



# **School Improvement Plan**

## **2019-2020**

### **Action Plan**



Griffin Middle School

GOAL #1	Increase the number of students scoring proficient and advanced on the Reading Inventory by 15% based on pre-post data based on August 2019 – May 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Establish a process for monitoring team planning (CCC) to ensure quality of the planning and implementation process	Local School	a. August 2019 b. PLC Rubric, lesson plans, admin feedback	CCC team leaders
2. Creating grade level Reading and ELA classes across grade levels. Reading classes will be leveled by the students RI and Milestone data	Local and Title 1	a. August 2019 b. RI Pre-Post data and TKES observations	CCC team leaders
3. Implement writing days for 6 <sup>th</sup> and 7 <sup>th</sup> grade: Griffin Writes 30 (minutes) will be implemented one day a week. The second step program will be utilized during the GW30.	Local School and Title 1	a. August 2019-May 2020 b. Student work and writing rubrics	Admin and CCC team leaders
4. Teachers will differentiate groups based on formative assessments either in the classrooms or in compacting groups with content peers.	Local and Title 1	a. September 2019 b. Observations, CCC meeting notes	AP and instructional coach
5. Reduce class sizes in the following grade levels: 6 <sup>th</sup> grade reading based on the identified needs of the students.	Title 1 funds	a. July 2019-May 2020 b. Evaluations	Administration
6. Reading Plus incorporated into reading classes for all grade levels based upon Lexile scores for students at below basic levels.	Title 1	a. Aug 2019 – May 2020 b. Pre-Post Data	Academic Coach

**EFFECTIVE LEADERSHIP**

<b>GOAL #1</b>	Increase the number of students scoring proficient and advanced on the Reading Inventory by 15% based on pre-post data based on August 2019 – May 2020.
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Establish and share vision for student interventions	None	a. August 2019	Principal
		c. Observations and CCC notes	
2. Conduct focused instructional walks (effective instructional strategies, student engagement, and differentiation) and share with individual teachers and CCCs.	None	a. September 2019	Administration team
		b. Observation data	

3. Provide scheduled protective time for teachers to collaborate and plan using the CCC model	Title I	a. Once per year based on CCC	Academic Coach
		b. Agenda	
4. Hire additional teachers to reduce class sizes in the following grade levels: 6 <sup>th</sup> grade reading	Title 1	a. July 2019 – May 2020	Administration
		b. Evaluation	
5.Hire an academic coach to support instructional strategies in reading and writing.	Title 1	a. July 2019 – May 2020	Administration
		b. Evaluation	
6. Schedule grade level Reading and ELA classes across grade levels. Reading classes will be leveled by the students RI and Milestone data	None	a. July 2019 – May 2020	Administration
		b. Building level Schedule	

**PROFESSIONAL CAPACITY**

<b>GOAL #1</b>	Increase the number of students scoring proficient and advanced on the Reading Inventory by 15% based on pre-post data based on August 2019 – May 2020.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Provide on-going vertical alignment with feeder schools to discuss and ensure best practices	Title 1	a. August 2019 b. Title 1 coaches	Academic coach
2. Provide on-going literacy professional development focused on reading and writing strategies	Title 1	a. September 2019 (Quarterly) b. Observation data	Academic Coach
3. Provide and schedule protective time for teacher collaboration and planning using the CCC model	Local School	a. August 2019 b. PD schedule	Academic Coach
4. Participate in Professional development opportunities (local, state, national conferences)	Title 1	a. September 2019 b. Lesson plans – PD re-delivery	Principal
5. Engage staff in professional learning that address reading comprehension strategies at high DOK levels	Local School	a. August 2019 b. Observation data	Administration
6. Quarterly (EAT) ESOL ACTION TEAM – Professional strategies for ESOL to be implemented in content area classrooms	Title 1	a. August 2019 – May 2020 b. I – Can Observation data	County level ESOL and Local Administration

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL #1</b>	Increase the number of students scoring proficient and advanced on the Reading Inventory by 15% based on pre-post data based on August 2019 – May 2020.
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Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Read 180 and System 44 as a resource in the academic reading class for all grade levels based upon Lexile scores for students at below basic and basic levels.	Local school	a. July 2019	Administration
		b. RI data	
2. Implement systematic academic interventions to address the students on RTI (LEVEL 2-3) with fidelity	Local School	a. August 2019-May 2020	Counseling
		b. August 2019 – May 2020	
3. Provide Tutoring and homework assistance before school	Title 1	a. August 2019 – May 2020	Coaches
		b. Individual student grades	
	20 day funds / Title 1	a. February 2020 – May 2020	

4. Provide in school academic support for students struggling to master concepts and standards during non-academic connections (Reading and writing)		b. As needed based on individual student needs	
5. Utilize data to schedule the most At-Risk students in reading support classes	Local and Title 1	a. Aug 2019 – May 2020	
		b. Pre-Post Data	
6.		a.	
		b.	

**FAMILY AND COMMUNITY ENGAGEMENT**



<b>GOAL #1</b>	Increase the number of students scoring proficient and advanced on the Reading Inventory by 15% based on pre-post data based on August 2019 – May 2020.		
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Provide reading and writing resources for students and parents dispersed at evening parent academic meetings/curriculum nights. Train parents on Reading Plus	Title 1	a. October 2019, February 2020	Coaches and parent facilitator
		b. Parent survey	
2. Hire a parent liaison to increase family engagement	Title 1	a. August 2019	Principal
		b. Evaluation	
3. Provide specific training for parents within the EL program (active English Language Arts program). Partnering with Fair Oaks Elementary School literacy program	Title 1	a. Quarterly - 3 times per year	Coaches
		b. Agenda and feedback	
4. Communicate and share parent compact and policies with all stakeholders	Title 1	a. September 2019	Parent facilitator
		b. Sign in Sheet	
5. School wide resources for reading and writing shared with parents (blogs, email, home communication using dual language technology)	Title 1	a. August through May 2020	Coaches and Administration
		b. Monitoring blogs	
		a.	
		b.	

**STUDENT GROUPS**

<b>Goal #1</b>	Increase the number of students scoring proficient and advanced on the Reading Inventory by 15% based on pre-post data based on August 2019 – May 2020.			
<b>Evidence Based Action Steps</b>		<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
The building level schedule has been adjusted to support reading and writing interventions		Title and local school	<b>b. Method for Monitoring</b>	Coaches and Administration
			a. August 2019 – May 2020	
Provide extended time in the morning for students to address academic needs		Title 1	b. RI data based on pre-post	Administration
Ensure IWC translation for academic nights Flyers and technology communication for academic activities Feeder pattern (K-5) joint activities in literacy (Northwest Literacy Nights)			a. August 2019 – May 2019	
			b. Agenda, sign-in sheets, and communication snapshots	
Quarterly (EAT) ESOL ACTION TEAM – Professional strategies for ESOL to be implemented in content area classrooms			a. Quarterly	Principal, ESOL administration
			b. Observation data	

<b>Race / Ethnicity</b>	Guiding coalition meetings will analyze data, monitor subgroup performance, and adjust as necessary		a. August 2019-May2020	Administration team
			b. Agenda and data results	
<b>Race / Ethnicity</b>	Mixed media (books and technology)		a. August 2019 through May 2020	
			b. Media inventory	
<b>Foster and Homeless</b>	Foster care and homeless liaison will be contacted to provided tutoring time to ensure supports		a. Upon Enrollment (individual students)	Scheduling administrator
			b. Schedule Notes	
<b>Foster and Homeless</b>	Social worker and counselor work to ensure the social, emotional, and academic needs are supported.		a. Wellness Wednesdays	
			b. Core meetings monthly with counselors and admin to monitor progress of meeting needs	
<b>Migrant</b>	Ensure building leadership incorporates time for additional supports in reading and writing		a. August 2019-May2020	Administration
			b. Schedule Notes	
<b>Migrant</b>			a.	
			b.	
<b>Students with Disabilities</b>	Special education teachers utilizing specialized instruction and effective technology strategies to support reading and writing. Professional development is provided to teachers during monthly special education meetings.		a. August 2019-May 2020	
			b. Monthly Exceptional education training meetings	
<b>Students with Disabilities</b>			a.	
			b.	

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL #2** Increase the number of students scoring basic or above on the Math Inventory by 15% based on pre-post data from August 2019-May 2020.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Increase Rigor and effective use of resources in mathematics with a focus on manipulatives and accountable talks	PL Funding and Title 1	a. September 2019	Academic coaches and admin team
		b. Observation data	
2. Implement cross-curricular PBL for math content and vocabulary	Title and PL funding	a. August 2019-May 2020	Academic coaches and CCC teams
		b. Lesson plans and observations	
3. Teachers will pre-teach math vocabulary	Local school	a. Throughout the school year	CCC teams, administrators
		b. Lesson plans, observation	
4. Establish a process for monitoring team planning (CCC) to ensure quality of the planning and implementation process	Local School	a. August 2019-May 2020	Admin and CCC teams
		b. Data review MI pre-post	
5. Reduce class size in 8 <sup>th</sup> grade math based on student needs	Title 1	a. August 2019-May 2020	Administration
		b. Evaluation	
6.		a.	
		b.	

**EFFECTIVE LEADERSHIP**

**GOAL #2**      Increase the number of students scoring basic or above on the Math Inventory by 15% based on pre-post data from August 2019-May 2020.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Hire an academic coach to support best practices for instruction, DOK, and engagement	Title 1	a. July 2019	Principal
		b. Monthly Math logs	
2. Increase technology (software usage and data analysis)	Local and Title 1	a. August 2019 – May 2020	Coaches and admin team
		b. Usage reports and CCC meetings	
		a. Weekly meeting	

3. Math collaboration and training for professional development and CCC meeting using rigor and relevance framework	Local and Title 1	b. Agenda and observation data	Coaches and admin team
4. Hire math connection teacher	Title 1	a. July 2019	Coaches and admin team
		b. Data reports for math connections	
5. Hire .5 math teacher to reduce class size in 8 <sup>th</sup> grade based on student needs	Title 1	a. August 2019-May 2020	Administration
		b. Evaluation	
6.		a.	
		b.	

**PROFESSIONAL CAPACITY**

<b>GOAL #2</b>	Increase the number of students scoring basic or above on the Math Inventory by 15% based on pre-post data from August 2019-May 2020.		
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Continue to implement the 5-step data cycle for CCC team meetings	Local school	a. CCC meeting weekly	CCC chairs
		b. Weekly notes	
2. Train all teachers using CTLS platform to create, monitor, and deliver common formative assessments	Local School	a. Pre-planning and weekly CCC	Academic coach
		b. Sign in sheet and training notes	
3. Professional development in Mathematics: Conferences and observation to see exceptional mathematics throughout the district	Title 1 (subs)	a. Scheduled re-delivery	Teachers and coach
		b. Sign in sheets and training notes	
4. Professional learning session focusing on differentiation, rigor and relevance	Title 1 (subs)	a. PL Calendar once per month and as needed based on teachers' needs	Academic coach and admin team
		b. Professional Learning Plans; schedule redelivery of strategies	
5. Provide instructional software (Waggle and Ascend Math if purchased through limited licenses)	Title 1 (subs)	a. August -May	Academic coach and teachers
		b. Software usage information	
6. Academic coach providing PD for student-centered activities and DOK active engagement	Title 1 (subs)	a. August – May 2020	Administration
		b. Observation Data	

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL #2</b>	Increase the number of students scoring basic or above on the Math Inventory by 15% based on pre-post data from August 2019-May 2020. 1.		
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Implement math connections for students who are Level 1 in math on the Milestones	Title 1	a. July	Principal
		b. Math observation data	
2. Provide tutoring before and/or after school for mathematics	Title 1	a. August 2019 – May 2020	Administration
		b. Sign in Sheets	
		a. August 2019 – May 2020	



3. Provide math support during connection: Students who are identified as being deficient in math	Title and 20-day funds	b. Student data	Administration
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**FAMILY AND COMMUNITY ENGAGEMENT**

<b>GOAL #2</b>	Increase the number of students scoring basic or above on the Math Inventory by 15% based on pre-post data from August 2019-May 2020. 1.		
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>
		<b>b. Method for Monitoring</b>	
1. Weekly communication with parents on Math standards and available resources using teacher blogs	Local School	a. August 2019-May 2020	Teacher
		b. Blogs	
2. Parent letters to support understanding in mathematics (MI) with suggestions	Local School	a. September 2019	Parent liaison
		b. Parent survey	
3. Curriculum nights emphasizing math content and resources for assisting students	Title 1	a. Fall 2019	Coach
		b. Parent Survey	
4. Flyers and brochures for math resources, etc.	Title 1	a. July 2019 – May 2020	Parent liaison and coach
		b. Parent feedback	
5.		a.	
		b.	
6.		a.	
		b.	

**STUDENT GROUPS**

<b>Goal #2</b>	Increase the number of students scoring basic or above on the Math Inventory by 15% based on pre-post data from August 2019-May 2020. 1.			
<b>Evidence Based Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation</b>	<b>Position Responsible</b>	
		<b>b. Method for Monitoring</b>		
<b>Economically Disadvantaged</b>	Time has been built the schedule to support targeted interventions such as math connections	Title 1	a. August 2019 – May 2020	Administrator
	Provide extended time in the morning for students to address academic deficits	Title 1	b. Data (MI Growth)	
<b>English Learners</b>	Strategies to support vocabulary development (PD) and CCC meetings for ESOL anchor activities	Title 1	a. August 2019 – May 2020	Coach
			b. ESOL Observation	
<b>Race / Ethnicity</b>	Guiding coalition meetings will analyze data for subgroup performance	Local School	a. August 2019 – May 2020	Guiding coalition
			b. Meeting notes	

			a.	
			b.	
<b>Foster and Homeless</b>	Foster care and homeless liaison will be contacted to provide tutoring time and ensure supports		a. Upon enrollment (individual student notes)	Scheduling administrator
			b. Scheduling notes	
<b>Migrant</b>	Ensure building leadership incorporates time for additional resources in mathematics		a. Upon enrollment (individual student notes)	Scheduling administrator
			b. Scheduling notes	
<b>Students with Disabilities</b>	Special education teachers utilizing best practices in academic engagement and vocabulary development		a. August 2019 – May 2020	Administration team
			b. Observation data after monthly exceptional education meetings	
			a.	
			b.	

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL #3**

All students need to be actively present in the learning environment. Students miss instructional time due to two main factors a) excessive absenteeism b) classroom disruptions (suspensions)

Goal: Decrease the overall number of students with 15 or more absences during 2019-2020 school year by 5% this includes absenteeism and suspensions.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Implement PBIS in all grade levels (Software)	Local school and Title 1	a. August 2019 – May 2020	PBIS and counseling team
		b. Lesson plans	
2. Refresh PBIS classroom lessons	Local School and Title 1	a. August 2019 – May 2020	PBIS team, teachers and counseling
		b. Observation and lesson plans	
3. Complete counseling within the classes: citizenship, leadership, scholar.	Local School and Title 1	a. Quarterly – Aug -May	PBIS team, teachers and counseling
		b. Counseling lesson plans	
4.Utilize Second Step curriculum during Wellness Wednesday as well as the Griffin Writes 30	Title 1 and Local School	a.August 2019 – May 2020	Administration
		b. Observation and feedback	
5.		a.	
		b.	
6.		a.	
		b.	

**EFFECTIVE LEADERSHIP**

**GOAL #3**      Goal: Decrease the overall number of students with 15 or more absences during 2019-2020 school year by 5% this includes absenteeism and suspensions.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Consistent framework for school-wide expectations, policies, and procedures	Local School	a. August – May	Administration team and teachers
		b. Observations and call logs	
2. Increase attendance recognition and short-term incentives	Title 1	a. August – May	Attendance clerk and counselors
		b. Attendance Reports	
3. Grade level meetings – agenda to discuss discipline and attendance concerns	Local School	a. August – May	Attendance clerk, administration and PBIS coach
		b. Attendance and discipline notes	
		a. August - May	

4. Wellness Wednesdays – focus on SEL and saturation of care via Second Step curriculum offered to all students	Title 1 and local school	b. Counseling data collected per Counseling Agreement	Counseling, Teaching staff for implementation with fidelity
5.Purchase PBIS rewards APP and Second Step Curriculum to address student needs	Title 1	a.August 2019 – May 2020	
		b.Observation and data	
6.		a.	
		b.	

**PROFESSIONAL CAPACITY**

<b>GOAL #3</b>	Goal: Decrease the overall number of students with 15 or more absences during 2019-2020 school year by 5% this includes absenteeism and suspensions.		
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Continue Professional learning based on culturally responsive frameworks to support the whole child	Title 1	a. September – May b. Professional learning plan	PBIS coaches and team
2. PBIS training schedule and state conferences	Title 1	a. August – May b. Conference re-delivery	Administration
3. PBIS incentives – Cool Cat parties, recognitions for improvement	Title and Local Funds	a. Quarterly Cool Cat parties aligned with end of each quarter b.	Administration, PBIS committee
4. Restorative Practices training for staff to identify SEL student needs	Title 1 (Subs)	a. August 2019-May 2020 b. Observation data	Administration
5.		a. b.	
6.		a. b.	



**FAMILY AND COMMUNITY ENGAGEMENT**

**GOAL #3**      Goal: Decrease the overall number of students with 15 or more absences during 2019-2020 school year by 5% this includes absenteeism and suspensions.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Hire a parent facilitator to improve parent engagement	Title 1	a. July – May	Principal
		b. Evaluation	
2. Conduct parent workshops on PBIS topics	Title 1	a. September – January, March	Counselors and Administration
		b. Survey	
3. Distribute parent compact and parent policy to all stakeholders	Title 1	a. August	Parent facilitator
		b. Communication Log	
4.		a.	
		b.	

5.		a.	
		b.	
6.		a.	
		b.	

SUPPORTIVE LEARNING ENVIRONMENT	
<b>GOAL #3</b>	Goal: Decrease the overall number of students with 15 or more absences during 2019-2020 school year by 5% this includes absenteeism and suspensions.

Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position Responsible
		b. Method for Monitoring	
1. Counselors implement attendance and PBIS initiatives through their services	Local School	a. August – May	Counselors
		b. Counseling logs	
2. Implement PBIS reward APP for students, teaches, and other stakeholders	Title 1 and local funds	a. August training	PBIS coach and admin
		b. PBIS reward APP	
3. Counselors will conduct small group activities for students with attendance issues and for students with potential classroom behavior issues.	Local	a. August - May	Counselors
		b. Observations and counselor logs	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**STUDENT GROUPS**

<b>Goal #3</b>	Goal: Decrease the overall number of students with 15 or more absences during 2019-2020 school year by 5% this includes absenteeism and suspensions.			
Evidence Based Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position Responsible
		b. Method for Monitoring		
<b>Economically Disadvantaged</b>	Addressed in actions steps	a.		
		b.		
		a.		
		b.		
<b>English Learners</b>	Parent policy and compact will be translated and sent home	a.	August – May	Parent facilitator
		b.	Compact example	
		a.		
		b.		
<b>Race / Ethnicity</b>	Subgroups will be reviewed for attendance and behavior with targeted interventions to support absenteeism	a.	August – May	
		b.	Grade level team meeting (Notes)	
		a.		

			b.	
<b>Foster and Homeless</b>	District level liaison will set up transportation and support services as needed	Local funds	a. August – May	
			b. Enrollment notes	
			a.	
			b.	
<b>Migrant</b>	Addressed in action steps		a.	
			b.	
			a.	
			b.	
<b>Students with Disabilities</b>	Case managers will set up meeting with the grade level admin and counseling team to support significant challenges with absenteeism (10) or more days for behavior or other related health issues.	Local School	a. August – May	
			b. Conference notes and MDR notes	
			a.	
			b.	



**FY20 TITLE I SIP  
REQUIRED QUESTIONS**

**CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA  
References: Schoolwide Checklist (3.a., 3.c., 3.d.)**

The School Improvement Plan is developed during a one-year period (**Grant Year**) as outlined in **Sec. 114(b) (1-5) of ESSA**.

**(Monitoring)** The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

**(SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

**References: Schoolwide Checklist (2.iii.d)**

**Cobb Collaborative Communities**- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

(Local School)

Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

**References: Schoolwide Checklist (2.iii.d)**



All students at Griffin will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

At Griffin we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.

Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

**References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)**

Griffin Middle School is utilizing the FY20 Title I Funds for a variety of purposes. Title I funds will be used to hire an academic coach. The academic coach will work with all content areas, however, they will focus in the subjects of ELA, Reading , and Writing which were identified as areas that need improvement based upon our data analysis.

Our school will focus on guided reading and math across all grade levels to ensure students' needs are specifically met and instructional differentiation occurs for everyone.

Reading classes will become a core class for 6<sup>th</sup> and 7<sup>th</sup> grade. In addition, Griffin Reads 30 will be part of the academic schedule for all learners.

A Collaborative ELA teacher will be hired with Title I funds to work with our lowest quartile students in reading in the 8<sup>th</sup> grade.

A full-time reading teacher will be hired with Title I funds to work with our most at-risk reading students.

A parent liaison will be hired with Title I funds to assist in working with parents to support students in all content areas, Specific parent activities will be developed and presented to parents to assist them with helping their children in the areas of Math and Reading.

Griffin Middle School is cognizant of the needs of homeless, neglected and migrant children. At the present time we do not have any migrant children enrolled. We do have identified homeless students and the following extra provisions are made for our homeless students (these provisions would be followed if we had migrant children):

- Area Social Worker meets with parents/guardians and students to develop a plan to utilize community resources to support their needs
- Title I Homeless Liaison is notified and sets up adequate transportation for students
- All extra extended day programs are provided including transportation.
- Grade level collaboration meets weekly to identified additional support avenues for the students.
- TIP-Truancy Intervention Panels meet with parents to help with making sure the students have transportation to come early or stay late for extra tutoring.

Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]**

*(Only include for Local School with students residing in N & D facilities)*

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**

Griffin Middle School implements PBIS (Positive Behavior Intervention Support) plan. This plan is driven by a teacher committee made up of 10-12 teachers from across the school. They promote a positive behavior plan for the school setting up expectations based on Griffin Middle Schools three key school expectations: Be Here, Be Respectful, Be Ready. Not only do they work on the behavior side, they also work to provide interventions when behavior is not appropriate as well as supports such as trainings and lessons to help the other teachers and students. Our PBIS will help to establish a school culture where classroom disruptions and student suspensions will be decreased and learning with increase.

**Transition:**

**ES:** Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. [**Sec. 1114(b)(7)(v)**]

**References:** Schoolwide Checklist 2.a.iii.e

OR

**MS/HS:** Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and

- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [Se. 1114(b)(7)(II)]

**References: Schoolwide Checklist 4c**

At Griffin Middle School Parent, the Principal hosts information Session for Elementary School Parents with students entering Griffin Middle School:

Parents are invited to learn about academic offerings, Clubs & Activities, GMS facilities (Learning Commons, Technology, etc.), and test data & CCRPI Information. A school tour was also included in the session, and is offered on a monthly basis for those who could not attend the meeting.

Elementary School visits are conducted by counselors, the principal, and select students.

Transition activities from middle school to high school:

Department heads from Osborne and Campbell High Schools visits Griffin Middle School and meet with 8th grade lead teachers to discuss placement procedures. Registration materials will be brought from the high schools and given to the 8th grade counselor. This year vertical core meetings/visits will take place before August 29<sup>th</sup> at which time all core vertical teams will meet to discuss things seen during visits and strategies that need to be implemented.

CHS and OHS visits

The 8<sup>th</sup> grade students will visit their high school (Osborne HS) and for Campbell HS students, the student body leaders for CHS visit and showcase high school for the students. Additionally, OHS and CHS prepare articulation slide shows to be shown at the middle schools immediately before the student and counselor presentation. Immediately following the video, OHS and CHS students will perform rehearsed skits that depict various aspects of high school. After each skit, OHS and CHS students will highlight the key points. Additionally, OHS and CHS students will discuss extra-curricular activities and the “fun” aspects of high school. At the close, OHS and CHS students and counselors will be available to answer questions.

Parent Night at Osborne and Campbell High Schools:

The high schools will host 8th grade parent nights. There will be a brief presentation in the auditorium. Following the presentation, there will be an opportunity for students to take a tour of the buildings and to learn about OHS and CHS by attending an academic and extracurricular activity fair.

OHS and CHS will prepare a flyer for the middle schools to promote parent night. The middle schools will distribute the flyer to the rising 9th graders. Additionally, the middle school will use a dial out to inform parents of parent night.

## **ADDITIONAL RESPONSES**



If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.  
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)

## **ADDITIONAL RESPONSES**

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).