



Griffin Middle School 2017-18 Cobb Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

| <p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u><i>Focus Priorities:</i></u> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p> | <p style="text-align: center;">2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u></p> | | | | | | |
|--|--|---|--|--|--|--|-----------|
| | <p>Key Actions: (List as many actions as needed in each box.)</p> | <p>Measured by:</p> | <p>Owner(s):</p> | <p>Resources Needed :</p> | <p>Results of Key Actions from last year's plan: <u>(Due September 1)</u></p> | <p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operatio nal</p> | |
| | <p>1. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p> | <p>Organize teachers into content collaborative teams that will develop balanced common formative assessments to be used to collect data to be used for the adjustment of instruction to promote student mastery of standards.</p> | <p>Collaborative Team minutes that address specific student needs along with acceleration strategies to be implemented as well as results of strategies.</p> | <p>All Faculty</p> | <p>None</p> | <p>Teachers are organized into content collaborative teams and are continuing to develop common formative assessments.</p> | <p>IP</p> |
| | <p>2. <i>Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p> | <p>Continue to implement FFAS through CTLS in all core subject area collaborative meetings, and using the data from these assessments, identify and implement acceleration strategies to accommodate individual student learning needs.</p> | <p>CTLS Assess and collaborative team minutes that address specific student needs along with acceleration strategies to be implemented as well as results of strategies.</p> | <p>All Core content faculty</p> | <p>None</p> | <p>Most collaborative teams are using the data from common assessments to accelerate student learning</p> | <p>IP</p> |

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| <p>3. <i>Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p> | <p>Create a master schedule that allows all core content teachers to have dedicated time to come together as a Professional Learning Community (PLC) to foster a culture of student and teacher success.</p> | <p>Minutes and sign in sheets from all core content PLCs.</p> | <p>All Core Teachers</p> | <p>None</p> | <p>Master schedule allows core content teachers dedicated time to collaborate.</p> | <p>FO</p> |
| | <p>Allow all non-core content teachers time to form PLCs with their peers throughout the county through Skype, Google Hangout and in-person collaborative meetings.</p> | <p>Minutes and agendas from all PLC meetings.</p> | <p>All Non-Core Content Teachers</p> | <p>SFSD Funds</p> | <p>All Non-core teachers have sought out ways to collaborate with their peers across the county</p> | <p>IP</p> |
| <p>4. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI Reading Scores)</i></p> | <p>Students who are in the lowest quartile will be scheduled into Read180 and System44 reading classes.</p> | <p>RI scores in August, December and May.</p> | <p>Reading Teacher and Scheduler</p> | <p>None</p> | <p>Students at the lowest quartile were placed in Read180 and System44</p> | <p>FO</p> |
| | <p>Using RI scores to target students for extended instruction in morning and afternoon tutoring and Saturday Schools to increase percentage of students reading on grade level.</p> | <p>RI scores Pre/post as well as tutoring logs</p> | <p>Academic Coaches and Tutoring Teachers</p> | <p>\$16,000 Title I Funds</p> | <p>Students were targeted for extra instruction</p> | <p>FO</p> |
| <p>5. <i>Increase percentage of student performance in math/algebra at every grade level. (S)</i> <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p> | <p>Continue to focus on math vocabulary in every classroom by utilizing Word Walls, Concept Maps and Anchor Charts.</p> | <p>Walk through data</p> | <p>All Math teachers</p> | <p>None</p> | <p>Word Walls, Concept Maps and Anchor Charts were implemented in math classes</p> | <p>FO</p> |
| | <p>Using MI testing data, we will invite identified students to "acceleration" meetings in the mornings, selected afternoons, and on Saturdays to decrease the number of students in the basic and below basic level.</p> | <p>MI Pre/Post scores as well as tutoring logs</p> | <p>Academic Coaches and Tutoring Teachers</p> | <p>Math students were invited to tutoring sessions based on their MI scores</p> | <p>FO</p> | |
| <p>6. <i>Increase number of students academically completing every grade.(S)</i></p> | <p>Continue the mid-year at-risk of retention letter showing a decrease in number at end of year.</p> | <p>Letter and parent response</p> | <p>GL Admin and teachers</p> | <p>Postage \$1500</p> | <p>Mid-year at-risk of retention letters were sent to parents.</p> | <p>FO</p> |



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| 7. Other: <i>(Priorities specific to school.)</i> | Implement weekly "Literacy Enrichment for Academic Progress" (LEAP) lessons to include constructed responses in each of the 4 content disciplines to increase reading, math, and writing scores | Unit plans, lesson plans, walkthroughs, Pre and post RI scores; Starting during the second Quarter | All Core content Teachers, Coaches, Admin | None | LEAP lessons were implemented in most of the classes. | IP |
| | Continue providing accelerated Saturday Schools for advanced students in order to increase their performance on PSAT, Iowa and Milestone exams. | Scholar sign in sheets for Saturday School along with PSAT, Iowa and Milestone scores. | Coaches and Admin | \$4,000 for Salaries from Title I Funds | Accelerated Saturday schools were conducted. | FO |

Board Goal 2: *Differentiate resources for students based on needs.*

| District Focus Priorities 2016-2019 Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD) | 2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1) | | | | | |
|--|--|---------------------------|----------------------------|--|---|---|
| | Key Actions: (List as many actions as needed in each box.) | Measured by: | Owner(s): | Resources Needed: | Results of Key Actions from last year's plan: (Due September 1) | Focus Priority Status: IP = In Progress FO = Fully Operational |
| Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²) | Provide support classes during connections for those students identified by RI/MI and Milestone data analysis. | Increase RI and MI scores | Academic Coaches and Admin | 20 day funding to pay teachers to work during planning | Support classes were conducted for Math And ELA | FO |



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| <p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S) | <ol style="list-style-type: none"> 1. LEAP implementation and Tutoring opportunities during the school day in each grade level based on RI data 2. LEAP implementation and Tutoring opportunities during school day in each grade level based on MI data. 3. Develop a comprehensive school counseling program to proactively implement student interventions based upon identified academic, social-emotional and college/career readiness needs. | <p>Improvements in RI/MI scores and EOG scores indicating growth</p> <p>Process data, number of students participating in counseling activities, perception data, skills, and knowledge as evidenced by increased attendance and academic achievement.</p> | <p>Academic coaches; teachers</p> <p>School Counselors, SSA, Principal</p> | <p>Raz Plus Reading program - \$5000 Cell Tower request</p> <p>PD to enhance counselor knowledge – local funds</p> | <p>LEAP was implemented and tutoring was offered</p> <p>LEAP was implemented and Tutoring was offered</p> <p>Counselors provided support and direct interventions for students at-risk</p> | <p>IP</p> <p>IP</p> <p>IP</p> |
| <p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)</p> | <p>Continue to add and refine CTAE courses that offer High School credit for 8th grade students.</p> | <p>School schedule and class rosters</p> | <p>AP for scheduling and Principal</p> | <p>Additional funds for equipment.</p> | <p>Students were provided with more chances to earn initial high school credits.</p> | <p>IP</p> |
| <p>Other: (Priorities specific to school.)</p> | | | | | | |



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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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| Utilize stakeholder input to improve school processes. (AdvED) | Continue with "Coffee with Principal," School Council Meetings, PTSA meetings, Foundation Meetings, and Title I Stakeholder Input meetings to identify challenges along with solutions. | Meeting Minutes, presentation information | Principal, Admin, Guiding Coalition | None | Stakeholders were able to provide input at various times throughout the year. | FO |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S) | Celebrate Hispanic Heritage and Black History nights, inviting parents and students to participate | Sing in sheets, climate surveys, meeting notes | Parent Liaison, Academic Coaches, Admin | None | Hispanic Heritage and Black History nights were conducted and well attended by parents | FO |
| Other: (Priorities specific to school.) | | | | | | |



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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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| | <p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p> | <p style="text-align: center;">Measured by:</p> | <p style="text-align: center;">Owner(s):</p> | <p style="text-align: center;">Resources Needed:</p> | <p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p> | <p style="text-align: center;">Focus Priority Status: IP = In Progress FO = Fully Operational</p> |
| <p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p> | <ol style="list-style-type: none"> 1. Continue ongoing professional learning opportunities based on data collection from classroom walkthroughs and Collaborative meeting activity. 2. Ensure that teachers are using a balanced assessment approach to diagnostic, formative, and summative assessments. 3. Collaborative discussions at the Grade level about individual students, coupled with instructional and behavioral strategies that work. | <p>Meeting agendas and minutes, data collection documentation</p> | <p>Academic Coaches, Admin</p> | <p>None</p> | <p>Professional learning opportunities were provided to teachers based on needs addressed in classroom walks and survey's</p> <p>Collaborative teams meet regularly to discuss data as well as to create balanced assessments.</p> | <p>IP</p> <p>IP</p> <p>IP</p> |
| <p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p> | <p>Design and Implement Professional learning based on data from first round of walkthroughs and formatives.</p> | <p>PLs delivered during second semester along with data analysis and minutes of meetings.</p> | <p>Admin and academic coaches</p> | <p>None</p> | <p>Professional learning for the year was based on the data from walk throughs and surveys</p> | <p>FO</p> |
| <p>Other: (Specific to school.)</p> | | | | | | |