



School Improvement Plan 2021-2022 Action Plan



SCHOOL NAME: Griffin Middle School

Date Submitted: 6/30/2021

Date(s) Revised: 7/17/2021



<ul style="list-style-type: none"> COHERENT INSTRUCTIONAL SYSTEM 				
GOAL #1	<ul style="list-style-type: none"> 15% of students will increase by a literacy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year. 			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
<ul style="list-style-type: none"> 1. Establish a process for monitoring team planning (CCC) to ensure quality of the planning and implementation process 	<ul style="list-style-type: none"> Local School 	<ul style="list-style-type: none"> June 2021 	<ul style="list-style-type: none"> Implementation: PLC Rubric, Lesson Plans, administrative feedback, agenda, and minutes Impact: Differentiation, common assessment, and data analysis, Artifacts/Evidence: PLC Rubric, Lesson Plans, Administration 	<ul style="list-style-type: none"> Assistant Principal Academic Coaches & Implementation Lead
<ul style="list-style-type: none"> 2. Reading classes will be leveled by the students' RI scores 	<ul style="list-style-type: none"> Local School 	<ul style="list-style-type: none"> July 2021 	<ul style="list-style-type: none"> Implementation: Winter 2021 RI Score Impact: Focus on specific student needs, identify improved small groups, Artifacts/Evidence: Winter 2021 RI Score 	<ul style="list-style-type: none"> Assistant Principal Academic Coaches & Implementation Lead
<ul style="list-style-type: none"> 3. Teachers will differentiate groups based on formative assessments either in the classrooms or in compacting groups with content peers. 	<ul style="list-style-type: none"> Local School 	<ul style="list-style-type: none"> September 2021 	<ul style="list-style-type: none"> Implementation: Weekly CCC meetings Impact: Improve RI scores, formative assessment, Artifacts/Evidence: Quarterly testing administration, Quarterly data summit to faculty 	<ul style="list-style-type: none"> Assistant Principal Academic Coaches & Implementation Lead
<ul style="list-style-type: none"> 4. Reduce class sizes in Reading, based on the identified needs of the students. 	<ul style="list-style-type: none"> Local School 	<ul style="list-style-type: none"> July 2021 	<ul style="list-style-type: none"> Implementation: Increased student conferencing, more assessable technology, Impact: Improve RI scores, formative assessment Artifacts/Evidence: Quarterly testing administration, Quarterly data summit to faculty 	<ul style="list-style-type: none"> Assistant Principal Academic Coaches & Implementation Lead
<ul style="list-style-type: none"> 5. Reading Plus incorporated into reading classes for all grade levels based upon Lexile scores for students 	<ul style="list-style-type: none"> Local School 	<ul style="list-style-type: none"> August 2021- May 	<ul style="list-style-type: none"> Implementation: TBA.... Waiting on interventionists Impact: Artifacts/Evidence: 	<ul style="list-style-type: none"> Assistant Principal Academic Coaches & Implementation Lead



TITLE I

ASSESS. ACHIEVE. SUCCEED.

**TITLE I**

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EFFECTIVE LEADERSHIP

GOAL #1 15% of students will increase by a literacy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Establish and share vision for student intervention	Local School	August 2021	<p>Implementation: Professional developments, stakeholder meeting, pre-planning, faculty, CCC meeting, data summits</p> <p>Artifacts/Evidence: Agenda, minutes, GSPN, PowerPoint presentations,</p>	Principal
2. Conduct focused instructional walks (effective instructional strategies, student engagement, and differentiation) and share with individual teachers and CCCs.	Local School	September 2021	<p>Implementation: Quarterly Walkthroughs,</p> <p>Artifacts/Evidence: Pictures, TKES, weekly shoutouts, GSPN, EAT observation tool</p>	Admin and Academic Coach
3. Provide weekly protected time for teachers to collaborate and plan using the CCC model	Local School	August 2021	<p>Implementation: Weekly CCC meeting</p> <p>Artifacts/Evidence: Agenda, minutes, school calendar,</p>	Admin
4. Hire additional teachers to reduce class sizes in the following grade levels: 6th grade reading	Title 1	August 2021	<p>Implementation: Performing daily responsibilities</p> <p>Artifacts/Evidence: Class rosters, attendance,</p>	Admin
5. Hire an academic coach to support instructional strategies in reading across grade levels.	Title 1	August 2021	<p>Implementation: Working closely with CCCs, collaborating with admin, supporting classroom teacher, leading professional development, supporting teaching and learning, assisting teacher development,</p> <p>Artifacts/Evidence: Minutes, agendas, attendance, presentations, RI scores, Mi scores,</p>	Admin



TITLE I

ASSESS. ACHIEVE. SUCCEED.

6. Schedule Reading and ELA classes across all grade levels. Reading classes will be leveled by the students' RI scores	Local School	July 2021	Implementation: Academic schedule Artifacts/Evidence: Schedule, class rosters,	Admin
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY

GOAL #1	15% of students will increase by a literacy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.
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Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Provide on-going vertical alignment with feeder schools to discuss and ensure best practices	Local School	August 2021	Implementation: Semester meetings Artifacts/Evidence: Agenda, minutes, PowerPoint presentation	Academic coach
2. Provide on-going literacy professional development, including Reading Plus, focused on reading comprehension strategies at high DOK levels	Local School	July 2021	Implementation: Quarterly meetings, Artifacts/Evidence: Agenda, minutes, PowerPoint presentation	Academic coach
3. Provide and schedule protected time for teacher collaboration and planning using the CCC model	Local School	July 2021	Implementation: Weekly meetings Artifacts/Evidence: Agenda, minutes, CCC presentations	Admin
4. (EAT) ESOL ACTION TEAM – Professional strategies for ESOL to be implemented in content area classrooms	Local School	August 2021	Implementation: Semester observations Artifacts/Evidence: Agenda, minutes, EAT observation protocol, Implementation highlights,	Admin and Academic coach



SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1 15% of students will increase by a literacy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.

Table with 5 columns: Action Step(s), Funding Source(s), Start Date, Method for Monitoring Implementation (Frequency), Method for Monitoring Impact (Frequency), Artifacts/Evidence, and Lead (bold) Support. It contains 5 rows of implementation details for the goal.

**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	15% of students will increase by a literacy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Provide reading resources for students and parents dispersed at evening parent academic meetings/curriculum nights. Train parents on Reading Plus.	Title 1	August 2021	Implementation: Resource readily available in parent resource room, monthly parent sessions, Artifacts/Evidence: Agenda, minutes, PowerPoint presentations,	Academic coach, parent facilitator and admin
2. Hire a parent liaison to increase family engagement	Title 1	August 2021	Implementation: Daily job responsibilities Artifacts/Evidence: Stakeholder trainings, agendas, minutes, presentations,	Principal
3. Provide specific training for parents within the EL program (active English Language Learners program).	Local	August	Implementation: Winter Artifacts/Evidence: Agendas, minutes, attendance documents	Parent facilitator, teachers, and academic coach
4. Develop, communicate, and share parent compact and policies with all stakeholders	Title 1	August 2021	Implementation: Semester sessions Artifacts/Evidence: Compact and policy documents	Parent facilitator, admin, academic coach
5. School-wide resources for reading shared with parents (Website, CTLS Parent, and Home Communication)	Title 1	August 2021	Implementation: Weekly Artifacts/Evidence: Website, CTLS Parent, Parent resource room,	Academic coach, parent facilitator, admin



TITLE I

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS					
Goal #1	15% of students will increase by a literacy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support
Economically Disadvantaged	<p>The building level schedule has been adjusted to support reading interventions</p> <p>Provide time in the morning for students to address academic needs</p>	Title 1 & Local	August 2021	<p>Implementation/Impact: Daily schedule</p> <p>Artifacts/Evidence: Master schedule, student attendance logs</p>	Admin
English Learners	<p>Ensure IWC translation for academic nights (flyers and technology communication for academic activities) Feeder pattern (K-5) joint activities in literacy</p> <p>(EAT) ESOL ACTION TEAM – Professional strategies for ESOL to be implemented in content area classrooms</p>	Title 1	August 2021	<p>Implementation/Impact: As needed,</p> <p>Artifacts/Evidence: Translated documents</p>	Teachers, admin, and academic coach,
Race / Ethnicity	<p>Data summits will analyze data, monitor subgroup performance, and adjust as necessary</p> <p>Mixed media (books and technology) Cultural competencies</p>	Title 1	August 2021	<p>Implementation/Impact: Quarterly</p> <p>Artifacts/Evidence: Agenda, minutes, formative and summative assessments, RI scores, Mi scores,</p>	Admin and media specialist
Foster and Homeless	<p>Foster care and homeless liaison will be contacted to provide tutoring time to ensure supports</p> <p>Social worker and counselor work to ensure the social, emotional, and academic needs are supported.</p>	Title 1 & Local	August 2021	<p>Implementation/Impact: N/A</p> <p>Artifacts/Evidence: N/A</p>	Social worker, Admin
Migrant	<p>Ensure building leadership incorporates time for additional supports in reading and writing</p>	Title 1	August 2021	<p>Implementation/Impact: N/A</p> <p>Artifacts/Evidence: N/A</p>	Admin, counselors



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Students with Disabilities	Special education teachers utilizing specialized instruction and effective technology strategies to support reading. Professional development is provided to teachers during monthly special education meetings.	Local	August 2021	Implementation/Impact: Monthly Artifacts/Evidence: Agenda, minutes	Teachers, admin,
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COHERENT INSTRUCTIONAL SYSTEM

GOAL #2 15% of students will increase by a numeracy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Implement cross-curricular activities for math content and vocabulary	Local	August 2021	<ul style="list-style-type: none"> • Implementation: Lesson Plans discussed in CCC meetings • Impact: Differentiation, common assessment, cross curricular activities Artifacts/Evidence: Lesson Plans, minutes 	Academic coach, admin
2. Teachers will pre-teach math vocabulary	Local	August 2021	<ul style="list-style-type: none"> • Implementation: Lesson Plans discussed in CCC meetings • Impact: Differentiation, common assessment, cross curricular activities Artifacts/Evidence: Lesson Plans, minutes 	Admin, Academic coach, teachers
3. Establish a process for monitoring team planning (CCC) to ensure quality of the planning and implementation process	Local	August 2021	<ul style="list-style-type: none"> • Implementation: Lesson Plans discussed in CCC meetings • Impact: Differentiation, common assessment, cross curricular activities • Artifacts/Evidence: Lesson Plans, minutes 	Academic coach, admin
4. Meet periodically in vertical team meetings	Local	August 2021	<ul style="list-style-type: none"> • Implementation: Semester • Impact: Aligning priority standards, sharing best practices, • Artifacts/Evidence: Agenda, minutes, PowerPoint presentation 	Admin, Academic coach, teachers



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EFFECTIVE LEADERSHIP

GOAL #2	15% of students will increase by a numeracy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.
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Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Hire an academic coach to support best practices for instruction, DOK, and engagement	Title 1	August 2021	<p>Implementation: Working closely with CCCs, collaborating with admin, supporting classroom teacher, leading professional development, supporting teaching and learning, assisting teacher development,</p> <p>Artifacts/Evidence: Minutes, agendas, attendance, presentations, RI scores, MI scores,</p>	Principal
2. Increase access to technology & online resources/programs by purchasing digital devices and software (Freckle).	Title 1	August 2021	<p>Implementation: Provide Math connections with devices, developing a system of distributing resources to teacher and students.</p> <p>Artifacts/Evidence: software usage data</p>	Admin
3. Math collaboration and training for professional development and CCC meeting using rigor and relevance framework	Title 1	August 2021	<p>Implementation: Weekly CCC meetings, vertical alignment meetings</p> <p>Artifacts/Evidence: Agenda, minutes</p>	Academic coach

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PROFESSIONAL CAPACITY

GOAL #2 15% of students will increase by a numeracy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
1. Continue to implement the 5-step data cycle for CCC team meetings	Local School	August 2021	Implementation: Weekly CCC meetings Artifacts/Evidence: Agenda, minutes	CCC Chairs
2. Train all teachers using CTLS platform to create, monitor, and deliver common formative assessments	Local School	August 2021	Implementation: Pre-planning and weekly CCC meetings Pre-planning and weekly CCC meetings Artifacts/Evidence: Agenda, minutes	Academic coach
3. Professional development and observational walkthroughs	Local School	August 2021	Implementation: Semester Artifacts/Evidence: Agenda, minutes, presentation, Agenda, minutes, feedback protocol, PowerPoint presentations	Academic coach
4. Professional learning sessions focusing on differentiation, rigor, and relevance	Local School	August 2021	Implementation: Quarterly in CCC meetings Semester Artifacts/Evidence: Agenda, minutes, presentations	Academic coach
5. Provide instructional software	Title 1	August 2021	Implementation: Weekly Artifacts/Evidence: Program usage	Principal
6. Academic coaches providing PD for student-centered activities and DOK engagement	Title 1	August 2021	Implementation: Semester Artifacts/ Evidence Agenda, minutes, presentations	Academic Coach



SUPPORTIVE LEARNING ENVIRONMENT

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1. Implement math connections for students who are on RTI for math skills and/or Below Basic on the MI	Title 1	August 2021	<p>Implementation: Master schedule, academic schedule</p> <p>Impact: Enhanced student academic performance, Rise in student MI scores, minimize the number of students on RTI</p> <p>Artifacts/Evidence: Schedule, Report Cards, MI reports, CTLS achievement</p>	Admin, principal, counselors
2. Provide tutoring for mathematics	Title 1	August 2021	<p>Implementation: Daily</p> <p>Impact: Increase in student academic performance, growth on formative and summative assessments,</p> <p>Artifacts/Evidence: Report Cards, progress reports, CTLS, Attendance</p>	Academic coach

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FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	15% of students will increase by a numeracy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.
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1. Provide math resources for students and parents dispersed at evening parent academic meetings/ curriculum nights.	Title 1	August 2021	Implementation: Resource readily available in parent resource room, monthly parent sessions, Artifacts/Evidence: Agenda, minutes, PowerPoint presentations, Parent	Academic Coach Parent Facilitator
2. Hire a parent liaison to increase family engagement	Title 1	August 2021	Implementation: Daily job responsibility Artifacts/Evidence: Stakeholder trainings, agendas, minutes, presentations	Admin
3. Flyers and brochures for math resource	Title 1	August 2021	Implementation: Monthly Artifacts/Evidence: Parent resource room,	Parent facilitator
4. Provide childcare at advertised workshops	Title 1	August	Implementation: Quarterly Artifacts/Evidence: Sign in documentation,	Admin, counselors



STUDENT GROUPS

Goal #2	15% of students will increase by a numeracy proficiency band from August 2021 administration to the May 2022 for grades 6-8 grade full academic year.				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support 	
Economically Disadvantaged	The building level schedule has been adjusted to support reading interventions Provide time in the morning for students to address academic needs	Title 1 & Local school	August 2021	Implementation/Impact: Daily schedule Artifacts/Evidence: Master schedule, student attendance logs	Admin
English Learners	Ensure IWC translation for academic nights (flyers and technology communication for academic activities) Feeder pattern (K-5) joint activities in numeracy	Title 1	August 2021	Implementation/Impact: As needed, Artifacts/Evidence: Translated documents	Admin, parent facilitator
Race / Ethnicity	Data summits will analyze data, monitor subgroup performance, and adjust as necessary	Title 1	August 2021	Implementation/Impact: Quarterly Artifacts/Evidence: Agenda, minutes, formative and summative assessments, MI scores,	Principal, admin
Foster and Homeless	Foster care and homeless liaison will be contacted to provide tutoring time to ensure supports Social worker and counselor work to ensure the social, emotional, and academic	Title 1 & Local school	August 2021	Implementation/Impact: N/A Artifacts/Evidence: N/A	Admin
Migrant	Ensure building leadership incorporates time for additional supports in reading and writing	Title 1	August 2021	Implementation/Impact: N/A Artifacts/Evidence: N/A	Admin



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Students with Disabilities	Special education teachers utilizing specialized instruction and effective technology strategies to support math. Professional development is provided to teachers during monthly special education meetings.	Local school	August 2021	Implementation/Impact: Monthly Artifacts/Evidence: Agenda, Minutes	Academic coach
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**FY22 TITLE I SIP
REQUIRED QUESTIONS**

CCSD Schoolwide Plan Development Sec. 114(b) (1-5) of ESSA
References: Schoolwide Checklist (3.a., 3.c., 3.d.)

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

Statement #2: (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.

Statement #3: (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.



Question #1: 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)



Question #2: 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.

(Local School)

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.



Question #3: 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 FY22 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 (Reading, Language Arts, Math, Science, and Social Studies). As reading and writing will be implemented across all curriculums, these areas of focus will be addressed.

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 6th-8th grade.

A Math connections teacher will be hired to work specifically with students who have math deficits. The students are identified based on RTI concerns and/or MI level (Below Basic).

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



works with parents to ensure they have access to Parent Vue, and technology supports for student success.

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 identify additional supports 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.

Question #4: 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).”

Question #5: 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)]



TITLE I

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Griffin Middle School implements PBIS (Positive Behavior Interventions & Supports) plan. This plan is driven by a teacher committee made up of 10-12 teachers from across the school. This committee will promote a positive behavior plan for the school setting up expectations based on Griffin Middle School's three key school expectations: Be Here, Be Respectful, Be Ready. The committee will provide training and promote positive behavior among all students (Tier 1) and provide interventions, supports, and lessons (Tier 2) when behavior is not appropriate. PBIS helps to promote a positive school culture where classroom disruptions and student suspensions will be decreased and opportunities for learning are maximized.



[Empty box for response]

Question #6:

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



The principal and administrative team offers informative sessions for current families and elementary school families 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 and Griffin Student and Parent Network (GSPN) sessions with the principals is offered monthly for those who could not attend the meeting. *Subject to restriction pending COVID-Protocols

School tours are held in the summer to assist students who need extra time to adjust. Rising 6th grade students are provided bus transportation and campus tours to support articulation. 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 visit 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 occur. All core vertical teams will meet to discuss things seen during visits and strategies that need to be implemented.

CHS and OHS visits

The 8th grade students will either visit their high school (Osborne HS) or have student body leaders showcase high school for the students (Campbell HS). 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 extracurricular activities and the “fun” aspects of high school. At the close, OHS and CHS students and counselors will be available to answer questions. Bus transportation is required for high school students in order to provide these activities.

Family Nights at Osborne and Campbell High Schools:

The high schools will host 8th grade family 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 building 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 family night. The middle schools will distribute flyers to the rising 9th graders. Additionally, the middle school will use media blast to inform parents of the family nights.



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Question #7: 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**)



Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

The media specialist is responsible for maintaining an active log of all school inventory. As the technology coordinator, the media specialist will provide training of expectations for receiving, handling, and returning devices.

Attendance will be taken of members who attend the technology training. For those absent from the meeting and wanting technology training will be held in small groups or on an individual basis,

Technology will be stored in a secure location, only assessable to the media specialist and administration team.

An updated and accurate list of school inventory will location TEAMS including members: media specialist and administration team.

Recipients must sign out the technology before receiving devices. Once a teacher signs out devices, the media specialists will provide teachers a copy of the devices and resources checked out

STORING PROCESS (PRE-PLANNING)

For storage purposes, teachers will sign to confirm housing technology in their classroom.

Teachers with carts will have to provide a plan for distributing technology to students. Devices will need to be assigned for student use. If there are not enough devices for individual students, groups will have to be created and assigned.

Teachers with individual iPads and laptops will have to ensure devices are properly stored and secured while in possession. Any complications with devices must be communicated to the Field Technician as soon as possible. Any lost or stolen resources must be communicated to the Technology Coordinator as soon as possible.

END OF THE YEAR PROCESS

Teachers will return devices to their original storage member. Teachers must confirm returned items by providing signatures. Storage members must review devices and confirm the collection of materials.



ADDITIONAL RESPONSES

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

Question: How is the SIP developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable

Griffin Middle School plans to coordinate, integrate and implement community support, local and state funds in many ways. Griffin intends to collaborate with community partners to serve students, parents, and stakeholders (Life church, Los Bravos, 1911, Nothing Bundt Cakes, Jim' N Nick's, Zaxby's, Publix, etc. Chick-fil-A) to strengthen relationships among families and school during campus events. Title II will provide professional learning opportunities for professional development and staff improvement. Title III will provide opportunities for parents to receive language acquisition support. Griffin plans to provide sessions for parents to learn English during afterschool hours. In addition, Griffin will use 20-day funds for tutoring to give students extended chances to achieve. These programs will work in conjunction to meet our students' and families' needs shared in the CNA and Griffin's community surveys.