



School: Griffin Middle School

Principal: Dr. Lorelee Hill

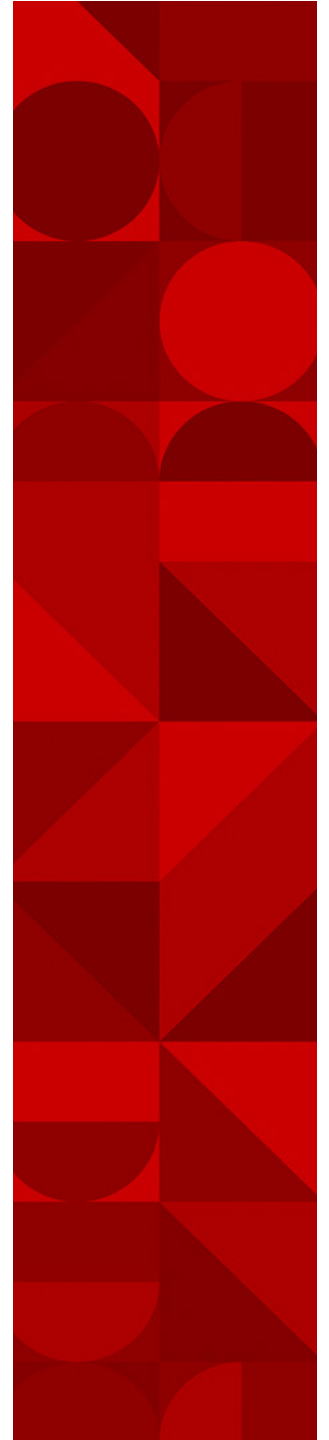
School Year: 2023-2024

Instructions

You will be selecting school goals connected to the Superintendent's priorities in the following areas:

- Literacy
- Math
- School Selected-Determined by Local School

Indicate which priority your goal is connected to and the actions, and evidence needed to meet the intended outcome. The reflection stage will be completed after measuring success with your intended outcome.



Goal #1: Literacy

Superintendent's Priority: 3. Use data to make decisions.

Literacy Initiative (Goal):

By May 2024, the number of 7th grade students scoring proficient or advance, measured by the Reading Inventory will increase:

6th Grade 25% from 170 to 213 students

7th Grade 25% from 175 to 218 students

8th Grade 25% from 164 students to 206 students

Critical Action: (What actions are necessary and by when?)

*Weekly AM & PM tutoring sessions available for all students 2 -3 times per week - throughout the school year (started in August)

*Provide scheduled protected time for teacher to collaborate and plan using the CCC model - weekly

ELA/Reading Collaboration - monthly

Reading is supported by Science, Social Studies, and interdisciplinary activities (one per 9 weeks in each course)

CCSD ELA walks & provided feedback regarding prioritized standards and effective tier 1 instruction

*Provide on-going literacy professional development focused on reading and writing strategies - 2 sessions conducted by Lynzee Courtney, Mia Beasley, and Loraine Hicks

Provide on-going professional development of successful Tier 1 instructional strategies tied to Hattie's research for all teachers - monthly grade level and faculty meetings

*(EAT) ESOL Action Team - Walks conducted quarterly and sharing successful ESOL strategies to all teachers in all content areas to be implemented

Administration conducting walks every quarterly to monitor quality tier 1 instruction

Administration monitoring unit plans and analyzing data from CCC meetings for Reading; reviewed as a team in Admin Meetings quarterly

Intervention Period Opportunity to work with special needs students who are in SG ELA with no co-taught reading classes

IRR Para solely assigned to 6th Grade Reading Classes - throughout the entire year

Reading support classes (extended day) in both 7th and 8th Grade

Goal #1: Literacy

Evidence: (How do we monitor progress?)

Monitoring Goal Tracker sheets for progress for all students in each grade level - completed by students in HR
Interim Assessment Data

Review of RI data after each administration (given 3 times per year)

Data Summits - held 3 times per year - analysis of Reading/ELA assessments, areas of weakness, successful strategies shared, prioritized standards that need to be retaught identified

CTLs Common Formative and Summative Assessment Data (developed by CCC's)

Outcomes: (How do we measure success?)

*Weekly CCC meeting to discuss data from assessments

*Reading Inventory data chats each quarter and reviewed by content area CCC's and in grade level meetings

*Eat the Red (ETR) action team will incentive students based on calculated progress.

PBIS team will incentivize students who have grown or maintained proficient or advanced

Reflection: (What do we do if goal is met or not met?)

The Eat the Read Action team comprised of administration, dedicated educators in many content areas and support staff, is committed to enhancing students' literacy and reading skills.. The following provides a more detailed description of the team's approach:

1. Quarterly Data Review: Every three months, the team will convene to assess students' reading performance data, gathered from various sources such as standardized tests, classroom assessments, and teacher observations. This frequent review allows the team to identify trends, areas of concern, and potential best practices.
2. Continuous Improvement: Based on the data analysis, the team will identify necessary adjustments to teaching methods, strategies, and prioritized standards and what interventions can be put into place to work with each individual student. This iterative process ensures that the team is continually refining its approach to better serve the students.

Goal #2: Math

Superintendent's Priority: 1. Ensure that Cobb is the best place to teach, lead, and learn.



Math Initiative (Goal):

By May 2024, the number of 7th grade students scoring proficient or advanced, measured by the Math Inventory will increase:

6th Grade 25% from 68 students to students to 124 students

7th Grade 25% from 63 to 79 students

8th Grade 25% from 57 to 71 students

Critical Action: (What actions are necessary and by when?)

*Provide teachers an opportunity to analyze the current math curriculum and identify key skills and concepts that need to be readdressed, given more focus, and retaught

*Establishing focused on aligning priority standards and using effective teaching practices

*Provide professional development opportunities for teacher to enhance the knowledge and skill in teaching math
---workshops, conferences, or online training modules, Quarterly Math department trainings on new standards

*Foster a culture of collaboration with protected time to meet in CCC's

*Use Math Connections to support students not showing mastery of grade level standards

Goal #2: Math

Evidence: (How do we monitor progress?)

- *Gauge the effectiveness of common formative assessments
- *Review Math Inventory scores at the end of each quarter
- *Weekly input of the math grade to consistently analyze student performance
- *Evaluate weekly goal setting documents

Outcomes: (How do we measure success?)

- *Monitor student performance on interims (District) provided assessments
- *Proficiency on common formative assessments
- *Evaluate Math Inventory assessments

Reflection: (What do we do if goal is met or not met?)

We will focus as a school community to continue to build on the momentum and maintain the strategies and practices that contributed to the success. This could include ongoing professional development for teachers, continued data analysis to identify areas for improvement, and continued engagement with parents and the community.

If the goal is not met, we will reflect on the factors that contributed to the shortfall and identify areas where improvements can be made. This could involve analyzing student performance data, conducting surveys and focus groups to gather feedback from teachers and students, and engaging in ongoing professional development to address areas of weakness. It may also be necessary to adjust the timeline for achieving the goal or modify the specific strategies and practices being implemented to better support student learning.

Ultimately, whether the goal is met or not, the focus should remain on continuous improvement and ensuring that all students have the support and resources they need to succeed in math and beyond.

Goal #3: School Selected

Superintendent's Priority: 1. Ensure that Cobb is the best place to teach, lead, and learn.

School Selected Initiative (Goal):

In the 23-24 school year, our highest number of referrals are for violations on the student code of conduct for insubordination and disruption. By May 2024, we will have a 20% decrease in the number of major referrals for insubordination:
for 7th Grade (last year's 6th grade) - 20% decrease the number of referrals for insubordination from 182 to 146 students
for 8th Grade (last year's 7th grade) - 20% decrease in the number of referrals for insubordination from 146 to 116 students

Critical Action: (What actions are necessary and by when?)

PBIS Team monitors effectiveness of PBIS expectations in common areas and classrooms

- ensure staff models the expectations with their classes

- ensure staff is awarding points as well as giving minors for these code of conduct violations

- ensure staff communicates these behaviors with parents in advance of major referrals when appropriate based on the behaviors

Ensure students know what they are being rewarded for and what the incentive is (pop up parties and Cool Cat parties)

Ensure all students have watched and understand the PBIS videos and Admin video of thorough review of Code of Conduct violations and consequences..

Ensure all new students have watched and understand the PBIS videos and Admin video of thorough review of Code of Conduct violations and consequences.

Student leaders are involved in homeroom lessons to students

Counselors facilitate lessons to students on circle of control, de-escalating situations, and successful attribute of successful students.

Creation of Tier 2 and Tier 3 interventions for small groups of students to be proactive in addressing their behavior (RTI)

RTI discussions on success of strategies and interventions for grade level and students identified

Goal #3: School Selected

Evidence: (How do we monitor progress?)

Monthly PBIS Team Meetings to review data

Guiding Coalition (Building Leadership Team) will review data, our processes, and determine if revisions/reteaching is needed

Discipline data review by admin

Outcomes: (How do we measure success?)

The number of referrals for 7th and 8th grade for both insubordination and disruption will decrease.

Recognition of students who are following our expectations

Reflection: (What do we do if goal is met or not met?)

If any goal is met, we will continue our quest to decrease the number more significantly.

If any goal is not met, we will reflect on our practices and processes to be solution oriented in making revisions or reteaching expectations.