

School Name: Griffin Middle School

GOAL #1
Literacy

Increase percentage of students demonstrating scoring proficient or above in ELA by 3% by May 2026 as measured by the Georgia Milestones.

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 CTLS ASSES with fidelity to build common assessments as evidenced by two common formatives and one common summative assessment included in CCC agenda data per unit.

 August 4,
 2025

Performance Target:
 Students will demonstrate increased proficiency by 3% in ELA through differentiated standards aligned instruction.

Implementation (include person responsible):
 All teachers will utilize data talks during CCC meetings to plan targeted differentiated instruction based on the BEACON, and common formative and summative assessments.

Artifacts:
 Usage of schoolwide CCC agenda template, CCC agenda minutes, CTLS data reports

Progress Monitoring:

- Data reviews after each BEACON assessment
- Formative and summative assessment data
- Teacher gradebook data
- Student grade data

Teachers will utilize W.I.N time as evidenced by Admin walks and school issued student agenda checks	August 4, 2025	Performance Target: Improve students' self-actualization and executive functioning skills.
		Implementation (<i>include person responsible</i>): All homeroom teachers will implement W.I.N time with fidelity and provide students with premade W.I.N lesson
		Artifacts: School provided student agendas, grade level specific common homeroom subject area resource slides
		Progress Monitoring: Admin walkthrough tools and W.I.N committee walkthroughs with feedback

GOAL #2 Math	Increase the percentage of students scoring proficient or above in Math by 3% by May 2026 as measured by the Georgia Milestones.
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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 as evidenced by classroom walks and common formative assessment data.	August 4, 2025	<div> Performance Target: Improve student performance in math through biweekly targeted classroom interventions based on assessment data discussed in CCCs </div> <div> Implementation (include person responsible) Targeted instruction will be implemented schoolwide during W.I.N time. Grade level math teachers will monitor students and design interventions using BEACON data along with common formative and summative assessment data. </div> <div> Artifacts: CTLS data reports, schoolwide CCC agenda template usage, CCC agenda minutes, usage of mathematical state/county standard verbs in provided student assessments </div> <div> Progress Monitoring: <ul style="list-style-type: none"> • Biweekly common formative completions • Growth reports • Data reviews after each BEACON assessment • Formative and summative assessment data • Teacher gradebook data • Student grade data • Milestone item analysis </div>

GOAL #3 School Selected	Decrease the number of total assigned days of OSS by 10%
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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 staff will be trained and will utilize the PBIS framework and schoolwide matrix as evidenced by classroom expectations and classroom matrixes posted in each classroom and increased usage of the PBIS Rewards system	August 1, 2024	<p>Performance Target: Create a consistent culture of behavior accountability through PBIS</p> <p>Implementation (include person responsible): All staff members will:</p> <ul style="list-style-type: none"> • Continue 3 minors to one referral process • Expand PBIS Cool Cat Parties and incentives tied to points • Weekly reteaching of expectations during interventions and recorrecting behaviors • Reteaching schoolwide PBIS lessons after returning from each student break • Celebrate students receiving no minors for a specified period of time in a variety of ways (no minor Friday, grade level recess, etc.) <p>Artifacts: Monthly behavior reports in the PBIS rewards system and in CSIS, monthly PBIS team meeting agenda, monthly PBIS Problem Identification Process, PBIS TFI action planning for continuous improvement, monthly behavior data sent to staff members for problem solving input.</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Minor and major referral patterns • % of students with 0 referrals • Quarterly behavior reviews and celebrations • OnTrack behavior data dashboard • PBIS Rewards data

Final Notes

Griffin Middle School's strategic approach for the 2025-2026 school year reflects targeted academic and behavioral interventions grounded in milestones, BEACON, common summative, and common formative data. Through strong systems of instructional planning, progress monitoring, and schoolwide incentives, the plan focuses on building a culture of excellence and accountability.

Principal Signature**Assistant Superintendent**