



School Improvement Plan

Greenville Middle School

Greenville Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

2019-2020 GMS SI Plan

Overview

Plan Name

2019-2020 GMS SI Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Math	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$11600
2	School Climate	Objectives: 1 Strategies: 6 Activities: 23	Organizational	\$114609
3	Literacy	Objectives: 2 Strategies: 4 Activities: 21	Organizational	\$147173

Goal 1: Math

Measurable Objective 1:

80% of All Students will increase student growth to reach 45 SGP or higher in Mathematics by 06/01/2020 as measured by STAR.

Strategy 1:

Standards-Based Tier I Instruction - Teachers will teach the Common Core State Standards using CMP 3 materials, while supplementing to match the rigor of CCSS. Grade level teachers, including Special Education Teachers, will collaborate on student performance on summative and formative assessments to guide instruction through PLCs. Instructional coach will support PLCs by compiling data and facilitating data-driven PLCs.

Category: Mathematics

Research Cited: The CMP Materials reflect the understanding that teaching and learning are not distinct "what to teach" and "how to teach it" are inextricably linked. The circumstances in which students learn affect what is learned. The needs of both students and teachers are considered in the development of the CMP curriculum materials. The curriculum helps teachers and those who work to support teachers examine their expectations for students and analyze the extent to which classroom mathematics tasks and teaching practices align with their goals and expectations.

Tier: Tier 1

Activity - Balanced Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before the start of the school year, we will balance the math classroom population to better meet the needs of our students. We will balance and evenly distribute students with IEPs, 504s, male and female students, students with low motivation levels and behavioral concerns, and cluster high academic achieving math students. If desired, schedule students receiving special education services in different hours from high achieving math students per teacher discretion. Balancing the population within the math classroom will help balance the populations in all classrooms.	Monitor	Tier 1	Monitor	08/05/2019	06/08/2020	\$0	No Funding Required	Math Department Head; Registrar; Instructional Coach, Hollie Stephenson

Strategy 2:

Supplemental Differentiated Tier I - Math Department will provide Tier I differentiated instruction within the classroom.

Category: Mathematics

Research Cited: Research shows that students learn best when engaged in their zone of proximal development. (Tomlinson, 2003)

Epstein, Joyce L. (2009) School, Family, and Community Partnerships. Thousand Oaks: Corwin Press

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Ysseldyke, J. & Tardrew, S. (2007). Use of a Progress Monitoring System to Enable Teachers to Differentiate Math Instruction. *Journal of Applied School Psychology*. 24(1), 1-28.

Tier: Tier 1

Activity - IXL-- Differentiated Instruction in Tier 1 and 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will implement and manage an intervention program that targets students' skill deficits. Students achieving below a benchmark on a diagnostic screener will be considered for an intervention. Students will graduate from interventions when they have made adequate progress as determined by their progress on that benchmark. This activity will be monitored through analysis of data by teacher and team. This will cover the \$12 per student fee for 925 licenses, plus the \$500 annual hosting fee.	Supplemental Materials	Tier 1	Implement	07/01/2019	06/01/2020	\$11600	Title I School Improvement (ISI)	Math Teachers, Instructional Coach

Goal 2: School Climate

Measurable Objective 1:

collaborate to to improve GMS school climate by building relationships to increase the number of students at low risk by 15% by 05/29/2020 as measured by SRSS, EWI, and SWIS.

Strategy 1:

Structured Teams - This strategy will be implemented by the: Systems Coach and the Student Support Team.

Category: School Culture

Research Cited: Multi-Tiered Systems of Support and Positive Behavior Intervention Systems

Tier: Tier 1

Activity - School Leadership Team RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Establish a School Leadership Team (SLT) to support the implementation of the Tier I, Tier II, Tier III PSC system that uses an effective team meeting process (TFI 1.1, 1.2, 2.1, 2.2, 3.1, 3.2). SLT will coordinate with other school teams.</p> <p>To coordinate this work, the SLT could attend the RTI Workshop Conference through Solution Tree to deepen their understanding of intervention systems could work at the secondary level. This would be a two-day conference with a food stipend for lunches. The total cost of registration and subs would be \$10, 195. The conference is on November 13-14 at the Amway Grand Plaza.</p>	<p>Implementation, Behavioral Support Program, Professional Learning, Communication, Teacher Collaboration, Evaluation, Policy and Process, Monitor, Walkthrough, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$9366</p>	<p>Title I School Improvement (ISI)</p>	<p>Principal</p>
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Activity - Tier 2/3 Team--Screening and Request for Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A team will use decision rules and multiple sources of data (Office Discipline Referrals, performance data, academic progress, absences, teacher/family/school nominations) to identify students who require Tier II and Tier III supports and utilized a timely written request for assistance process for staff, families, and students (TFI 2.3, 2.4, 3.3). This will include creation and use of a school intervention system grid with entrance and exit criteria.</p>	<p>Implementation, Behavioral Support Program, Direct Instruction, Policy and Process, Getting Ready, Curriculum Development</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/03/2019</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Tier 2/3 Team</p>

Activity - Student Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A student support team will be established to design, implement, monitor, and adapt individualized student support plans (TFI 3.4). A general education and a special education teacher should be standing members of this team. Any subs will come out of the General Fund and counted against the building's allotted substitute days.</p> <p>Money Allocations: 18 days of substitute pay (18 x 112.10 = \$2020)</p>	Implementa tion, Behavioral Support Program, Direct Instruction, Teacher Collaborati on, Policy and Process, Getting Ready, Curriculum Developme nt	Tier 2	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Principal and Systems Coach
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Activity - RTI conference Teacher Subs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Substitute teachers for teachers going to RIT conference 2 days.	Professiona l Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1792	Title I School Improveme nt (ISI)	Principal

Strategy 2:

Implementation of Positive School Climate (PSC) - This strategy will be implemented by Administration and SLT.

Category: School Culture

Research Cited: PBIS & MTSS

Tier: Tier 1

Activity - Fidelity of Teaching and Defining Behavioral Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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The school has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teacher matrix) defined and in place (TFI 1.3). The expected academics and social behaviors are taught directly to all students in classrooms and across other campus settings/locations (TFI 1.4). The school also has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. (TFI 1.5).	Implementation, Behavioral Support Program, Direct Instruction, Professional Learning, Communication, Teacher Collaboration, Policy and Process	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	SLT and Administration
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Activity - Socio-Emotional Learning-- Second Step Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS will purchase the Second Step curriculum to deliver Socio-Emotional lessons to students during their CR time. These lessons focus on the following competencies: Self-awareness, Self-management, Social awareness, Relationship skills, and Responsible decision-making.	Implementation, Behavioral Support Program, Career Preparation /Orientation, Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2020	\$2500	Title I School Improvement (ISI)	SLT, Administration and Behavior Coach

Activity - Discipline Policies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently (TFI 1.6). GMS will need to create a proactive Student Handbook and clear Attendance/ Tardy policies. Administration and teaching staff will need to deepen their understanding around Preventative and Restorative Discipline practices. The flowchart for attendance/ truancy will be clear to students, staff, and parents.	Implementation, Behavioral Support Program, Direct Instruction, Communication, Teacher Collaboration, Policy and Process, Monitor, Getting Ready	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	Administration, Systems Coach, Behavior Coach
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Activity - Tier 1 Professional Development ChAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A written process is used for orienting all faculty/staff on 4 core Tier 1 PSC practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance (TFI 1.7). New staff members will be trained by the Behavior Coach in our PSC. Montcalm ISD will provide PD to the whole staff around these core practices for the 2019-2020 school year, using our needs survey to determine the content. Up to 10 teachers will have access to CHAMPS training to increase the impact of their classroom matrices. This will be done through the ISD and may be 2 days or evenings, depending on the ISD's training plan for 2019-2020. It is \$100 per teacher for the book/training, plus substitute costs for 2 days.	Implementation, Behavioral Support Program, Professional Learning, Teacher Collaboration, Policy and Process, Monitor, Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I School Improvement (ISI)	SLT

Activity - Classroom Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems (TFI 1.8). All staff will have a 5D+ goal around Classroom Environment and Culture (CEC). PD through the ISD will support staff's work around this goal.	Evaluation, Monitor	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	Administration and Behavior Coach

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Activity - Feedback and Acknowledgement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>At least 80% of a sample of staff (interview at least 10% of staff or at least 5 for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (b) used across settings and within classrooms, and (c) received by at least 80% of students (interview at least 10 students) (TFI 1.9). The School Leadership Team will be responsible to organize a walkthrough with District or ISD staff to interview students and staff.</p> <p>The Step Up Shack will be a part of the acknowledgement cycle at GMS. Parent volunteers will work the lunches when we have Step Up Shack which will be funded by in part by parent involvement monies. Parent donations could help maintain the Shack's supplies.</p> <p>Supplies: Carbon-copy tickets for acknowledgements</p>	Implementation, Behavioral Support Program, Evaluation, Policy and Process, Monitor, Walkthrough	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title I School Improvement (ISI)	SLT

Activity - Faculty Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months (TFI 1.10).</p>	Behavioral Support Program, Communication, Teacher Collaboration, Evaluation, Policy and Process, Monitor	Tier 1	Evaluate	07/01/2019	06/30/2020	\$0	No Funding Required	SLT

Strategy 3:

Implementation of a Behavior Intervention System - This will be implemented by: SST, Behavior Coach, and School Leadership Team.

Category: School Culture

Tier: Tier 1

Activity - Intervention Process and Critical Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Multiple ongoing behavior support interventions with documented evidence of effectiveness to match students needs are available that provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback. Interventions will be selected following a formal process that matches the intervention to student needs and adapts to improve the contextual fit (TFI 2.5, 2.6, 2.7).</p> <p>Students will also be able to participate in groups through the Counseling Office (ie. grief groups, divorce groups, parents with addictions groups...) CICO will be a Tier 2 Intervention. Treats/supplies are needed, so staff members are not buying rewards for students to earn. This will be done through the Opportunities for Success fund.</p>	Implementa tion, Behavioral Support Program, Direct Instruction, Teacher Collaborati on, Policy and Process, Monitor, Getting Ready, Curriculum Developme nt	Tier 2	Implement	07/01/2019	06/30/2020	\$500	Other	SST
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Activity - Access to Intervention Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Tier II supports are explicitly linked to Tier I supports and students receiving Tier II supports have access to, and are included in, Tier I supports (TFI 2.8). Likewise, students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports (TFI 3.13).</p>	Implementa tion, Behavioral Support Program, Direct Instruction, Supplemen tal Materials, Teacher Collaborati on, Policy and Process, Monitor, Curriculum Developme nt	Tier 2	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Behavior Coach

Activity - Tier I and II Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A written process is followed for teaching all relevant staff how to refer students and implement each Tier II and III interventions as well as specific training around basic behavioral theory, function of behavior, and function-based intervention training) (TFI 2.9, 3.7).	Implementation, Behavioral Support Program, Direct Instruction, Communication, Teacher Collaboration, Policy and Process, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	School Leadership Team
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Strategy 4:

Preventative Practices--WEB Orientation and Transition Program - WEB Coordinators will prepare for the 6th grade WEB Orientation and Transition Program. All incoming 6th grade students will be invited to the 6th Grade WEB Orientation each August. WEB Coordinators & Leaders will welcome the incoming 6th graders and help transition them to middle school. WEB leaders are 8th grade students, who help guide 6th graders as they acclimate to GMS.

The Coordinators (adult mentors) will prepare for WEB by recruiting/ selecting WEB Leaders, training WEB leaders, hosting 6th grade Orientation in August, and guiding WEB leaders through their follow-up activities with their WEB Crews throughout the school year. These follow-ups are led by the 8th graders and focus on social and academic skills.

WEB Follow-Ups will be led by the WEB Leaders throughout the school year and allow them to follow-up with their WEB Crew members. These follow-ups will be for both academic and social supports. These should take place in both first and second semesters.

Category: School Culture

Research Cited: Research on this national program is found on http://www.boomerangproject.com/sites/default/files/inline_files/web-logic-model_1.pdf. The model upon which WEB is based is shown to create a safer school culture and an improved student climate.

Tier: Tier 1

Activity - WEB Leader Training Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The WEB Coordinators will hold a Spring Leadership Training Day in May and two WEB Leader Training Days in August. These days will be used to prepare WEB Leaders for the 6th Grade Orientation. Students will get their WEB Leader Handbooks and be trained for the 6th Grade Orientation. (\$200 for handbooks, \$100 for office supplies, \$224 for 2 substitutes)	Behavioral Support Program, Academic Support Program, Professional Learning, Policy and Process, Curriculum Development	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$724	Title I School Improvement (ISI)	WEB Coordinator (s)
Activity - 6th Grade WEB Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend the 6th Grade Orientation led by WEB Leaders and the WEB Coordinators. This will be held in August before the start of school. Money Allocations: \$250 for Activity Supplies and \$800 for a Picnic Lunch with parents to welcome them to GMS, too.	Behavioral Support Program, Academic Support Program, Parent Involvement, Communication, Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$2000	Title I School Improvement (ISI)	WEB Coordinator (s)
Activity - Social Follow-ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WEB Leaders will prepare social interactions to encourage safe and fun social experiences between the 6th graders and their WEB Leaders. The goal is to have two Social Follow-ups throughout the school year. Money: Activity supplies to host all 6th graders and their 8th grade WEB Leaders. \$350 for supplies/ materials for these events.	Implementation, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	School Improvement Grant (SIG)	WEB Coordinator
Activity - WEB Academic Follow-ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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WEB Leaders will follow up with their WEB groups via lessons regarding academic and school expectations, providing strategies to use in order to help all 6th graders be successful.	Implementation, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	WEB Coordinator (s)
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Strategy 5:

Ensuring resources for instruction, assessment, and data analysis - This strategy will be implemented by: the Behavior Coach, SST, and SLT.

Category: School Culture

Tier: Tier 3

Activity - Behavior Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for students enrolled in Tier II supports (TFI 3.5).</p> <p>Professional Responsibilities: Offer in-classroom support in development of classroom expectations and classroom matrices Support the integration of a GMS continuum of consequences and consistent response to behavior Coordinate Check In Check Out interventions for building Support teachers in the teaching of weekly character-building lessons Work with individual teachers, groups of teachers and/or the entire staff on issues such as: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents. Help teachers implement a Tier 2/3 intervention in the Tier 1 setting Use ongoing assessments to maintain a record of student progress. Facilitate the recognition of a variety of student accomplishments and positive behaviors. Develop and provide professional development opportunities for staff that models instructional practices to support teachers in their implementation of positive behavior support in their classroom Review behavior referrals and SWIS data reports Consult with school social worker, counselors, and teachers Attend professional development opportunities to maintain high level of skill and knowledge of current research and practices Serve as a consultant to administrators, teachers, and parents</p>	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$97727	Title I School Improvement (ISI)	Behavior Coach (1 FTE)

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Strategy 6:

Data-Based Decision making - This strategy will be implemented by the SLT.

Category: School Culture

Tier: Tier 1

Activity - Discipline Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student (TFI 1.12).	Monitor	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	SLT
Activity - Data-based Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team reviews and uses Tier I discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for school-wide decision-making (TFI 1.13). A team also reviews and uses Tier II and Tier III proportion and intervention outcomes data monthly, tracking the the overall proportion of students participating in Tier II and Tier III supports and their success, altering supports based on established decision rules (TFI 2.10, 2.11, 3.15, 3.16). Furthermore, aggregated Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes (TFI 3.14). EWIs will be looked at three times per year by the SLT	Monitor	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	SLT
Activity - Fidelity Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team reviews and uses PSC fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually (TFI 1.14). A team also has a protocol for ongoing review of fidelity for each Tier II practice (TFI 2.12).	Monitor	Tier 1	Implement	07/01/2018	06/30/2019	\$0	No Funding Required	SLT
Activity - Annual Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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At least annually (including year-by-year comparisons), documentation of fidelity and effectiveness of Tier I practices (including on academic outcomes) and Tier II strategies (including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers) are shared with stakeholders (TFI 1.15, 2.13). Tier III systems are assessed annually to see which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning (TFI 3.17).	Behavioral Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	SLT
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Goal 3: Literacy

Measurable Objective 1:

increase student growth for 80% of all students to reach 45 SGP or higher by 06/08/2020 as measured by STAR Reading.

Strategy 1:

Implementation of a School-Wide Content Area Reading Model - Content Area Teachers will design lessons to assist students in reading content-rich texts. With the support of MiBLSI and the ISD, GMS will implement Content Area Reading Strategies as specified in the MTSS Reading trainings for Year 2 of Implementation: SQ3R, Text Summary, and Explicit Vocabulary. Teachers will be trained in all three strategies by the end of the 2018-19 school year. The Instructional Coach will assist content area teachers in developing reading strategies and lessons, as well as support instructional best practices.

Category: Learning Support Systems

Research Cited: Like our students, teachers need brain based learning experiences that are relevant and challenging and that provide opportunities for active participation (Sousa, 2006). To be most effective, professional development must be job-embedded, specific to teacher concerns, and presented in non-threatening ways. Teachers need learning structures that empower them professionally and enable them to learn with colleagues.

MTSS guides staff through a three-year implementation program to help all students become stronger readers, training teachers in research-based compensatory strategies. GMS will follow the training protocol, as established by MiBLSI.

www.ascd.org/publications/educational-leadership/summer10/vol167/num109/Demonstrating-Teaching-in-a-Lab-Classroom.aspx

Tier: Tier 1

Activity - School-Wide Content Area Reading Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The school has a School-Wide Content Area Reading Plan that uses a formal procedure for selecting content area reading strategies and has an instructional routine available for each strategy that is adopted for use school-wide (R-TFI 1.7, 1.8, 1.9).</p> <p>Reading strategies to be implemented include but are not limited to SQ3R, Text Summary, and Explicit Vocabulary.</p> <p>Professional learning is purposely selected for supporting the implementation of a School-Wide Content Area Reading Model (R-TFI 1.15).</p>	Professional Learning	Tier 1	Implement	06/01/2019	06/08/2020	\$0	No Funding Required	Teachers
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Activity - SQ3R and Text Summary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>To improve content area literacy, students who are poor readers need compensatory strategies to make meaning out of text. Both SQ3R and Summary are research-based comprehension strategies that will help students learn content in all areas. Teachers will follow the guidelines for SQ3R (subheadings, non-fiction, long-term memory...)</p> <p>For Summary, teachers will provide students with writing stems in fiction, non-fiction, or videos so all readers have access to the text. SLT will evaluate minimum expectations for using the Secondary Content Reading Strategies. Teachers will track their usage on a Google Sheet.</p>	Direct Instruction	Tier 1	Implement	06/01/2019	06/01/2020	\$0	No Funding Required	MTSS Systems Coach, SLT, Instructional Coach

Activity - Explicit Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students need access to and practice with vocabulary to build their skill as readers. Explicitly teaching students academic vocabulary is a compensatory strategy that helps students grow their vocabulary. First-adopters of Explicit Vocabulary will be trained in 2019. These teachers will experiment with strategies and problem-solve for at least a semester. After this field work, the first adopters will help train the rest of the staff. Teachers will become more intentional with using the vocabulary of their fields, as well as giving students opportunities to use that vocabulary in their written and spoken responses.</p>	Direct Instruction	Tier 1	Getting Ready	06/01/2019	06/08/2020	\$0	No Funding Required	MTSS Systems Coach, Instructional Coach, SLT

Activity - System-level Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The School Leadership Team uses system-level coaching (R-TFI 1.16). The Systems Coach works with SLT and the principal to reach and maintain 80% fidelity on the R-TFI.	Professional Learning	Tier 1	Implement	06/03/2019	06/01/2020	\$0	No Funding Required	Systems Coach through ISD as of 2019-2020
Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers have access to Instructional Coaching to support best instructional practices including the Content Area Reading Strategies (R-TFI 1.17). The following are the expectations of the instructional coach:</p> <p>Spends the majority of time supporting the improvement of instructional practices in Tier 1. This may have an emphasis on literacy.</p> <p>Improves current instructional practices in Tier 1</p> <p>Collects data for individuals, grade levels, departments, and school</p> <p>Supports PLCs as they answer question #2: how do we know they've learned it?</p> <p>Engages in coaching conversations/cycles to meet teacher needs.</p> <p>Meets 3-4 times per month with principal and other coaches</p> <p>Makes calendar available to staff</p>	Professional Learning	Tier 1	Implement	06/03/2019	06/08/2020	\$105868	Title I School Improvement (ISI)	Instructional Coach and Department Heads, Principal, SLT
Activity - School Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The GMS SLT will support the implementation of the School-Wide Content Area Reading Model and uses an effective team meeting process, coordinating with other school teams (R-TFI 1.1, 1.2, 1.3). The School Leadership Team will define a process to be used by Grade-Level Teams for supporting students with reading skill deficits (R-TFI 2.1).</p> <p>The School Leadership Team will collect Tier I system fidelity data, use data to monitor the health and implementation of their School-Wide Content Area Reading Model, use a process for data-based decision making, and provide a status report on student reading performance to stakeholders (R-TFI 1.20, 1.21, 1.22, 1.24, 1.26).</p> <p>The SLT will meet three times per year to review student data. This will require up to 7 subs three times per year.</p> <p>Data Review= \$2354.10. Plus, 9 half-day meetings during Early Release Days=\$3,532</p>	Teacher Collaboration	Tier 1	Implement	06/03/2019	06/08/2020	\$0	Title I School Improvement (ISI)	School Leadership Team

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Activity - Grade-Level Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Using an effective team meeting process, Department Teams are established to support the implementation of Tier I content area reading instruction, and Grade-Level Teams are established to work to support students who are not making adequate progress (R-TFI 1.4, 1.5, 1.6). Department Teams will develop instructional plans to improve students' understanding of the content area (R-TFI 1.10). Department teams will use a process for data-based decision making and monitor the implementation of instructional plans (R-TFI 1.23, 1.25).</p> <p>Grade-Level Coordinators will be trained through MiBLSI during the 2019-2020 school year. GMS is anticipating two trainings for 4 staff members, who would need substitutes. The cost of \$897 will be covered by CSF for MTSS-related trainings.</p>	Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Grade Level Coordinators, Teachers
Activity - Student Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS will establish a Student Support Team that uses an effective team meeting process to improve students' reading performance. There will be a formal process for teachers to request the assistance for students who have not responded to previous interventions (R-TFI 2.2, 2.3, 2.4).	Teacher Collaboration	Tier 1	Implement	06/03/2019	06/08/2020	\$0	No Funding Required	Student Support Team, Teachers
Activity - Tier I Data Review Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A team of staff members, including ELA & Math teachers, will meet three times per year to review student assessment data including but not limited to: scaled scores on the STAR reading assessment, M-STEP proficiency, attendance, and curricular assessments (when appropriate).</p> <p>An individual(s) will be identified to facilitate this process, and teachers will determine the effectiveness of Tier 1 instructional practices. The Data Review Process will be used to make instructional decisions for Tier I reading and/or writing.</p> <p>PD for teachers around how to access students' Historical Test Scores through Synergy, so they can see students' test scores at any time.</p>	Professional Learning	Tier 1	Monitor	06/03/2019	06/08/2020	\$4032	Title I School Improvement (ISI)	ELA Teachers, Math Teachers, Instructional Coach
Activity - Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers may work with the instructional coach to foster learning labs surrounding new learning and best practices. This can include visiting others' classrooms or watching recordings of lessons. The Swivl can be used for this, at the cost of \$50 for the upgrade for sharing videos. GMS is reserving 36 days at \$112.10 per day per teacher. This includes all 4 content areas, ELA, math, science and social students.	Professional Learning	Tier 1	Implement	06/08/2019	06/01/2020	\$4032	Title I School Improvement (ISI)	Instructional Coach, Principal
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Activity - PD for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipends for professional development for teachers of math, ELA, science, and social students to be held after contractual business hours regarding essential standards assessment and instructional best practice. This will be facilitated by the instructional coach and department heads.	Professional Learning	Tier 1	Implement	08/30/2019	07/30/2020	\$14550	Title I School Improvement (ISI)	Instructional Coach and Department Head

Strategy 2:

Implementation of a Reading Intervention System - ELA teachers will work with small groups of students on a high-leverage skill to improve their reading (comprehension, accuracy, fluency, vocabulary). Students will be chosen for intervention by the Data Review Team. Students with low STAR scores and a lack of proficiency on the M-STEP will be given priority, using the flowchart of reading interventions to guide placement. Progress will be monitored. After nine weeks, students will be re-evaluated for this intervention. Students with a disability in reading or writing will not be eligible for this intervention.

IXL is a computer-adaptive program that allows students to work on high-leverage skills in both Math and ELA. The program allows teachers and students to see growth as students become more proficient on a particular skill. The Analytics reports show teachers where students are stalling and need more re-teaching. IXL will be used to support teachers in monitoring student progress on a particular skill, as well as provide deep practice to build efficacy. This program will support Tier 2 ELA classrooms, as well as supporting differentiation in Tier 1 teaching.

Category: English/Language Arts

Research Cited: Research Cited: According to Richard Allington in his book *What Matters for Struggling Readers*, time devoted to reading and volume of reading in school increases reading achievement in students. John Hattie's research also shows that feedback and direct instruction have a strong link to student growth.

Tier: Tier 2

Activity - Implement Evidence-based Reading Intervention Process with Fidelity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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GMS will use a formal process for selecting evidence-based reading interventions (R-TFI 2.5). Staff will use a variety of data sources to design reading intervention plans (R-TFI 2.6). Intervention groups will include students with similar needs and the school will alter intervention variables to intensify reading intervention supports (R-TFI 2.7, 2.8). The school will identify an individual(s) to support the use of reading assessments for students with reading deficits (R-TFI 2.10). Staff will collect progress monitoring data and diagnostic data with fidelity (R-TFI 2.14, 2.15). There is also a protocol to monitor the fidelity of reading interventions (R-TFI 2.17)	Academic Support Program	Tier 2	Implement	07/01/2018	06/30/2019	\$0	No Funding Required	ELA Teachers, Student Support Team, School Leadership Team
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Activity - Intervention Implementation Supports (REWARDS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff providing reading interventions receive implementation supports (R-TFI 2.11). According to the MiBLSI process, Tier 2 Reading instruction will involve direct instruction in decoding, vocabulary, fluency, and comprehension for below grade level readers. GMS will purchase materials for 6 classroom teachers to implement this curriculum during the 25-minute CR time. New staff members will be trained by the ISD for \$20 per person. Each student will need a booklet over the course of the school year. 150 X \$10= \$1,500 plus \$20 for any training.	Curriculum Development	Tier 2	Implement	07/01/2019	06/30/2020	\$1520	Title I School Improvement (ISI)	Instructional Coach and ELA Teachers

Activity - IXL Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS will purchase 925 licenses (roughly \$12 each) for students to use in Tier 2, as well as Tier 1 instruction. The cost is \$11,100 plus a \$500 hosting fee). This gives all students and their families access to both Language Arts and Math practice. ELA and Math teachers use IXL with Tier 2 students, as well as using it during Tier 1 instruction. The monies for this activity are requested in the Math Goal.	Academic Support Program, Technology	Tier 2	Implement	06/01/2019	06/01/2020	\$11600	Title I School Improvement (ISI)	Instructional Coach, Math/ ELA staff

Activity - Collaboration with Parents/Guardians	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The school invites parents/guardians to collaborate on reading intervention plans for their child (R-TFI 2.9). Title 1 schools are required to have a Parent Meeting to inform parents of the options that are available for tiered instruction. Current Tier 2 parents will receive mailed invites. The meeting will be open to all parents, however. Parents will be informed about IXL and how they can help their students from home to build their reading and math skills. Coaches will be available to help parents sign in to the program and navigate the different screens. Snacks will be provided. While there will be information about Title 1 services at the beginning of the year, this meeting might best be at Parent-Teacher Conferences or after MP 1 report cards have been distributed. Part of the money spent could fund IXL licenses.</p> <p>Teachers may invite parents to help establish a positive testing culture in the spring when students take the state assessment. Parents can help with organizing snacks for students, creating posters or inspirational messages, or other activities to promote a positive culture for students when testing.</p> <p>Teachers may also invite parents to end-of-unit events to celebrate student progress in reading and writing.</p> <p>Parents will be asked to help with WEB with 6th grade orientation.</p>	Parent Involvement	Tier 2	Monitor	07/01/2018	06/30/2019	\$2576	Title I School Improvement (ISI)	Instructional Coaches
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Activity - Data Collection and Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The school has a data system that provides access to Early Warning Indicator data (R-TFI 1.18). An Early Warning Indicator (EWI) Assessment Schedule will be available and the school will identify an individual(s) to assist in data coordinator for the Early Warning System (R-TFI 1.13, 1.14) Historical data will be gathered to inform school personnel of students needs (R-TFI 1.19).</p>	Policy and Process	Tier 1	Implement	07/01/2018	06/30/2019	\$0	No Funding Required	School Leadership Team

Activity - Student Intervention Access and Response to Intervention (Data Review)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A team of staff members, including ELA teachers, will meet 3 times per year to review student assessment data including but not limited to: scaled scores on the STAR reading assessment, M-STEP proficiency, attendance, and curricular assessments (when appropriate). ELA/Math teachers will receive a full-day sub for each data review meeting or will be paid for time spent outside the day in place of in-school meetings.</p> <p>Funding: (6 teachers x \$112.10 sub x 3 times = \$2017.80) (6 teachers x \$20.35 x 8 hours total = \$976.80)</p> <p>An individual(s) will be identified to facilitate this process, and teachers will determine the effectiveness of Tier I and Tier II instructional practices. The Data Review Process will be used to make instructional decisions for both Tier I and Tier II reading and/or writing. The team will also determine who may need Tier 2 interventions, as well as who no longer needs them.</p> <p>The school will use a data system to display student reading progress (R-TFI 2.13). GMS will monitor data on student access to reading intervention supports, the percent of students who are responding to reading intervention, and makes adjustments to reading intervention plans based on established decision rules (R-TFI 2.12, 2.16, 2.18)</p>	Communication	Tier 1	Implement	07/01/2019	06/30/2020	\$2995	Title I School Improvement (ISI)	ELA/ Math Teachers, Instructional Coach
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Strategy 3:

Professional Learning Communities (PLC) - With the support of department heads and the instructional coach, PLCs will move past planning with their grade-level partners to looking at data to inform instruction. This is in line with the District Leadership Team's focus on question #2 of PLCs: How will we know they've learned it? The instructional coach will support staff by gathering data, modeling talk around data, creating safe spaces to talk about data, and supporting teachers in using Synergy. PD will be provided to all staff on how an effective PLC looks and sounds.

Category: School Culture

Research Cited: Richard DuFour's research on PLCs, using data to inform instruction.

Tier: Tier 1

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Greenville Public Schools will be focusing on Question #2 of PLCs-- How do you know that they've learned it? Staff will be trained in how PLCs look at data to inform their instruction and planning. If departments and teams are looking at formative and summative data to inform their instruction, students with zero flags from Ds and Fs should increase over the course of the school year.	Teacher Collaboration	Tier 1	Implement	06/03/2019	06/08/2020	\$0	Title I Part A	Principal, SLT, Instructional Coach
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Measurable Objective 2:

demonstrate student proficiency (pass rate) in 80% of all students who are at low risk on the EWI (Ds and Fs) by 06/08/2020 as measured by as measured by the number of students who are at 0 flags for Ds and Fs..

Strategy 1:

Increased Instructional Time - Content-area teachers will have a 25 minute class period, 4 days per week, to provide students with an opportunity during the school day for choice reading. Language Arts teachers will assist students by conferring on a regular basis. Teachers of the Choice Reading classes will help monitor students' progress toward their goals, help students choose books, and work with motivation to encourage all students to read. Language Arts teachers will take classes to the Media Center for lessons with the Media Center Staff every two weeks.

Students who are behind grade level will be able to use IXL during the CR time to build up their skill sets. Grade-level teachers will communicate as to which skill might be most helpful to each students. Staff will be trained by the Instructional Coach to load up their CR classes into IXL, as well as how to use the Real Time feature to monitor their students' use of CR time.

Students who are getting Ds and Fs (or who want extra help with school work) will be able to attend after-school tutoring sessions during the school week. Staff will be compensated for their time, and students will get snacks to help them think their best.

Students who have failed classes would be eligible for Summer School in the 2019-2020 school year.

Category: English/Language Arts

Research Cited: According to Richard Allington in his book What Matters for Struggling Readers, volume of reading and time devoted to reading in school increases reading achievement. Book Love by Penny Kittle stresses that teachers will make a huge impact when they pair the right kid with the right book, adding more complex texts as students grow into them.

Increased instructional opportunities will allow students to learn in a small group setting, which is a research-based intervention.

Tier: Tier 1

Activity - Implement Choice Reading (Tier I) with Fidelity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All students, unless they receive a Tier 2 Math/ ELA intervention or Academic Support through Special Education Services, will be assigned a CR class for the entire year. All students will be reading a book of their choice for 25 minutes, 4 days per week.</p> <p>Administration, ELA teachers, and Instructional Coaches will provide ongoing professional development to equip CR teachers with the research and data that supports choice reading as well as accountability and engagement strategies for students.</p> <p>Professional development will include research that informs the practice of choice reading in order to provide a “compelling why” to all stakeholders. The strategies will target fostering a reading culture where students value reading, reflect on/track their own reading progress, and share their reading experiences with others. Teachers with backgrounds in reading can collaborate with other teachers to share best practices for engaging readers.</p> <p>To build a culture where reading is valued, teachers could do book talks, check progress, conference with students, allow for student-to-student talk about books, or even model reading themselves.</p> <p>The Instructional Coach can model engagement and accountability strategies, supporting teachers in creating an environment where reading is the norm. ELA teachers will take students to the Media Center every two weeks, so students have books that interest them. Media Center staff will work to pair students with books, too.</p> <p>Staff will work to build literacy-rich environments. CR teachers can start a classroom library or provide other high-interest texts for students.</p> <p>With the support of administration, staff will implement CR with fidelity and monitor the health of the CR block.</p> <p>Whenever possible, scheduling staff and administration will maintain CR classes of 30 or fewer students.</p>	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2019	\$0	No Funding Required	CR teachers, Principals, Instructional Coach, ELA Teachers
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Activity - After-school Tutoring/ Study time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students who are getting Ds and Fs will be invited to after-school tutoring sessions held each week and supervised by GMS staff. This would last from 2:30-3:30 and snacks would be provided for students. While parents could be responsible for pick up, the middle school may have to coordinate bussing with the elementary bus route or public transit.</p>	Academic Support Program	Tier 1	Implement	09/01/2019	06/08/2020	\$0	Title I School Improvement (ISI)	Principal, Staff tutors

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who have failed classes will have an opportunity to build their skills at summer school. This increased instructional time, as well as skill-building, will help students get ready for the next school year.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	07/01/2019	08/12/2019	\$0	Title I School Improvement (ISI)	Principal, Counselors
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Labs	Teachers may work with the instructional coach to foster learning labs surrounding new learning and best practices. This can include visiting others' classrooms or watching recordings of lessons. The Swivl can be used for this, at the cost of \$50 for the upgrade for sharing videos. GMS is reserving 36 days at \$112.10 per day per teacher. This includes all 4 content areas, ELA, math, science and social students.	Professional Learning	Tier 1	Implement	06/08/2019	06/01/2020	\$4032	Instructional Coach, Principal

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<p>Behavior Coach</p>	<p>An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for students enrolled in Tier II supports (TFI 3.5).</p> <p>Professional Responsibilities: Offer in-classroom support in development of classroom expectations and classroom matrices Support the integration of a GMS continuum of consequences and consistent response to behavior Coordinate Check In Check Out interventions for building Support teachers in the teaching of weekly character-building lessons Work with individual teachers, groups of teachers and/or the entire staff on issues such as: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents. Help teachers implement a Tier 2/3 intervention in the Tier 1 setting Use ongoing assessments to maintain a record of student progress. Facilitate the recognition of a variety of student accomplishments and positive behaviors. Develop and provide professional development opportunities for staff that models instructional practices to support teachers in their implementation of positive behavior support in their classroom Review behavior referrals and SWIS data reports Consult with school social worker, counselors, and teachers Attend professional development opportunities to maintain high level of skill and knowledge of current research and practices Serve as a consultant to administrators, teachers, and parents</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$97727</p>	<p>Behavior Coach (1 FTE)</p>
<p>PD for Teachers</p>	<p>Stipends for professional development for teachers of math, ELA, science, and social students to be held after contractual business hours regarding essential standards assessment and instructional best practice. This will be facilitated by the instructional coach and department heads.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/30/2019</p>	<p>07/30/2020</p>	<p>\$14550</p>	<p>Instructional Coach and Department Head</p>

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Intervention Implementation Supports (REWARDS)	All staff providing reading interventions receive implementation supports (R-TFI 2.11). According to the MiBLSI process, Tier 2 Reading instruction will involve direct instruction in decoding, vocabulary, fluency, and comprehension for below grade level readers. GMS will purchase materials for 6 classroom teachers to implement this curriculum during the 25-minute CR time. New staff members will be trained by the ISD for \$20 per person. Each student will need a booklet over the course of the school year. 150 X \$10= \$1,500 plus \$20 for any training.	Curriculum Development	Tier 2	Implement	07/01/2019	06/30/2020	\$1520	Instructional Coach and ELA Teachers
RTI conference Teacher Subs	Substitute teachers for teachers going to RIT conference 2 days.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1792	Principal
School Leadership Team RTI	Establish a School Leadership Team (SLT) to support the implementation of the Tier I, Tier II, Tier III PSC system that uses an effective team meeting process (TFI 1.1, 1.2, 2.1, 2.2, 3.1, 3.2). SLT will coordinate with other school teams. To coordinate this work, the SLT could attend the RTI Workshop Conference through Solution Tree to deepen their understanding of intervention systems could work at the secondary level. This would be a two-day conference with a food stipend for lunches. The total cost of registration and subs would be \$10,195. The conference is on November 13-14 at the Amway Grand Plaza.	Implementation, Behavioral Support Program, Professional Learning, Communication, Teacher Collaboration, Evaluation, Policy and Process, Monitor, Walkthrough, Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2020	\$9366	Principal

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<p>School Leadership Team</p>	<p>The GMS SLT will support the implementation of the School-Wide Content Area Reading Model and uses an effective team meeting process, coordinating with other school teams (R-TFI 1.1, 1.2, 1.3). The School Leadership Team will define a process to be used by Grade-Level Teams for supporting students with reading skill deficits (R-TFI 2.1). The School Leadership Team will collect Tier I system fidelity data, use data to monitor the health and implementation of their School-Wide Content Area Reading Model, use a process for data-based decision making, and provide a status report on student reading performance to stakeholders (R-TFI 1.20, 1.21, 1.22, 1.24, 1.26). The SLT will meet three times per year to review student data. This will require up to 7 subs three times per year.</p> <p>Data Review= \$2354.10. Plus, 9 half-day meetings during Early Release Days=\$3,532</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/03/2019</p>	<p>06/08/2020</p>	<p>\$0</p>	<p>School Leadership Team</p>
<p>Feedback and Acknowledgement</p>	<p>At least 80% of a sample of staff (interview at least 10% of staff or at least 5 for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (b) used across settings and within classrooms, and (c) received by at least 80% of students (interview at least 10 students) (TFI 1.9). The School Leadership Team will be responsible to organize a walkthrough with District or ISD staff to interview students and staff.</p> <p>The Step Up Shack will be a part of the acknowledgement cycle at GMS. Parent volunteers will work the lunches when we have Step Up Shack which will be funded by in part by parent involvement monies. Parent donations could help maintain the Shack's supplies.</p> <p>Supplies: Carbon-copy tickets for acknowledgements</p>	<p>Implementation, Behavioral Support Program, Evaluation, Policy and Process, Monitor, Walkthrough</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>SLT</p>

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IXL-- Differentiated Instruction in Tier 1 and 2	A teacher will implement and manage an intervention program that targets students' skill deficits. Students achieving below a benchmark on a diagnostic screener will be considered for an intervention. Students will graduate from interventions when they have made adequate progress as determined by their progress on that benchmark. This activity will be monitored through analysis of data by teacher and team. This will cover the \$12 per student fee for 925 licenses, plus the \$500 annual hosting fee.	Supplemental Materials	Tier 1	Implement	07/01/2019	06/01/2020	\$11600	Math Teachers, Instructional Coach
Socio-Emotional Learning-- Second Step Curriculum	GMS will purchase the Second Step curriculum to deliver Socio-Emotional lessons to students during their CR time. These lessons focus on the following competencies: Self-awareness, Self-management, Social awareness, Relationship skills, and Responsible decision-making.	Implementation, Behavioral Support Program, Career Preparation /Orientation, Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2020	\$2500	SLT, Administration and Behavior Coach

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<p>Collaboration with Parents/Guardians</p>	<p>The school invites parents/guardians to collaborate on reading intervention plans for their child (R-TFI 2.9). Title 1 schools are required to have a Parent Meeting to inform parents of the options that are available for tiered instruction. Current Tier 2 parents will receive mailed invites. The meeting will be open to all parents, however. Parents will be informed about IXL and how they can help their students from home to build their reading and math skills. Coaches will be available to help parents sign in to the program and navigate the different screens. Snacks will be provided. While there will be information about Title 1 services at the beginning of the year, this meeting might best be at Parent-Teacher Conferences or after MP 1 report cards have been distributed. Part of the money spent could fund IXL licenses.</p> <p>Teachers may invite parents to help establish a positive testing culture in the spring when students take the state assessment. Parents can help with organizing snacks for students, creating posters or inspirational messages, or other activities to promote a positive culture for students when testing.</p> <p>Teachers may also invite parents to end-of-unit events to celebrate student progress in reading and writing.</p> <p>Parents will be asked to help with WEB with 6th grade orientation.</p>	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$2576</p>	<p>Instructional Coaches</p>
<p>Summer School</p>	<p>Students who have failed classes will have an opportunity to build their skills at summer school. This increased instructional time, as well as skill-building, will help students get ready for the next school year.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/12/2019</p>	<p>\$0</p>	<p>Principal, Counselors</p>
<p>WEB Leader Training Days</p>	<p>The WEB Coordinators will hold a Spring Leadership Training Day in May and two WEB Leader Training Days in August. These days will be used to prepare WEB Leaders for the 6th Grade Orientation. Students will get their WEB Leader Handbooks and be trained for the 6th Grade Orientation. (\$200 for handbooks, \$100 for office supplies, \$224 for 2 substitutes)</p>	<p>Behavioral Support Program, Academic Support Program, Professional Learning, Policy and Process, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$724</p>	<p>WEB Coordinator(s)</p>

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<p>Tier I Data Review Meetings</p>	<p>A team of staff members, including ELA & Math teachers, will meet three times per year to review student assessment data including but not limited to: scaled scores on the STAR reading assessment, M-STEP proficiency, attendance, and curricular assessments (when appropriate).</p> <p>An individual(s) will be identified to facilitate this process, and teachers will determine the effectiveness of Tier 1 instructional practices. The Data Review Process will be used to make instructional decisions for Tier I reading and/or writing.</p> <p>PD for teachers around how to access students' Historical Test Scores through Synergy, so they can see students' test scores at any time.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>06/03/2019</p>	<p>06/08/2020</p>	<p>\$4032</p>	<p>ELA Teachers, Math Teachers, Instructional Coach</p>
<p>Tier 1 Professional Development ChAMPS</p>	<p>A written process is used for orienting all faculty/staff on 4 core Tier 1 PSC practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance (TFI 1.7). New staff members will be trained by the Behavior Coach in our PSC. Montcalm ISD will provide PD to the whole staff around these core practices for the 2019-2020 school year, using our needs survey to determine the content.</p> <p>Up to 10 teachers will have access to CHAMPS training to increase the impact of their classroom matrices. This will be done through the ISD and may be 2 days or evenings, depending on the ISD's training plan for 2019-2020. It is \$100 per teacher for the book/training, plus substitute costs for 2 days.</p>	<p>Implementation, Behavioral Support Program, Professional Learning, Teacher Collaboration, Policy and Process, Monitor, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>SLT</p>

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<p>Instructional Coaching</p>	<p>All teachers have access to Instructional Coaching to support best instructional practices including the Content Area Reading Strategies (R-TFI 1.17). The following are the expectations of the instructional coach:</p> <p>Spends the majority of time supporting the improvement of instructional practices in Tier 1. This may have an emphasis on literacy. Improves current instructional practices in Tier 1 Collects data for individuals, grade levels, departments, and school Supports PLCs as they answer question #2: how do we know they've learned it? Engages in coaching conversations/cycles to meet teacher needs. Meets 3-4 times per month with principal and other coaches Makes calendar available to staff</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/03/2019</p>	<p>06/08/2020</p>	<p>\$105868</p>	<p>Instructional Coach and Department Heads, Principal, SLT</p>
<p>Student Intervention Access and Response to Intervention (Data Review)</p>	<p>A team of staff members, including ELA teachers, will meet 3 times per year to review student assessment data including but not limited to: scaled scores on the STAR reading assessment, M-STEP proficiency, attendance, and curricular assessments (when appropriate). ELA/Math teachers will receive a full-day sub for each data review meeting or will be paid for time spent outside the day in place of in-school meetings.</p> <p>Funding: (6 teachers x \$112.10 sub x 3 times = \$2017.80) (6 teachers x \$20.35 x 8 hours total = \$976.80)</p> <p>An individual(s) will be identified to facilitate this process, and teachers will determine the effectiveness of Tier I and Tier II instructional practices. The Data Review Process will be used to make instructional decisions for both Tier I and Tier II reading and/or writing. The team will also determine who may need Tier 2 interventions, as well as who no longer needs them.</p> <p>The school will use a data system to display student reading progress (R-TFI 2.13). GMS will monitor data on student access to reading intervention supports, the percent of students who are responding to reading intervention, and makes adjustments to reading intervention plans based on established decision rules (R-TFI 2.12, 2.16, 2.18)</p>	<p>Communication</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$2995</p>	<p>ELA/ Math Teachers, Instructional Coach</p>

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After-school Tutoring/ Study time	Students who are getting Ds and Fs will be invited to after-school tutoring sessions held each week and supervised by GMS staff. This would last from 2:30-3:30 and snacks would be provided for students. While parents could be responsible for pick up, the middle school may have to coordinate bussing with the elementary bus route or public transit.	Academic Support Program	Tier 1	Implement	09/01/2019	06/08/2020	\$0	Principal, Staff tutors
IXL Licenses	GMS will purchase 925 licenses (roughly \$12 each) for students to use in Tier 2, as well as Tier 1 instruction. The cost is \$11,100 plus a \$500 hosting fee). This gives all students and their families access to both Language Arts and Math practice. ELA and Math teachers use IXL with Tier 2 students, as well as using it during Tier 1 instruction. The monies for this activity are requested in the Math Goal.	Academic Support Program, Technology	Tier 2	Implement	06/01/2019	06/01/2020	\$11600	Instructional Coach, Math/ ELA staff
6th Grade WEB Orientation	Students will be invited to attend the 6th Grade Orientation led by WEB Leaders and the WEB Coordinators. This will be held in August before the start of school. Money Allocations: \$250 for Activity Supplies and \$800 for a Picnic Lunch with parents to welcome them to GMS, too.	Behavioral Support Program, Academic Support Program, Parent Involvement, Communication, Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$2000	WEB Coordinator (s)

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLCs	Greenville Public Schools will be focusing on Question #2 of PLCs-- How do you know that they've learned it? Staff will be trained in how PLCs look at data to inform their instruction and planning. If departments and teams are looking at formative and summative data to inform their instruction, students with zero flags from Ds and Fs should increase over the course of the school year.	Teacher Collaboration	Tier 1	Implement	06/03/2019	06/08/2020	\$0	Principal, SLT, Instructional Coach

Other

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Process and Critical Features	<p>Multiple ongoing behavior support interventions with documented evidence of effectiveness to match students needs are available that provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback. Interventions will be selected following a formal process that matches the intervention to student needs and adapts to improve the contextual fit (TFI 2.5, 2.6, 2.7).</p> <p>Students will also be able to participate in groups through the Counseling Office (ie. grief groups, divorce groups, parents with addictions groups...) CICO will be a Tier 2 Intervention. Treats/supplies are needed, so staff members are not buying rewards for students to earn. This will be done through the Opportunities for Success fund.</p>	Implementation, Behavioral Support Program, Direct Instruction, Teacher Collaboration, Policy and Process, Monitor, Getting Ready, Curriculum Development	Tier 2	Implement	07/01/2019	06/30/2020	\$500	SST

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Fidelity Data	A team reviews and uses PSC fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually (TFI 1.14). A team also has a protocol for ongoing review of fidelity for each Tier II practice (TFI 2.12).	Monitor	Tier 1	Implement	07/01/2018	06/30/2019	\$0	SLT
Balanced Classroom	Before the start of the school year, we will balance the math classroom population to better meet the needs of our students. We will balance and evenly distribute students with IEPs, 504s, male and female students, students with low motivation levels and behavioral concerns, and cluster high academic achieving math students. If desired, schedule students receiving special education services in different hours from high achieving math students per teacher discretion. Balancing the population within the math classroom will help balance the populations in all classrooms.	Monitor	Tier 1	Monitor	08/05/2019	06/08/2020	\$0	Math Department Head; Registrar; Instructional Coach, Hollie Stephenson

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Student Support Team	A student support team will be established to design, implement, monitor, and adapt individualized student support plans (TFI 3.4). A general education and a special education teacher should be standing members of this team. Any subs will come out of the General Fund and counted against the building's allotted substitute days. Money Allocations: 18 days of substitute pay (18 x 112.10 = \$2020)	Implementation, Behavioral Support Program, Direct Instruction, Teacher Collaboration, Policy and Process, Getting Ready, Curriculum Development	Tier 2	Implement	07/01/2019	06/30/2020	\$0	Principal and Systems Coach
System-level Coaching	The School Leadership Team uses system-level coaching (R-TFI 1.16). The Systems Coach works with SLT and the principal to reach and maintain 80% fidelity on the R-TFI.	Professional Learning	Tier 1	Implement	06/03/2019	06/01/2020	\$0	Systems Coach through ISD as of 2019-2020
Discipline Data	A team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student (TFI 1.12).	Monitor	Tier 1	Implement	07/01/2019	06/30/2020	\$0	SLT
WEB Academic Follow-ups	WEB Leaders will follow up with their WEB groups via lessons regarding academic and school expectations, providing strategies to use in order to help all 6th graders be successful.	Implementation, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WEB Coordinator(s)
Data-based Decision Making	A team reviews and uses Tier I discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for school-wide decision-making (TFI 1.13). A team also reviews and uses Tier II and Tier III proportion and intervention outcomes data monthly, tracking the the overall proportion of students participating in Tier II and Tier III supports and their success, altering supports based on established decision rules (TFI 2.10, 2.11, 3.15, 3.16). Furthermore, aggregated Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes (TFI 3.14). EWIs will be looked at three times per year by the SLT	Monitor	Tier 1	Implement	07/01/2019	06/30/2020	\$0	SLT

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Tier 2/3 Team-- Screening and Request for Assistance	A team will use decision rules and multiple sources of data (Office Discipline Referrals, performance data, academic progress, absences, teacher/family/school nominations) to identify students who require Tier II and Tier III supports and utilized a timely written request for assistance process for staff, families, and students (TFI 2.3, 2.4, 3.3). This will include creation and use of a school intervention system grid with entrance and exit criteria.	Implementa tion, Behavioral Support Program, Direct Instruction, Policy and Process, Getting Ready, Curriculum Developme nt	Tier 2	Implement	06/03/2019	06/01/2020	\$0	Tier 2/3 Team
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School Improvement Plan

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<p>Implement Choice Reading (Tier 1) with Fidelity</p>	<p>All students, unless they receive a Tier 2 Math/ ELA intervention or Academic Support through Special Education Services, will be assigned a CR class for the entire year. All students will be reading a book of their choice for 25 minutes, 4 days per week. Administration, ELA teachers, and Instructional Coaches will provide ongoing professional development to equip CR teachers with the research and data that supports choice reading as well as accountability and engagement strategies for students. Professional development will include research that informs the practice of choice reading in order to provide a “compelling why” to all stakeholders. The strategies will target fostering a reading culture where students value reading, reflect on/track their own reading progress, and share their reading experiences with others. Teachers with backgrounds in reading can collaborate with other teachers to share best practices for engaging readers. To build a culture where reading is valued, teachers could do book talks, check progress, conference with students, allow for student-to-student talk about books, or even model reading themselves. The Instructional Coach can model engagement and accountability strategies, supporting teachers in creating an environment where reading is the norm. ELA teachers will take students to the Media Center every two weeks, so students have books that interest them. Media Center staff will work to pair students with books, too. Staff will work to build literacy-rich environments. CR teachers can start a classroom library or provide other high-interest texts for students. With the support of administration, staff will implement CR with fidelity and monitor the health of the CR block. Whenever possible, scheduling staff and administration will maintain CR classes of 30 or fewer students.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>CR teachers, Principals, Instructional Coach, ELA Teachers</p>
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Implement Evidence-based Reading Intervention Process with Fidelity	GMS will use a formal process for selecting evidence-based reading interventions (R-TFI 2.5). Staff will use a variety of data sources to design reading intervention plans (R-TFI 2.6). Intervention groups will include students with similar needs and the school will alter intervention variables to intensify reading intervention supports (R-TFI 2.7, 2.8). The school will identify an individual(s) to support the use of reading assessments for students with reading deficits (R-TFI 2.10). Staff will collect progress monitoring data and diagnostic data with fidelity (R-TFI 2.14, 2.15). There is also a protocol to monitor the fidelity of reading interventions (R-TFI 2.17)	Academic Support Program	Tier 2	Implement	07/01/2018	06/30/2019	\$0	ELA Teachers, Student Support Team, School Leadership Team
Student Support Team	GMS will establish a Student Support Team that uses an effective team meeting process to improve students' reading performance. There will be a formal process for teachers to request the assistance for students who have not responded to previous interventions (R-TFI 2.2, 2.3, 2.4).	Teacher Collaboration	Tier 1	Implement	06/03/2019	06/08/2020	\$0	Student Support Team, Teachers
Faculty Involvement	Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months (TFI 1.10).	Behavioral Support Program, Communication, Teacher Collaboration, Evaluation, Policy and Process, Monitor	Tier 1	Evaluate	07/01/2019	06/30/2020	\$0	SLT
Data Collection and Decision Making	The school has a data system that provides access to Early Warning Indicator data (R-TFI 1.18). An Early Warning Indicator (EWI) Assessment Schedule will be available and the school will identify an individual(s) to assist in data coordinator for the Early Warning System (R-TFI 1.13, 1.14) Historical data will be gathered to inform school personnel of students needs (R-TFI 1.19).	Policy and Process	Tier 1	Implement	07/01/2018	06/30/2019	\$0	School Leadership Team

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<p>SQ3R and Text Summary</p>	<p>To improve content area literacy, students who are poor readers need compensatory strategies to make meaning out of text. Both SQ3R and Summary are research-based comprehension strategies that will help students learn content in all areas. Teachers will follow the guidelines for SQ3R (subheadings, non-fiction, long-term memory...)</p> <p>For Summary, teachers will provide students with writing stems in fiction, non-fiction, or videos so all readers have access to the text. SLT will evaluate minimum expectations for using the Secondary Content Reading Strategies. Teachers will track their usage on a Google Sheet.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/01/2019</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>MTSS Systems Coach, SLT, Instructional Coach</p>
<p>Explicit Vocabulary</p>	<p>Students need access to and practice with vocabulary to build their skill as readers. Explicitly teaching students academic vocabulary is a compensatory strategy that helps students grow their vocabulary. First-adopters of Explicit Vocabulary will be trained in 2019. These teachers will experiment with strategies and problem-solve for at least a semester. After this field work, the first adopters will help train the rest of the staff. Teachers will become more intentional with using the vocabulary of their fields, as well as giving students opportunities to use that vocabulary in their written and spoken responses.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>06/01/2019</p>	<p>06/08/2020</p>	<p>\$0</p>	<p>MTSS Systems Coach, Instructional Coach, SLT</p>
<p>Access to Intervention Supports</p>	<p>Tier II supports are explicitly linked to Tier I supports and students receiving Tier II supports have access to, and are included in, Tier I supports (TFI 2.8). Likewise, students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports (TFI 3.13).</p>	<p>Implementation, Behavioral Support Program, Direct Instruction, Supplemental Materials, Teacher Collaboration, Policy and Process, Monitor, Curriculum Development</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Behavior Coach</p>

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Grade-Level Teams	<p>Using an effective team meeting process, Department Teams are established to support the implementation of Tier I content area reading instruction, and Grade-Level Teams are established to work to support students who are not making adequate progress (R-TFI 1.4, 1.5, 1.6). Department Teams will develop instructional plans to improve students' understanding of the content area (R-TFI 1.10). Department teams will use a process for data-based decision making and monitor the implementation of instructional plans (R-TFI 1.23, 1.25).</p> <p>Grade-Level Coordinators will be trained through MiBLSI during the 2019-2020 school year. GMS is anticipating two trainings for 4 staff members, who would need substitutes. The cost of \$897 will be covered by CSF for MTSS-related trainings.</p>	Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Grade Level Coordinators, Teachers
Tier I and II Professional Development	<p>A written process is followed for teaching all relevant staff how to refer students and implement each Tier II and III interventions as well as specific training around basic behavioral theory, function of behavior, and function-based intervention training) (TFI 2.9, 3.7).</p>	Implementation, Behavioral Support Program, Direct Instruction, Communication, Teacher Collaboration, Policy and Process, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	School Leadership Team
School-Wide Content Area Reading Plan	<p>The school has a School-Wide Content Area Reading Plan that uses a formal procedure for selecting content area reading strategies and has an instructional routine available for each strategy that is adopted for use school-wide (R-TFI 1.7, 1.8, 1.9).</p> <p>Reading strategies to be implemented include but are not limited to SQ3R, Text Summary, and Explicit Vocabulary.</p> <p>Professional learning is purposely selected for supporting the implementation of a School-Wide Content Area Reading Model (R-TFI 1.15).</p>	Professional Learning	Tier 1	Implement	06/01/2019	06/08/2020	\$0	Teachers

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Classroom Procedures	Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems (TFI 1.8). All staff will have a 5D+ goal around Classroom Environment and Culture (CEC). PD through the ISD will support staff's work around this goal.	Evaluation, Monitor	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administration and Behavior Coach
Fidelity of Teaching and Defining Behavioral Expectations	The school has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teacher matrix) defined and in place (TFI 1.3). The expected academics and social behaviors are taught directly to all students in classrooms and across other campus settings/locations (TFI 1.4). The school also has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. (TFI 1.5).	Implementation, Behavioral Support Program, Direct Instruction, Professional Learning, Communication, Teacher Collaboration, Policy and Process	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	SLT and Administration
Discipline Policies	The school policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently (TFI 1.6). GMS will need to create a proactive Student Handbook and clear Attendance/ Tardy policies. Administration and teaching staff will need to deepen their understanding around Preventative and Restorative Discipline practices. The flowchart for attendance/ truancy will be clear to students, staff, and parents.	Implementation, Behavioral Support Program, Direct Instruction, Communication, Teacher Collaboration, Policy and Process, Monitor, Getting Ready	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administration, Systems Coach, Behavior Coach

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Annual Evaluation	At least annually (including year-by-year comparisons), documentation of fidelity and effectiveness of Tier I practices (including on academic outcomes) and Tier II strategies (including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers) are shared with stakeholders (TFI 1.15, 2.13). Tier III systems are assessed annually to see which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning (TFI 3.17).	Behavioral Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$0	SLT
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School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Follow-ups	<p>WEB Leaders will prepare social interactions to encourage safe and fun social experiences between the 6th graders and their WEB Leaders. The goal is to have two Social Follow-ups throughout the school year.</p> <p>Money: Activity supplies to host all 6th graders and their 8th grade WEB Leaders. \$350 for supplies/ materials for these events.</p>	Implementation, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$0	WEB Coordinator