

Beer Middle School 2019-2020 Goals and Plans

Beer Middle School
Warren Consolidated Schools

Mrs. Marla Otterbacher
3200 Martin Rd
Warren, MI 48092-2461

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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 meet or exceed state standards in Mathematics achievement.	Objectives: 1 Strategies: 3 Activities: 20	Academic	\$178700
2	All students will meet or exceed state standards in English Language Arts achievement.	Objectives: 1 Strategies: 3 Activities: 21	Academic	\$101550
3	Beer Middle School Staff will utilize a system of Multi-Tiered Supports for Tier II and Tier III Interventions	Objectives: 2 Strategies: 4 Activities: 15	Organizational	\$184000
4	Professional Learning Communities (PLCs) will be utilized throughout the school year to assist in curriculum development, instruction, common assessment, and other intervention based programs.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$21500

Goal 1: All students will meet or exceed state standards in Mathematics achievement.

Measurable Objective 1:

47% of All Students will demonstrate a proficiency of skills in Mathematics by 06/30/2025 as measured by the state assessment.

Strategy 1:

Tier 1 Mathematics Instruction - Teachers will implement the district wide curriculum.

Category: Mathematics

Research Cited: Illustrative Math:

Illustrative Mathematics 6–8 Math is a problem-based core mathematics curriculum for grades 6–8 that sparks discussion, perseverance, and enjoyment of mathematics. Students learn math by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers shift their instruction with high-leverage routines that guide students in understanding and making connections between concepts and procedures.

Just announced! IM 6–8 Math is the only middle school math series to meet EdReports expectations in all 3 Gateways. EdReports is an independent nonprofit that offers free reviews of K-12 instructional materials focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators.

<https://www.illustrativemathematics.org/>

ACRI: AARI is a Tier 2/3 (MTSS) short-term, intensive intervention that accelerates reading comprehension and critical thinking in informational text. AARI is for general and special education students in grades 3-12. The instructional framework is built on evidence-based strategies and culture-centered research.

AARI focuses on critical thinking with informational text to help students access content from texts.

AARI emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around:

Community

Text-Based Inferencing and Critical Thinking

Question Answer Relationship (QAR) and Questioning the Author (QtA)

Text Structure

AARI seeks to support students in building more positive reader identities that empower them in all aspects of their lives.

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ACRI Research: <http://www.oaklandschoolsliteracy.org/adolescent-accelerated-reading-initiative-aari/research-data/>

CITW: Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). Classroom instruction that works: research-based strategies for increasing student achievement. 2nd ed. Alexandria: ASCD.

Wright, R. (2003). Math Recovery®: A Program of Intervention in Early Number. Australian Journal of Learning Disabilities, 8(4), 6-11.

Munn, P. (2007). Rater Reliability of Math Recovery® Assessments. Department of Childhood and Primary Studies. Strathclyde University. Glasgow, Scotland.

Phillips, V., Leonard, W., Horton, R., Wright, R., & Stafford, A. (2003). Can Math Recovery® Save Children Before They Fail? Teaching Children Mathematics, 10(2), 107-111.

Smith, T., Cobb, P., Farran, D., Cordray, D., & Munter, C. (2013). Evaluating Math Recovery®: Assessing the Causal Impact of a Diagnostic Tutoring Program on Student Achievement.

American Educational Research Journal, 50 (2), 397-428.

Tier: Tier 1

Activity - Classroom Instruction That Works (CITW)- Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meeting and/or professional training from MISD Consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2020	\$500	General Fund	All building administration and Mathematics staff.

Activity - Classroom Instruction That Works (CITW)- Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	\$0	No Funding Required	All building administration and Mathematics staff.

Activity - Classroom Instruction That Works (CITW) - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	No Funding Required	All building Administrators and Mathematics staff.
Activity - Classroom Instruction That Works (CITW) - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2020	\$0	No Funding Required	All building Administrators and Mathematics staff.
Activity - Number Talks - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth grade staff will be trained in Number Talks. Number talks is a productive discourse tool that instructs students on how to verbally communicate their thinking around mathematical concepts. Additionally, the connection to sixth grade will serve as a bridge to training students have received at the elementary level. Furthermore, staff will also review Discourse Training, which was provided during the 2015-2016 school year by local curriculum consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2020	\$200	Title I Schoolwide	The building Administrators and sixth grade Mathematics staff.
Activity - Number Talks - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement Number Talk in daily practices that are ten minutes where students mentally solve computation problems and talk about their strategies. Implementing this strategy allows students to use math practices 1, 3,6,7, and 8 as well as develop fluency over time.	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	\$200	Title I Schoolwide	Mathematics staff and building administrators and staff
Activity - Number Talks - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Number Talk will be monitored through class walk-throughs and the ILC process.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	No Funding Required	All building Administrators and Mathematics staff.
Activity - Number Talks - Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The evaluation of Number Talks in mathematics will be occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2020	\$0	No Funding Required	All building Administrators and Mathematical staff.
Activity - Illustrative Math-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics staff will receive professional development in the new Illustrative math curriculum for the 2018-2019 school year. This will include trainings, ILC work, PLC work, and meetings with curriculum consultants if needed.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$1000	Title I Schoolwide	Mathematics teachers, administrators, and district curriculum consultants.
Activity - Illustrative Math-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin the 2018-2019 school year with the new district approved math curriculum. Tier 1 Mathematics staff will utilize it during direct instruction. Tier 3 will also use it during intervention courses.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2019	\$0	General Fund	Mathematics teachers and Title I Math Interventionists
Activity - Illustrative Math-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics staff will monitor student progress during PLC/ILC meetings. Administrators will monitor student progress through classroom walk-throughs and formal teacher evaluations.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	General Fund	Mathematics teaching staff, Title I Intervention staff, and building administrators.
Activity - Illustrative Math-Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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NWEA scores, MSTEP, and Algebra Readiness will be used to evaluate the effectiveness of the new district curriculum.	Evaluation	Tier 1	Evaluate	09/30/2018	06/30/2019	\$0	General Fund	All mathematics teaching staff, Title I Intervention staff, and building administrators
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Strategy 2:

Tier 3 Supplemental Mathematics Instruction - Beer Middle School will utilize Title I funding to provide direct and targeted instruction to students needing significant mathematics interventions. These interventions will include Add+VantageMR (AVMR), Corrective Math, or similar direct instruction programs. Students will receive 60 minutes of mathematics instruction for one semester, in addition to their regularly scheduled mathematics course.

Category: Mathematics

Research Cited: Wright, R. (2003). Math Recovery®: A Program of Intervention in Early Number. Australian Journal of Learning Disabilities, 8(4), 6-11.

Munn, P. (2007). Rater Reliability of Math Recovery® Assessments. Department of Childhood and Primary Studies. Strathclyde University. Glasgow, Scotland.

Phillips, V., Leonard, W., Horton, R., Wright, R., & Stafford, A. (2003). Can Math Recovery® Save Children Before They Fail? Teaching Children Mathematics, 10(2), 107-111.

Smith, T., Cobb, P., Farran, D., Cordray, D., & Munter, C. (2013). Evaluating Math Recovery®: Assessing the Causal Impact of a Diagnostic Tutoring Program on Student Achievement.

American Educational Research Journal, 50 (2), 397-428.

Tier: Tier 3

Activity - Tier 3 Supplemental Mathematics Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA, M-STEP, and/or easyCBM data will be analyzed to determine if students' mathematical skills have increased since enrollment in this course.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2020	\$90000	Title I Schoolwide	Building Administrators & Title I Math Teachers

Activity - Tier 3 Supplemental Mathematics Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I teachers will be trained to utilize easyCBM and Numbers World (or a comparable research-based math intervention program) with students who are not proficient in the area of mathematics. Books and materials will be purchased to support each class. For the 2018-2019 school year, Numbers World will be replaced with Add+VantageMR.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2020	\$300	Title I Schoolwide	All building Administrators and Title I Teacher
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Activity - Tier 3 Supplemental Mathematics Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and hands-on manipulatives developed and implemented by the classroom teacher. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2017	\$85000	Title I Schoolwide	Building Administrators & Title I Teachers

Activity - Tier 3 Supplemental Mathematics Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2020	\$1000	Title I Schoolwide	Title I Intervention Teachers, MTSS Intervention Team, Building Administrators

Strategy 3:

Tier 2 Supplemental Mathematics Instruction - Students will receive additional mathematics support and instruction at various times throughout the day in order to strengthen key mathematical skills and concepts. This will include lunch intervention and reteaching and retesting in the classroom when students do not master a skill or concept. Additionally, based on outcomes of previous intervention meetings, the data supported that a group of at risk mathematics and ELA students would benefit from a one hour daily Tier 2 elective course. Within this hour, students receive reteaching of current concepts from their core classes, time to retake tests, and more small group instruction.

Category: Mathematics

Research Cited: Echevarria, J., & Short, D. (2010). Programs and practices for effective sheltered content instruction. In California Department of Education (Ed.). Improving education for English learners: Research-based approaches. (p. 250-321). Sacramento, CA: CDE Press.

Tier: Tier 2

Activity - Tier 2 Supplemental Mathematics Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$500	Title I Schoolwide	Building Administrators and Title I Teacher
Activity - Tier 2 supplemental Mathematics Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	\$0	Title I Schoolwide	Building Administrators and Title I Teacher
Activity - Tier 2 Supplemental Mathematics Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The monitoring of reteach/retest will occur in classroom teacher's grade book comments. The monitoring of lunch intervention will include a sign in sheet to track which students are receiving extra support by the Title I Intervention teachers and EL Tutor.	Academic Support Program	Tier 2	Monitor	09/30/2015	06/30/2020	\$0	Title I Schoolwide	Building Administrators, General & Special Education Teachers, & Title I Teachers
Activity - Tier 2 Supplemental Mathematics Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/30/2020	\$0	Title I Schoolwide	Building Administrators & Title I Teachers

Goal 2: All students will meet or exceed state standards in English Language Arts achievement.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency of skills in English Language Arts by 06/30/2025 as measured by the state assessment.

Strategy 1:

Tier 1 English Language Arts Literacy Plan - Teachers will implement the building-wide literacy strategies in English Language Arts, Science, Math, and Social Studies courses will also implement the informational reading strategies utilized in CITW or ACRI in their classrooms with students. Elective courses will support these

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strategies additionally.

Category: English/Language Arts

Research Cited: ACRI: ACRI is a Tier 2/3 (MTSS) short-term, intensive intervention that accelerates reading comprehension and critical thinking in informational text. ACRI is for general and special education students in grades 3-12. The instructional framework is built on evidence-based strategies and culture-centered research.

AARI focuses on critical thinking with informational text to help students access content from texts.

AARI emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around:

Community

Text-Based Inferencing and Critical Thinking

Question Answer Relationship (QAR) and Questioning the Author (QtA)

Text Structure

AARI seeks to support students in building more positive reader identities that empower them in all aspects of their lives.

ACRI Research: <http://www.oaklandschoolsliteracy.org/adolescent-accelerated-reading-initiative-aari/research-data/>

CITW: Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). Classroom instruction that works: research-based strategies for increasing student achievement. 2nd ed. Alexandria: ASCD.

Tier: Tier 1

Activity - ACRI Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive necessary materials for the implementation of ACRI strategies in Tier 1 classrooms. This will include color coding materials, examples of informational maps, and professional development.	Implementation	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$300	Title I Schoolwide	All building administrators and building teaching staff.

Activity - ACRI Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will implement ACRI organizational maps that allow students to increase comprehension of text. The staff will implement the Description and Sequential text structure maps during Tier 1 instruction. These maps are called Falling Dominoes, which focuses upon cause and effect text structure, linear, which focuses on sequence/chronological order, matrices, which focuses upon compare/contrast text structures, argument, which focuses upon main idea and details and the heirarchy map. Additionally, the staff will implement various questioning strategies that emphasize literal, inferential, or extension questions. This aspect will be implemented after staff have had the opportunity to practice comprehension organizational maps with students.	Implementa tion	Tier 1	Implement	09/04/2018	06/30/2020	\$0	General Fund	All building administrat ors and teaching staff.
Activity - ACRI Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Administrators will monitor the utilization of ACRI strategies during classroom walk-throughs, formal evaluations and from student samples of work.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	No Funding Required	All building administrat ors and teaching staff
Activity - ACRI Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
The evaluation of ACRI informational strategies will occur when viewing Mathematics, Science, Social Studies, and English Language Arts MSTEP, NWEA Reading scores, and PSAT proficiency.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2020	\$500	Title I Schoolwide	All building administrat ors and building staff
Activity - Classroom Instruction That Works (CITW)-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers not trained already will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC/ILC meetings and/or professional training from MISD consultants.	Professiona l Learning	Tier 1	Getting Ready	09/06/2016	06/30/2020	\$1000	General Fund	All building Administrat ors, English Language Arts staff.Conte nt Instructiona l Technology Specialist, and MISD Consultants

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Activity - Classroom Instruction That Works (CITW)-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing timely and effective feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2019	\$0	No Funding Required	All building Administrators and English Language Arts staff.
Activity - Classroom Instruction That Works (CITW)-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	No Funding Required	All Beer Middle School Staff
Activity - Classroom Instruction that Works (CITW)-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate student growth on national, state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2020	\$0	No Funding Required	All building Administrators and teaching staff.

Strategy 2:

Tier 2 Supplemental English Language Arts Instruction - Students will receive an additional twenty-five (25) minutes of reading instruction two times per week to increase reading proficiency. Additionally, staff will work in the classroom to reteach and retest in small groups. Furthermore, data from previous MTSS meetings showed that a small group of students needed additionally Tier 2 support for one hour a day in place of their elective course. They receive reteaching on current concepts, retesting opportunities, and additional small group support.

Category: English/Language Arts

Research Cited: Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the individualized teaching appropriate to their strengths and needs in literacy. Balanced Literacy is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing. Additionally, during many daily reading and writing experiences, students are engaged in word study. Listening and speaking are also emphasized in this integrated language approach.

Teachers implementing a Balanced Literacy instructional framework use an integrated approach to teaching language arts. This framework for literacy lessons consists of a number of elements that provide substantial amounts of reading and writing on a daily basis. Each day the workshop ends with an opportunity for students to share

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and reflect upon their learning. These authentic opportunities for reading and writing are arranged on a continuum based on the gradual release of responsibility. Some reading and writing tasks are modeled by the teachers and others are accomplished with the support of the teacher, leading to those that are done independently by the child.

Fountas, I. & G. Pinnell. (1996). Guided Reading. Portsmouth, NH: Heinemann Publishers.

Tier: Tier 2

Activity - Tier 2 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Placement of students in Tier 2 support will be determined by NWEA and MSTEP data as well as classroom formative and summative assessments.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$0	General Fund	Building Administrators, English Language Arts staff, and Title I Teacher.

Activity - Tier 2 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement additional lessons, guided reading, and differentiated instruction to increase proficiency in reading. Additional leveled informational text may be needed to enhance Tier 2 instruction.	Implementation	Tier 2	Implement	09/08/2015	06/30/2020	\$750	Title I Schoolwide	Building Administrators, English Language Arts staff, and Title I Teacher.

Activity - Tier 2 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MSTEP, NWEA and/or DRA data will be analyzed to determine if students' reading skills have increased with the additional time and support.	Evaluation	Tier 2	Evaluate	09/08/2015	06/30/2019	\$0	General Fund	Building Administrators, English Language Arts staff, and Title I Teacher.

Activity - Tier 2 Supplemental English Language Arts Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$500	Title I Schoolwide	Building Administrators and Title I Teachers

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Activity - Tier 2 Supplemental English Language Arts Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	\$0	Title I Schoolwide	Building Administrators, General & Special Education Teachers, Title I Teachers
Activity - Tier 2 Supplemental English Language Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/30/2020	\$0	Title I Schoolwide	Building Administrators, General & Special Education Teachers, Title I Teachers

Strategy 3:

Tier 3 Supplemental English Language Arts Instruction - Students will receive an additional sixty (60) minutes per day, five times a week to increase reading proficiency through Corrective Reading or ACRI.

Category: English/Language Arts

Research Cited: Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level.

This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students.

<https://www.mheonline.com/program>

MISD Initiative and from the website <http://aari.edu.ualberta.ca/>

Recent studies show that many secondary students fail to comprehend grade-level text and that even students with average reading skills are increasingly unprepared for the literacy demands of the workplace and post-secondary education. To date, little attention has been devoted to helping secondary teachers develop the skills they need to promote reading comprehension, ensure content learning through reading and deal with the differences in reading skills that their students display. The Advancing Adolescent Reading Initiative (AARI) is a four-year research and capacity building initiative funded by Alberta Education to support the goals of the High School Completion Strategic Framework. Read more about AARI professional development by exploring the links above. "It is estimated that 70 per cent of youth who drop out of school have poor literacy skills." (Kamil, 2003; Kleinbard, 2009) [The Advancing Adolescent Reading Initiative \(AARI\) is a comprehensive training program](#)

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that is being developed for Alberta educators teaching in grades 7-12. AARI will provide teachers across subject areas with advanced knowledge on how to; teach reading skills as part of content area instruction, identify students who need additional reading instruction, and implement evidence-based reading instruction and interventions across the curriculum.

ACRI: AARI is a Tier 2/3 (MTSS) short-term, intensive intervention that accelerates reading comprehension and critical thinking in informational text. AARI is for general and special education students in grades 3-12. The instructional framework is built on evidence-based strategies and culture-centered research.

AARI focuses on critical thinking with informational text to help students access content from texts.

AARI emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around:

- Community
- Text-Based Inferencing and Critical Thinking
- Question Answer Relationship (QAR) and Questioning the Author (QtA)
- Text Structure

AARI seeks to support students in building more positive reader identities that empower them in all aspects of their lives.

ACRI Research: <http://www.oaklandschoolsliteracy.org/adolescent-accelerated-reading-initiative-aari/research-data/>

Tier: Tier 3

Activity - Tier 3 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher and Special Education teachers will be trained to utilize Corrective Reading, ACRI, and/or a similar reading intervention program with students who are not proficient in the area of English Language Arts. Materials will be purchased to support implementation.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2020	\$1500	Title I Schoolwide	Building Administrators, Special Education staff, English Language Arts staff, and Title I Teacher.

Activity - Tier 3 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students will learn with and from each other and are provided with direct instruction for their areas of weakness. Materials, such as Corrective Reading workbooks, are needed for this academic support program. Special Education students and English Language Learners will also be included in this Tier 3 class, which will be taught by highly-qualified staff.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	\$95000	Title I Schoolwide	Building Administrators, English Language Arts staff, Special Education staff and Title I Teacher.
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Activity - Tier 3 Supplemental English Language Arts Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate student's progress through national, state, and local assessments. Currently, Beer Middle School is using MSTEP, NWEA and DRA to determine the level of proficiency.	Evaluation	Tier 3	Evaluate	09/08/2015	06/30/2020	\$0	Title I Schoolwide	Building Administrators, English Language Arts staff, Special Education and Title I Teacher.

Activity - Tier 3 Supplemental English Language Arts Instruction-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers will be training to utilize easyCBM, Corrective Reading, Adolescent Critical Reading Initiative (ACRI) or a comparable research-based literacy intervention program with students who are not proficient in the area of reading.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2020	\$1000	Title I Schoolwide	Building Administrators, Title I Teachers, and Special Education

Activity - Tier 3 Supplemental English Language Arts Instruction-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning, Students learn from direct instruction, skill reinforcement, and text structure mapping. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	\$0	Title I Schoolwide	Building Administrators, Title I Teachers, and Special Education staff

Activity - Tier 3 Supplemental English Language Arts Instruction-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	\$1000	Title I Schoolwide	Building Administrators, Title I Teachers, MTSS Intervention Team, and Special Education staff.
Activity - Tier 3 Supplemental English Language Arts Instruction-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evaluation of Corrective Reading and Adolescent Critical Reading Initiative will occur when State and local assessments are analyzed and through program evaluation.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2020	\$0	Title I Schoolwide	Building Administrators, Title I Teachers, English Language Art staff and Special Education staff.

Goal 3: Beer Middle School Staff will utilize a system of Multi-Tiered Supports for Tier II and Tier III Interventions

Measurable Objective 1:

collaborate to continue the implementation and refinement of the school-wide MTSS model (with Positive Behavioral Intervention Supports component) by 06/30/2020 as measured by achieving yearly State targets in all content areas.

Strategy 1:

Systematic and Effective Tier I Instruction (Qualitative, All Students) - Staff will develop, implement, and analyze the impact of an MTSS process on students' behavioral and academic success.

Category: Learning Support Systems

Research Cited: www.rtinetwork.org

Tomlinson, Carol. How to Differentiate Instruction in Mixed Ability Classrooms. Alexandria, VA: Ascd, 2001. Print.

Tier: Tier 2

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Activity - Tier 1 MTSS-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will receive necessary professional development on MTSS model as it pertains to the building MTSS interventions in place. Additionally, professional learning will occur at intervention meetings to assist staff in interpreting the data and determining its impact in the general education classroom.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	\$1000	Title I Schoolwide	Building administrators and Intervention Teachers
Activity - Tier 1 MTSS-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative staff will monitor implementation of CCSS, CITW, CCR, and DI strategies through submitted lesson plans, PLC collaboration notes, and administrative walk-throughs.	Monitor	Tier 1	Monitor	09/09/2015	06/30/2020	\$0	General Fund	Building Administrators
Activity - Tier 1 MTSS-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrators will evaluate the impact of the use of effective CCSS, CITW, CCR, and DI strategies on student achievement as measured by MEAP and NWEA results.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2020	\$0	General Fund	Building Administrators
Activity - Tier 1 MTSS-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement building wide strategies to effectively instruct Tier 1 students. Additionally, they will implement Tier 2 strategies within the classroom with struggling learners and refer students as needed for additional Tier 2 support and Tier 3 interventions.	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	\$0	No Funding Required	All Beer Middle School Staff

Strategy 2:

Timely and Systematic Tier II and III Academic Interventions (Qualitative, Quantitative, At-Risk Students) - Using defined academic criteria (see school-wide required components, #9), teachers will identify students at-risk of not meeting the state's academic expectations, and refer students (after differentiating Tier I in the classroom) for intervention in the core areas.

Intervention Teachers and/or paraprofessionals will provide additional instructional time (additional time guided reading/25 minutes Tier2, corrective reading/60 minutes Tier3, math/science/social studies instruction, in small-group settings) to these identified students, in the student's area(s) of need. This may also include extended day and summer programs.

Category: Learning Support Systems

Research Cited: Buffum, A., M. Mattos, and C. Weber. Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree, 2012.

Print.

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Tier: Tier 2

Activity - Assign Supplemental Staff to Implement Instructional Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Intervention Teachers and/or paraprofessionals will provide identified, at-risk, students with daily additional instructional time within their areas of deficit. Timed amounts to be determined by MTSS guidelines (Tier II or III). Specific interventions include additional guided reading time, Corrective Reading, additional Math/Science/Social Studies/ELA instructional time, either within the school day, an extended day, or summer program.</p> <p>Interventions may include before school or after school tutoring and/or mentoring, during school additional core content instruction time, and/or summer academic/behavioral programs.</p>	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$162000	Title I Part A	Beer Middle School Staff and Building Administrators
Activity - Monitor Instructional Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Administrators will monitor the implementation of interventions through collection of logs/plans and walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/30/2020	\$0	General Fund	Building Administrators
Activity - Evaluate Instructional Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Teachers and Building Administrators will evaluate the impact of instructional interventions through DRA2, EasyCBM, MSTEP, NWEA, and QRI scores.	Evaluation	Tier 2	Evaluate	09/08/2015	06/30/2020	\$0	General Fund	Intervention Teachers and Building Administrators
Activity - Intervention Materials Purchase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials purchase for Tier II and III interventions to include additional content-related readers, Corrective Reading books, ACRI books, Numbers World books, resources for math manipulatives, paper, pencils, etc.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$1000	Title I Schoolwide	Intervention Teachers and Building Administrators

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Strategy 3:

Positive Behavioral Interventions and Supports (Qualitative, At-Risk Students) - Using defined non-academic, at-risk behavioral criteria, staff will identify students and provide behavioral interventions and supports. Additionally, staff will receive training on supporting these students in and out of the classroom.

Category: Learning Support Systems

Research Cited: Scheuermann, B. K., and J. A. Hall. Positive behavioral supports for the classroom. 2nd. Upper Saddle River, NJ: Pearson Education, Inc., 2013. Print.

Tier: Tier 3

Activity - PBIS-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer staff will continue to provide mentoring & support programs (PBIS, Baron Bucks Reward Program, Trauma Training, Jay Marks Cultural Competency Training, Where Everybody Belongs (WEB), Cultural Diversity Training, Peer to Peer, counselor support groups, Blessings in a Backpack, etc.). These will be used to provide instruction of, and mentoring support in, developing and maintaining positive behaviors which support academic success.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/30/2020	\$6000	Title I Part A	Beer Middle School Staff and Building Administrators.
Activity - PBIS-Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive PBIS training and job-embedded support at PLC/ILC meetings and monthly staff meetings. In addition, staff members will participate in Jay Mark's Courageous Conversations About Race professional development and training for students in trauma.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	\$3000	Title I Schoolwide	Building Administrators
Activity - PBIS-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS leadership team will monitor the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.	Monitor	Tier 1	Monitor	09/01/2015	06/30/2019	\$0	General Fund	Beer Middle School Staff and Building Administrators.
Activity - PBIS-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>PBIS leadership team will review monitoring data concerning the implementation of plan components through data reports of absences, referrals, suspensions, exclusion list, and/or report card/conduct marks of students.</p> <p>In addition to interim monitoring data, final evaluation will also include student, staff, and parent surveys will be used to gauge the impact of the program on climate, and academic data (IOWA and MEAP data) will be used to determine academic impact.</p>	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2020	\$0	General Fund	Beer Middle School Staff and Building Administrators.
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Activity - WEB-Where Everyone Belongs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Eighth grade students will mentor incoming sixth grade students to make a positive transition into the middle school. WEB leaders will monitor the sixth students academic and social progress throughout the year during different activities. The WEB students and leaders will also conduct 6th grade orientation the first day of school.</p>	Implementation	Tier 1	Implement	09/08/2015	06/30/2020	\$6000	Title I Schoolwide	Counselors, WEB Leaders, and select staff members

Measurable Objective 2:

collaborate to support and engage families as partners in each level of the System of Support by 06/30/2020 as measured by parent/family surveys and event attendance.

Strategy 1:

Family and Community Engagement (Qualitative, All Students) - Using the Joyce Epstein model of family engagement, opportunities for parents to become involved in the educational process will be supported by all staff.

Category: School Culture

Research Cited: Epstein, J. L., N. R. Jansorn, S. B. Sheldon, M. G. Sanders, K. C. Salinas, and B. S. Simon. School, family, and community partnerships, your handbook for action. 3rd. Thousand Oaks: Corwin Pr, 2009. Print.

Tier: Tier 1

Activity - Family and Community Engagement-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Title I Family Nights will be scheduled throughout the school year. Staff will keep parents informed of academic expectations and offer materials and training on how parents/families can work with the child at home in order to master these content expectations. Summer reading program is offered as well as socio-emotional resources.</p>	Parent Involvement	Tier 3	Implement	09/08/2015	06/30/2020	\$5000	Title I Schoolwide	Beer Middle School Staff and Building Administrators.

Activity - Family and Community Engagement-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff and family surveys, as well as annual evaluation and planning meetings, will be used to determine the degree of support these events are affording families as partners in each tier of the system.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2020	\$0	Title I Part A	Beer Middle School Staff and Building Administrators.
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Goal 4: Professional Learning Communities (PLCs) will be utilized throughout the school year to assist in curriculum development, instruction, common assessment, and other intervention based programs.

Measurable Objective 1:

collaborate to make informed decisions that will increase student achievement for all students by 06/30/2020 as measured by various tools such as MSTEP, NWEA, PSAT, DRA, common assessments, and intervention based assessments..

Strategy 1:

Building and Maintaining Professional Learning Communities - Staff will collaborate as professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction, and assessment practices in all core and elective content areas. Staff will meet on half days throughout the school year in collaborative meetings that focus upon prioritizing standards, determining curriculum needs, creating common assessments and analyzing/interpreting data all for the purpose of improving student achievement.

During 2017-2018 school year, staff within the areas of English Language Arts and Mathematics were trained in Instructional Learning Cycle (ILC) and began implementation. Additionally, Social Studies was trained during the 2018-2019 school year. ILCs will continue next year as well in conjunction with Professional Learning Communities (PLCs).

Category: Learning Support Systems

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier 1; The Forgotten Tier J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Professional Learning Communities -Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beer Middle School will utilize a PLC/ILC model for all of the following building-wide initiatives: PSAT practice strategies, professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and PSAT. Professional learning will allow for collaboration among all staff to ensure that there is cohesion amongst all levels in terms of curriculum, instruction, and assessment.	Professional Learning, Materials, Teacher Collaboration, Supplemental Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2015	06/30/2020	\$7000	Title I Schoolwide, General Fund	Beer Middle School Administration and Staff
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Activity - Professional Learning Communities-Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School staff will implement the building wide PLC/ILC initiatives during scheduled PLC/ILC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions. Staff will focus upon using results to target instruction. Additionally, during the 2017-2018, English Language Art and Mathematics staff were trained in Instructional Learning Cycles and began implementation during this school year and will continue through the upcoming years. Furthermore, Social Studies teachers were trained during the 2018-2019 school year and further implementation will occur with Science next year.	Implementation	Tier 1	Implement	09/02/2015	06/30/2020	\$4500	Title I Schoolwide	Beer Middle School Administration and Staff

Activity - Professional Learning Communities-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School will monitor the building wide PLC initiatives with sign in sheets, agendas, meeting minutes, administrator/peer walk-throughs, quarterly reports due to MDE, BOE, common assessment review using rubrics, and IOWA and MSTEP data analysis.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2019	\$4000	Title I Schoolwide	Beer Middle School Administrators and Staff

Activity - Professional Learning Communities-Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beer Middle School will evaluate the goal through data analysis of common and state assessments, reviewing perception and process/program data, completing the AdvancED Self-Assessment, Completing the ASSIST-MDE Program Evaluation, Title I Surveys, evidence collection of classroom strategy implementation, and using rubrics for writing scoring clinics, peer observations, and PBIS	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2020	\$6000	Title I Schoolwide	Beer Middle School Administrators and Staff

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family and Community Engagement-Evaluate	Staff and family surveys, as well as annual evaluation and planning meetings, will be used to determine the degree of support these events are affording families as partners in each tier of the system.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2020	\$0	Beer Middle School Staff and Building Administrators.
PBIS-Implement	Beer staff will continue to provide mentoring & support programs (PBIS, Baron Bucks Reward Program, Trauma Training, Jay Marks Cultural Competency Training, Where Everybody Belongs (WEB), Cultural Diversity Training, Peer to Peer, counselor support groups, Blessings in a Backpack, etc.). These will be used to provide instruction of, and mentoring support in, developing and maintaining positive behaviors which support academic success.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/30/2020	\$6000	Beer Middle School Staff and Building Administrators.
Assign Supplemental Staff to Implement Instructional Interventions	Intervention Teachers and/or paraprofessionals will provide identified, at-risk, students with daily additional instructional time within their areas of deficit. Timed amounts to be determined by MTSS guidelines (Tier II or III). Specific interventions include additional guided reading time, Corrective Reading, additional Math/Science/Social Studies/ELA instructional time, either within the school day, an extended day, or summer program. Interventions may include before school or after school tutoring and/or mentoring, during school additional core content instruction time, and/or summer academic/behavioral programs.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$162000	Beer Middle School Staff and Building Administrators

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction That Works (CITW)-Getting Ready	Teachers will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC meeting and/or professional training from MISD Consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2020	\$500	All building administration and Mathematics staff.
Illustrative Math-Monitor	Mathematics staff will monitor student progress during PLC/ILC meetings. Administrators will monitor student progress through classroom walk-throughs and formal teacher evaluations.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	Mathematics teaching staff, Title I Intervention staff, and building administrators.
Tier 2 Supplemental English Language Arts Instruction	Placement of students in Tier 2 support will be determined by NWEA and MSTEP data as well as classroom formative and summative assessments.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$0	Building Administrators, English Language Arts staff, and Title I Teacher.
PBIS-Monitor	PBIS leadership team will monitor the implementation of plan components through data reports of absences, referrals, suspensions, and/or report card/conduct marks of students.	Monitor	Tier 1	Monitor	09/01/2015	06/30/2019	\$0	Beer Middle School Staff and Building Administrators.
Tier 2 Supplemental English Language Arts Instruction	MSTEP, NWEA and/or DRA data will be analyzed to determine if students' reading skills have increased with the additional time and support.	Evaluation	Tier 2	Evaluate	09/08/2015	06/30/2019	\$0	Building Administrators, English Language Arts staff, and Title I Teacher.

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ACRI Informational Reading Strategies	Staff will implement ACRI organizational maps that allow students to increase comprehension of text. The staff will implement the Description and Sequential text structure maps during Tier 1 instruction. These maps are called Falling Dominoes, which focuses upon cause and effect text structure, linear, which focuses on sequence/chronological order, matrices, which focuses upon compare/contrast text structures, argument, which focuses upon main idea and details and the heirarchy map. Additionally, the staff will implement various questioning strategies that emphasize literal, inferential, or extension questions. This aspect will be implemented after staff have had the opportunity to practice comprehension organizational maps with students.	Implementation	Tier 1	Implement	09/04/2018	06/30/2020	\$0	All building administrators and teaching staff.
Tier 1 MTSS-Monitor	Administrative staff will monitor implementation of CCSS, CITW, CCR, and DI strategies through submitted lesson plans, PLC collaboration notes, and administrative walk-throughs.	Monitor	Tier 1	Monitor	09/09/2015	06/30/2020	\$0	Building Administrators
Illustrative Math-Evaluation	NWEA scores, MSTEP, and Algebra Readiness will be used to evaluate the effectiveness of the new district curriculum.	Evaluation	Tier 1	Evaluate	09/30/2018	06/30/2019	\$0	All mathematics teaching staff, Title I Intervention staff, and building administrators
PBIS-Evaluate	PBIS leadership team will review monitoring data concerning the implementation of plan components through data reports of absences, referrals, suspensions, exclusion list, and/or report card/conduct marks of students. In addition to interim monitoring data, final evaluation will also include student, staff, and parent surveys will be used to gauge the impact of the program on climate, and academic data (IOWA and MEAP data) will be used to determine academic impact.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2020	\$0	Beer Middle School Staff and Building Administrators.

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Professional Learning Communities -Getting Ready	Beer Middle School will utilize a PLC/ILC model for all of the following building-wide initiatives: PSAT practice strategies, professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and PSAT. Professional learning will allow for collaboration among all staff to ensure that there is cohesion amongst all levels in terms of curriculum, instruction, and assessment.	Professional Learning, Materials, Teacher Collaboration, Supplemental Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2015	06/30/2020	\$1000	Beer Middle School Administration and Staff
Tier 1 MTSS-Evaluate	Building Administrators will evaluate the impact of the use of effective CCSS, CITW, CCR, and DI strategies on student achievement as measured by MEAP and NWEA results.	Evaluation	Tier 1	Evaluate	09/08/2015	06/30/2020	\$0	Building Administrators
Evaluate Instructional Interventions	Intervention Teachers and Building Administrators will evaluate the impact of instructional interventions through DRA2, EasyCBM, MSTEP, NWEA, and QRI scores.	Evaluation	Tier 2	Evaluate	09/08/2015	06/30/2020	\$0	Intervention Teachers and Building Administrators
Illustrative Math-Implement	Staff will begin the 2018-2019 school year with the new district approved math curriculum. Tier 1 Mathematics staff will utilize it during direct instruction. Tier 3 will also use it during intervention courses.	Direct Instruction	Tier 1	Implement	09/04/2018	06/30/2019	\$0	Mathematics teachers and Title I Math Interventionists
Monitor Instructional Interventions	Building Administrators will monitor the implementation of interventions through collection of logs/plans and walk throughs.	Monitor	Tier 2	Monitor	09/08/2015	06/30/2020	\$0	Building Administrators
Classroom Instruction That Works (CITW)-Getting Ready	Teachers not trained already will attend CITW training and receive CITW job-embedded support from the Content Instructional Technology Specialist and through PLC/ILC meetings and/or professional training from MISD consultants.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2020	\$1000	All building Administrators, English Language Arts staff, Content Instructional Technology Specialist, and MISD Consultants

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction That Works (CITW) - Monitor	Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	All building Administrators and Mathematics staff.
Classroom Instruction That Works (CITW)-Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing timely and effective feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2019	\$0	All building Administrators and English Language Arts staff.
Number Talks - Monitor	Number Talk will be monitored through class walk-throughs and the ILC process.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	All building Administrators and Mathematics staff.
Classroom Instruction That Works (CITW)-Implement	All teachers will use the CITW instructional strategies that align with curriculum standards and targets being instructed to enhance students learning, with an emphasis on providing feedback.	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	\$0	All building administrators and Mathematics staff.
Tier 1 MTSS-Implement	Staff will implement building wide strategies to effectively instruct Tier 1 students. Additionally, they will implement Tier 2 strategies within the classroom with struggling learners and refer students as needed for additional Tier 2 support and Tier 3 interventions.	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	\$0	All Beer Middle School Staff
Number Talks - Evaluate	The evaluation of Number Talks in mathematics will be occur when state and local assessments are analyzed.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2020	\$0	All building Administrators and Mathematical staff.
Classroom Instruction That Works (CITW)-Monitor	Teachers will monitor whether or not students can adjust their knowledge and skills, based upon the feedback given, for various student growth measures in the classroom.	Monitor	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	All Beer Middle School Staff
Classroom Instruction That Works (CITW) - Evaluate	Teachers will evaluate student growth on state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2020	\$0	All building Administrators and Mathematics staff.

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ACRI Informational Reading Strategies	Administrators will monitor the utilization of ACRI strategies during classroom walk-throughs, formal evaluations and from student samples of work.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2019	\$0	All building administrators and teaching staff
Classroom Instruction that Works (CITW)-Evaluate	Teachers will evaluate student growth on national, state and local assessments to evaluate CITW strategies.	Evaluation	Tier 1	Evaluate	09/06/2016	06/30/2020	\$0	All building Administrators and teaching staff.

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 3 Supplemental English Language Arts Instruction-Evaluate	The evaluation of Corrective Reading and Adolescent Critical Reading Initiative will occur when State and local assessments are analyzed and through program evaluation.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2020	\$0	Building Administrators, Title I Teachers, English Language Art staff and Special Education staff.
Tier 2 supplemental Mathematics Instruction-Implement	Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	\$0	Building Administrators and Title I Teacher
Tier 2 Supplemental English Language Instruction-Evaluate	The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/08/2015	06/30/2020	\$0	Building Administrators, General & Special Education Teachers, Title I Teachers

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Tier 3 Supplemental English Language Arts Instruction	Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students will learn with and from each other and are provided with direct instruction for their areas of weakness. Materials, such as Corrective Reading workbooks, are needed for this academic support program. Special Education students and English Language Learners will also be included in this Tier 3 class, which will be taught by highly-qualified staff.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	\$95000	Building Administrators, English Language Arts staff, Special Education staff and Title I Teacher.
Illustrative Math-Getting Ready	Mathematics staff will receive professional development in the new Illustrative math curriculum for the 2018-2019 school year. This will include trainings, ILC work, PLC work, and meetings with curriculum consultants if needed.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/30/2019	\$1000	Mathematics teachers, administrators, and district curriculum consultants.
Family and Community Engagement-Implement	Title I Family Nights will be scheduled throughout the school year. Staff will keep parents informed of academic expectations and offer materials and training on how parents/families can work with the child at home in order to master these content expectations. Summer reading program is offered as well as socio-emotional resources.	Parent Involvement	Tier 3	Implement	09/08/2015	06/30/2020	\$5000	Beer Middle School Staff and Building Administrators.
Tier 2 Supplemental Mathematics Instruction-Getting Ready	Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$500	Building Administrators and Title I Teacher
Tier 1 MTSS-Getting Ready	Beer Middle School staff will receive necessary professional development on MTSS model as it pertains to the building MTSS interventions in place. Additionally, professional learning will occur at intervention meetings to assist staff in interpreting the data and determining its impact in the general education classroom.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	\$1000	Building administrators and Intervention Teachers
Tier 3 Supplemental Mathematics Instruction-Monitor	The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2020	\$1000	Title I Intervention Teachers, MTSS Intervention Team, Building Administrators

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Tier 3 Supplemental English Language Arts Instruction-Getting Ready	Title I teachers will be training to utilize easyCBM, Corrective Reading, Adolescent Critical Reading Initiative (ACRI) or a comparable research-based literacy intervention program with students who are not proficient in the area of reading.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2020	\$1000	Building Administrators, Title I Teachers, and Special Education
Tier 2 Supplemental English Language Arts Instruction-Implement	Staff will implement additional lessons and differentiated instruction to individual and small groups of at-risk students. This will occur in the classroom, before/after school as designed by the classroom teacher, and during each lunch session at Beer Middle School.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	\$0	Building Administrators, General & Special Education Teachers, Title I Teachers
Tier 3 Supplemental English Language Arts Instruction	Staff will evaluate student's progress through national, state, and local assessments. Currently, Beer Middle School is using MSTEP, NWEA and DRA to determine the level of proficiency.	Evaluation	Tier 3	Evaluate	09/08/2015	06/30/2020	\$0	Building Administrators, English Language Arts staff, Special Education and Title I Teacher.
Intervention Materials Purchase	Materials purchase for Tier II and III interventions to include additional content-related readers, Corrective Reading books, ACRI books, Numbers World books, resources for math manipulatives, paper, pencils, etc.	Getting Ready	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$1000	Intervention Teachers and Building Administrators
PBIS-Getting Ready	All teachers will receive PBIS training and job-embedded support at PLC/ILC meetings and monthly staff meetings. In addition, staff members will participate in Jay Mark's Courageous Conversations About Race professional development and training for students in trauma.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	\$3000	Building Administrators
Tier 3 Supplemental Mathematics Instruction-Implement	Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning. Students learn from direct instruction, skill reinforcement, and hands-on manipulatives developed and implemented by the classroom teacher. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2017	\$85000	Building Administrators & Title I Teachers
Tier 2 Supplemental Mathematics Instruction-Evaluate	The evaluation of these interventions will be evident when analyzing State, district, and building common assessments.	Academic Support Program	Tier 2	Evaluate	09/06/2016	06/30/2020	\$0	Building Administrators & Title I Teachers

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Tier 2 Supplemental English Language Arts Instruction-Getting Ready	Title I Intervention Teachers and EL Tutors will receive necessary training needed to support students in the classroom. Additionally, classroom supplies needed for instruction will be provided.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2020	\$500	Building Administrators and Title I Teachers
Tier 3 Supplemental Mathematics Instruction-Getting Ready	Title I teachers will be trained to utilize easyCBM and Numbers World (or a comparable research-based math intervention program) with students who are not proficient in the area of mathematics. Books and materials will be purchased to support each class. For the 2018-2019 school year, Numbers World will be replaced with Add+VantageMR.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2020	\$300	All building Administrators and Title I Teacher
Tier 3 Supplemental English Language Arts Instruction-Implement	Students will be enrolled in a sixty (60) minute class, that meets daily, to address gaps in student learning, Students learn from direct instruction, skill reinforcement, and text structure mapping. The classroom teacher provides students with flexibility in instruction to accommodate many different learning styles.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	\$0	Building Administrators, Title I Teachers, and Special Education staff
Tier 2 Supplemental Mathematics Instruction-Monitor	The monitoring of reteach/retest will occur in classroom teacher's grade book comments. The monitoring of lunch intervention will include a sign in sheet to track which students are receiving extra support by the Title I Intervention teachers and EL Tutor.	Academic Support Program	Tier 2	Monitor	09/30/2015	06/30/2020	\$0	Building Administrators, General & Special Education Teachers, & Title I Teachers
Professional Learning Communities-Implement	Beer Middle School staff will implement the building wide PLC/ILC initiatives during scheduled PLC/ILC meetings, staff meetings, classroom instructional time, individualized professional learning time, and during the day/after school sessions. Staff will focus upon using results to target instruction. Additionally, during the 2017-2018, English Language Art and Mathematics staff were trained in Instructional Learning Cycles and began implementation during this school year and will continue through the upcoming years. Furthermore, Social Studies teachers were trained during the 2018-2019 school year and further implementation will occur with Science next year.	Implementation	Tier 1	Implement	09/02/2015	06/30/2020	\$4500	Beer Middle School Administration and Staff

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Tier 3 Supplemental English Language Arts Instruction	Title I teacher and Special Education teachers will be trained to utilize Corrective Reading, ACRI, and/or a similar reading intervention program with students who are not proficient in the area of English Language Arts. Materials will be purchased to support implementation.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2020	\$1500	Building Administrators, Special Education staff, English Language Arts staff, and Title I Teacher.
Number Talks - Implement	Staff will implement Number Talk in daily practices that are ten minutes where students mentally solve computation problems and talk about their strategies. Implementing this strategy allows students to use math practices 1, 3,6,7, and 8 as well as develop fluency over time.	Implementation	Tier 1	Implement	09/06/2016	06/30/2020	\$200	Mathematics staff and building administrators and staff
ACRI Informational Reading Strategies	The evaluation of ACRI informational strategies will occur when viewing Mathematics, Science, Social Studies, and English Language Arts MSTEP, NWEA Reading scores, and PSAT proficiency.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2020	\$500	All building administrators and building staff
ACRI Informational Reading Strategies	Staff will receive necessary materials for the implementation of ACRI strategies in Tier 1 classrooms. This will include color coding materials, examples of informational maps, and professional development.	Implementation	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$300	All building administrators and building teaching staff.
WEB-Where Everyone Belongs	Eighth grade students will mentor incoming sixth grade students to make a positive transition into the middle school. WEB leaders will monitor the sixth students academic and social progress throughout the year during different activities. The WEB students and leaders will also conduct 6th grade orientation the first day of school.	Implementation	Tier 1	Implement	09/08/2015	06/30/2020	\$6000	Counselors, WEB Leaders, and select staff members
Professional Learning Communities-Monitor	Beer Middle School will monitor the building wide PLC initiatives with sign in sheets, agendas, meeting minutes, administrator/peer walk-throughs, quarterly reports due to MDE, BOE, common assessment review using rubrics, and IOWA and MSTEP data analysis.	Monitor	Tier 1	Monitor	09/02/2015	06/30/2019	\$4000	Beer Middle School Administrators and Staff
Professional Learning Communities-Evaluate	Beer Middle School will evaluate the goal through data analysis of common and state assessments, reviewing perception and process/program data, completing the AdvancED Self-Assessment, Completing the ASSIST-MDE Program Evaluation, Title I Surveys, evidence collection of classroom strategy implementation, and using rubrics for writing scoring clinics, peer observations, and PBIS	Evaluation	Tier 1	Evaluate	09/02/2015	06/30/2020	\$6000	Beer Middle School Administrators and Staff

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Professional Learning Communities -Getting Ready	Beer Middle School will utilize a PLC/ILC model for all of the following building-wide initiatives: PSAT practice strategies, professional development relating to all goal strategies/development, curriculum mapping, building school-based common assessments, writing scoring clinics, peer walk-throughs/observations, Parent Involvement Event Nights (PIE), Classroom Instruction that Works (CITW), Multi-tiered System of Support (MTSS), Positive Behavior Interventions System (PBIS), and PSAT. Professional learning will allow for collaboration among all staff to ensure that there is cohesion amongst all levels in terms of curriculum, instruction, and assessment.	Professional Learning, Materials, Teacher Collaboration, Supplemental Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2015	06/30/2020	\$6000	Beer Middle School Administration and Staff
Tier 2 Supplemental English Language Arts Instruction	Staff will implement additional lessons, guided reading, and differentiated instruction to increase proficiency in reading. Additional leveled informational text may be needed to enhance Tier 2 instruction.	Implementation	Tier 2	Implement	09/08/2015	06/30/2020	\$750	Building Administrators, English Language Arts staff, and Title I Teacher.
Number Talks - Getting Ready	Sixth grade staff will be trained in Number Talks. Number talks is a productive discourse tool that instructs students on how to verbally communicate their thinking around mathematical concepts. Additionally, the connection to sixth grade will serve as a bridge to training students have received at the elementary level. Furthermore, staff will also review Discourse Training, which was provided during the 2015-2016 school year by local curriculum consultants.	Getting Ready	Tier 1	Getting Ready	09/06/2016	06/30/2020	\$200	The building Administrators and sixth grade Mathematics staff.
Tier 3 Supplemental Mathematics Instruction-Evaluate	NWEA, M-STEP, and/or easyCBM data will be analyzed to determine if students' mathematical skills have increased since enrollment in this course.	Academic Support Program	Tier 3	Evaluate	09/08/2015	06/30/2020	\$90000	Building Administrators & Title I Math Teachers
Tier 3 Supplemental English Language Arts Instruction-Monitor	The monitoring of intervention programs will be done through classroom walk throughs and MTSS intervention meetings.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	\$1000	Building Administrators, Title I Teachers, MTSS Intervention Team, and Special Education staff.