

For each School Strategic Plan goal, identify progress on any action steps.4
Provide data to support the impact/implementation.
Implementation artifacts and evidence for impact should align to the SSP.

School Name: Griffin Middle School

Monitoring Date: June 10, 2024

GOAL #1
Literacy

Increase the number of students schoolwide demonstrating proficiency in ELA from 46.2% to 56% as measured by the Georgia Milestones in May 2025.

Action Step(s)

Start Date

What is the desired outcome of the action step?
How will the action step be implemented?
What artifacts will be used to show implementation?
What evidence will be used to progress monitor the outcome?

All teachers will utilize weekly differentiated lessons during the intervention block once per week as evidenced by classroom walks and common formative assessment data.

August 1,
2024

Performance Target:
 A 10% increase in students who score proficient in each grade, moving from below basic and basic to proficiency.

Implementation (include person responsible): ELA/Reading teachers, CCC Leads, Grade Level Lead, Grade Level APs

Each grade will have ELA CTLS lessons aligned to the standards and areas of deficiency, developed and taught by ELA/Reading teachers with formative assessments in place to check for understanding.

One ELA/Reading teacher from each CCC in each grade, in conjunction with their CCC, will develop and create these lessons to be broadcast by grade levels during intervention block on a designated day of the week. CCC Leads are responsible for ensuring videos are complete, include formative assessments, and include differentiation.

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<p>Schedule students into intervention period each 4 ½ weeks based upon data from RI (current data), BEACON, EOG data.</p> <p>Results from formative assessments and BEACON scores will be analyzed to determine effectiveness of the targeted lessons.</p> <p>Students will work to achieve proficiency or higher on these targeted lessons which will result in an increase in progress grades and end of quarter grades for ELA classes.</p>
<p>Artifacts: Lesson collection for each grade for every 9-week period; rotation schedules to move students in and out to another group as determined by data (enrichment classrooms for high proficient/advanced) which is analyzed every 4 ½ weeks.</p>
<p>Progress Monitoring: Data analysis: ELA Milestone Data, BEACON test scores, lower quartile list, failure (D/F) list each 4 ½ weeks, growth from 23-24 to 24-25; visible recognition boards for growth every semester.</p> <p>APs ensure lessons are broadcast and hold all teachers accountable for creating and broadcasting on designated days.</p>

Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Each CCC will create focused vocabulary studies for each unit of study to assist with student vocabulary acquisition as evidenced by classroom walks.	August 1, 2024	<p>Performance Target: Based on the 2024 ELA Milestones, 38% of 8th grade students met grade level for vocabulary and 39% of students met grade level for vocabulary; a 10% increase in students who score proficient in each grade, moving from below basic and basic to proficiency.</p> <p>Implementation (include person responsible): ELA/Reading teachers, CCC Leads, Grade Level Lead, Grade Level APs</p>

To address this school-wide deficit, we will require all classes to have interactive word walls to go with each unit as evidenced by classroom walks.

For ELA and Reading classes, teachers will assess vocabulary acquisition for each unit of study.

As a school, we will focus on one-high level vocabulary word each week. Students in all classes will participate in interactive activities throughout the building evidenced by student participation.

The vocabulary resources of The Science of Reading will be utilized in conjunction with The Science of Reading in the ELA classrooms.

Artifacts: Flocabulary usage, formative and summative assessments, word walls, the one word per week, and The Science of Reading vocabulary resources.

Progress Monitoring: Data analysis: ELA Milestone Data, BEACON test scores, lower quartile list, failure (D/F) list each 4 ½ weeks, growth from 23-24 to 24-25; visible recognition boards for growth every semester.

APs ensure videos are broadcast and hold all teachers accountable for creating and broadcasting on designated days.

GOAL #2 Math	Increase the number of students schoolwide demonstrating proficiency in Math from 32.5% to 43% measured by the Georgia Milestones in May 2025.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
All teachers will utilize weekly differentiated lessons during the intervention block once per week as evidenced by classroom walks and common formative assessment data.	August 1, 2024	<p>Performance Target: Based on the final Math Inventory Assessment, 24% of our students scored below basic on the Math Inventory and 24% of our students scored basic on the Math Inventory. Performance target will be adjusted based upon the initial 24-25 BEACON scores.</p> <p>7th Grade: Below Basic: 33%, Basic: 19%, Proficient: 19%, Advanced: 29% 8th Grade: Below Basic: 20%, Basic 30%, Proficient: 22%, Advanced: 27%</p> <p>A 10% increase in students who score proficient in each grade, moving from below basic and basic to proficiency.</p> <p>Implementation (include person responsible): Math teachers, CCC Leads, Grade Level Lead, Grade Level APs</p> <p>Each grade will have virtual and interactive Math lessons via CTLS aligned to the standards and areas of deficiency developed and taught by Math teachers with formative assessments in place to check for understanding.</p> <p>Each teacher from each CCC in each grade, in conjunction with their CCC, will develop and create these lessons via CTLS to be broadcast by grade levels during intervention block on a designated day of the week. CCC Leads are responsible for ensuring videos are complete, include formative assessments, and include differentiation.</p>

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	<p>Schedule students into intervention period each 4 ½ weeks based upon data from MI (current data), BEACON, EOG data for Math with CCC ELA created videos aligned to standards, including assessment, and differentiation twice per week.</p> <p>Students will work to achieve proficiency or higher on these targeted lessons which will result in an increase in progress grades and end of quarter grades for ELA classes.</p> <p>Artifacts: Video collection for each grade for every 9-week period; rotation schedules to move students in and out to another group as determined by data (enrichment classrooms for high proficient/advanced) which is analyzed every 4 ½ weeks.</p> <p>Progress Monitoring: Data analysis: ELA Milestone Data, BEACON test scores, lower quartile list, failure (D/F) list each 4 ½ weeks, growth from 23-24 to 24-25; visible recognition boards for growth every semester.</p> <p>APs ensure videos are broadcast and hold all teachers accountable for creating and broadcasting on designated days.</p>
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?

<p>GOAL #3 School Selected</p>	<p>Decrease the number of referrals with violations of the student code of conduct for insubordination 1st semester 2024 -2025 by 20%: 6th Grade from 182 students to 145 students 7th Grade from 39 students to 31 students 8th Grade from 146 students to 116 students</p> <p>A goal will be set for second semester for a decrease in 20% when data is complete for each grade for second semester 2023-24.</p>
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
<p>For the 23-24 school year, a major referral is received after accumulating 4 minors for the same behavior from the same teacher. For the 24-25 school year, a major referral will be received after accumulating 3 minors for the same behavior from the same teacher.</p> <p>Staff will utilize the newly revamped PBIS framework which will result in fewer referrals for insubordination as evidenced by minor and major referral data.</p>	<p>August 1, 2024</p>	<p>Performance Target: Lower the number of referrals for insubordination in each grade by 20% each quarter.</p> <p>Implementation (include person responsible):</p> <p>For the 23-24 school year, a major referral is received after accumulating 4 minors for the same behavior from the same teacher. For the 24-25 school year, a major referral will be received after accumulating 3 minors for the same behavior from the same teacher.</p> <p>Our PBIS Coach and PBIS Committee will facilitate beginning of the year rollout to staff, students, and parents.</p> <p>Increase the number of points needed to attend Cool Cat Parties at the end of every quarter.</p> <p>Reteaching expectations – one day per week intervention period dedicated to PBIS.</p> <p>Celebrations for students receiving no minor referrals weekly, monthly, and end of the school year.</p>

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Increase the number of students with no minors on a weekly and monthly basis. Decrease number of referrals based upon increasing number of students in each grade with only 1 or 2 minors.

Artifacts: Monthly behavior reports in PBIS meetings; data dig on PBIS Rewards Application, OnTrack student discipline data.

Progress Monitoring: Monitor staff who are giving points; indicate what students are getting points; monitoring why students are receiving points; grade level discussions regarding patterns of behavioral data and ways to circumvent and address; increase giving points to staff and rewarding staff for following the PBIS framework; more visible recognition for staff and students for following expectations

Implementation (include person responsible):

PBIS team will collect data for students on a weekly and monthly basis.

Student choices for celebrations (time in learning commons, purchase an item in PTSA store (using points), purchase an item in Grade Level PBIS store (using points)).

Additional component for Cool Cat Parties specifically for students with no minors at the end of each 9 weeks - student driven.

Artifacts: Information and data from our PBIS app, data analysis in PBIS meetings, share data in grade level and faculty meetings; PBIS store purchases (replacement based upon earning opportunity to use points to purchase given items) and PTSA store purchases.

Visual recognition for following expectations for both students and staff.

Progress Monitoring: Announcing weekly information about PBIS implementation regarding students who received the most Cool Cat Points in each grade; which grade level received the most Cool Cat Points; staff member who consistently gave out Cool Cat Points.

Final Notes

Our data shows a critical need for increasing proficiency levels in both ELA and Math. These action steps are a new journey for Griffin to provide more structure, consistency, alignment with standards, and accountability for students. Groups will change throughout the school year as appropriate based upon data, which includes high proficient/advanced students having these lessons for enrichment.

Our discipline data shows the highest number of referrals for 2023-24 is insubordination. Our PBIS team has revised our PBIS framework for the 24-25 school year. Our action steps are demonstrated to reward students and staff more frequently and consistently for meeting expectations and includes reteaching and activities in intervention period once per week. Our approach is two-fold as increasing the number of no referrals in general will yield a decrease in insubordination referrals. We will focus efforts on decreasing insubordination major referrals which are not the result of minors in the PBIS system.

Principal Signature**Assistant Superintendent**