pre and post assessments.	Professional Learning, Implementation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	All math staff

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Social/Emotional Support Groups	School Counselors will offer social and emotional needs-based small group sessions with students in all grades.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$0	School counselors
From Me to We: Building Achievement and CommUNITY through Culturally Responsive Practices	Staff will participate in the program, From Me to We: Building Achievement and CommUNITY through Culturally Responsive Practices, through the MISD.	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	Core committee receiving the training
Support and Resources for Families	Staff will offer workshops, electronic tools and resources to families.	Academic Support Program, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$0	all staff
Academic and Social/Emotional Support for Students	Staff will offer academic and educationally related support to students and families in crisis as allowed and feasible.	Academic Support Program, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$0	all staff
MTSS Process, Monitor and Evaluate	Staff will analyze screener and diagnostic data to plan and provide Tier 2 and 3 interventions. Staff will also meet quarterly to plan for students' needs and to monitor and evaluate student progress.	Evaluation, Academic Support Program, Monitor	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Title 1 teachers
Staff training in Culturally Responsive Practices	Staff trained from above training will implement a school-wide program to support the Me to We initiative.	Professional Learning, Community Engagement	Tier 1	Getting Ready	09/03/2019	06/11/2020	\$0	Staff trained by the MISD; rest of Grissom staff
Tier II Academic Vocabulary	Teachers will monitor implementation of academic vocabulary through the Unified Classroom, teachers will record their pre and post test data per unit of study.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	All math staff
Tier 3 ADD+Vantage MR (AVMR)	The Math Builder teacher and special education math resource room teacher will utilize their training in AVMR to provide individualized instruction in the students' specific area of need.	Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$75000	Math Builder and special education math teachers

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Implementation	Staff will participate in professional learning to strengthen the implementation of supplemental instruction and MTSS processes.	Professional Learning, Implementation, Monitor	Tier 2	Monitor	09/03/2019	06/11/2020	\$0	All instructional staff
Tier 3 Instructional Technology/Manipulatives	Teachers will implement instruction and monitor the effectiveness of the use of hand held technology and manipulatives.	Evaluation, Implementation, Monitor	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Math Builder teachers
ACRI Training	ELA Builder teachers will continue their training in the implementation of the ACRI model	Professional Learning	Tier 3	Implement	09/03/2019	06/11/2020	\$3000	ELA Builder teachers, administrators
ACRI Monitoring	ELA Builder teachers will monitor the students' progress in the ACRI program. They will assess their students frequently to determine student growth. Substitute teachers will be used as the teacher assesses the identified students.	Monitor	Tier 3	Monitor	09/03/2019	06/11/2020	\$400	ELA Builder Teachers
MTSS Process, Monitor and Evaluate	Staff will analyze screener and diagnostic data to plan and provide Tier 2 and 3 interventions. Staff will also meet quarterly to plan for students' needs and to monitor and evaluate student progress.	Evaluation, Academic Support Program, Monitor	Tier 3	Monitor	09/03/2019	06/11/2020	\$1000	Title 1 Staff, Counselors, Administrators, Itinerant Staff
MTSS Instruction	Supplemental instruction - Title I teachers and paraprofessionals will provide additional individualized, instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MStep, NWEA, and classroom assessments.	Direct Instruction	Tier 3	Monitor	09/03/2019	06/11/2020	\$0	Title 1 staff
MTSS Implementation	Staff will participate in professional learning to strengthen the implementation of supplemental instruction and MTSS processes.	Professional Learning, Implementation, Monitor	Tier 2	Implement	09/03/2019	06/11/2020	\$0	All Instructional Staff
Tier 3 Purchase of Manipulatives	Math manipulatives will be purchased for the math builder classroom to be used as a supplemental instructional tool.	Materials, Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$200	administration

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Tier 1 Reading and Writing Across the Curriculum	Staff will collaborate as a Professional Learning Community to engage in the training of text structures and effective writing practices to incorporate in all curricular areas.	Professional Learning, Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2020	\$1000	All instructional staff
MTSS Instruction	Supplemental Instruction – Title 1 teachers and paraprofessionals will provide additional individualized instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MSTEP, NWEA and classroom assessments.	Direct Instruction	Tier 3	Implement	09/03/2019	06/11/2020	\$110000	Title 1 Staff
Corrective Reading Training	The ELA Builder teacher who will be providing the Corrective Reading instruction will continue to engage in professional development to promote effective implementation of the direct instruction model.	Professional Learning	Tier 3	Implement	09/03/2019	06/11/2020	\$650	ELA Builder teacher
Corrective Reading Supplies	Instructional materials for the Corrective Reading program will be purchased.	Materials	Tier 3	Implement	09/03/2019	06/11/2020	\$4500	ELA Builder teacher, administrator
Adolescent Critical Reading Intervention	Students enrolled in the ELA Builder course who demonstrate difficulty primarily with comprehension will engage in a 20 week course, using the ACRI instructional model.	Direct Instruction	Tier 3	Implement	09/03/2019	06/11/2020	\$20000	ELA Builder teacher
Tier 3 Purchase Supplemental Online resources	An online resource to provide individualized instruction and practice will be purchased to be used as a supplemental tool in Math Builder classes	Direct Instruction, Academic Support Program	Tier 3	Implement	09/03/2019	06/11/2020	\$2000	administration
Corrective Reading	Students who struggle primarily with fluency and word identification will be provided Corrective Reading instruction. This direct instructional model will be geared to the students' specific learning needs to promote growth in fluency and comprehension.	Direct Instruction	Tier 3	Implement	09/03/2019	06/11/2020	\$90000	ELA Builder Teacher