GRIFFIN MIDDLE SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Leon County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission at Griffin Middle School is to facilitate learning opportunities to empower students to recognize their potential by teaching rigorous and relevant skills that will equip students to be college and career ready.

Provide the school's vision statement

All Griffin Middle School, students will utilize various forms of technology to apply and expand skills, explore careers, and successfully transition to high school as productive citizens of society who are on track for technical careers, college, and/or the workforce.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Zelena O'Banner

Position Title
Principal

Job Duties and Responsibilities

The principal oversees all procedures and processes at school site, conduct classroom walk-through's, hold data chats with teachers, oversee the budgets, recruit and hire qualified teachers/staff, engage the community stakeholders in school initiatives, and maintain ongoing communication with leadership team.

Leadership Team Member #2

Employee's Name
Tiffany Ward

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will oversee the master schedule, analyze student data on a regular basis, facilitate MTSS meetings, conduct classroom walkthrough's, hold data chats with teachers, assist with common planning, plan and organize professional development opportunities for teachers, recruit and hire qualified teachers/staff, and provide ongoing communication with leadership team.

Leadership Team Member #3

Employee's Name
Patrick Wright

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will oversee student attendance and discipline, ensure facilities are safe and functioning, conduct classroom walk-through's, hold data chats with teachers, and maintain ongoing communication with leadership team

Leadership Team Member #4

Employee's Name
Brian Dobie

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will oversee student attendance and discipline, ensure facilities are safe and functioning, conduct classroom walk-through's, hold data chats with teachers, and maintain ongoing communication with leadership team

Leadership Team Member #5

Employee's Name
Ro'Tunda Bryant

Position Title
Teacher, K-12

Job Duties and Responsibilities

As the chair of English Language Arts Department, will facilitate common planning amongst department, ensure progress monitoring assessments are provided to students, review student data

with department, and provide ongoing communication with leadership team

Leadership Team Member #6

Employee's Name
Kisha Jarrett

Position Title
Curriculum Resource Teacher

Job Duties and Responsibilities

As our MTSS Interventionist, will make sure that students are receiving the correct levels of support within the classrooms, hold data chats with students, communicate with the leadership team, and actively participate in the MTSS meetings.
As the chair of Science Department, will facilitate common planning amongst department, ensure progress monitoring assessments are provided to students, review student data with department, and provide ongoing communication with leadership team

Leadership Team Member #7

Employee's Name
Kenzay Feaster

Position Title
ESE Teacher

Job Duties and Responsibilities

As the chair of ESE Department, will ensure progress monitoring assessments are provided to students, review student data with department, and provide ongoing communication with leadership team

Leadership Team Member #8

Employee's Name
Tarran Jefferson

Position Title
School Counselor

Job Duties and Responsibilities

As the Testing Coordinator, Guidance Counselor, and 504 Coordinator, will coordinate all district and statewide assessments to ensure all students are assessed, facilitate the student academic recovery programs, and provide ongoing communication with the leadership team.

Leadership Team Member #9

Employee's Name
Sandra Wilkerson

Position Title
Teacher, K-12

Job Duties and Responsibilities

As the chair of Social Studies Department, will facilitate common planning amongst department, ensure progress monitoring assessments are provided to students, review student data with department, and provide ongoing communication with leadership team

Leadership Team Member #10

Employee's Name
Angel Tyson

Position Title
Teacher, K-12

Job Duties and Responsibilities

As the chair of Math Department, will facilitate common planning amongst department, ensure progress monitoring assessments are provided to students, review student data with department, and provide ongoing communication with leadership team

Leadership Team Member #11

Employee's Name
Janyah Glenn

Position Title
School Social Worker

Job Duties and Responsibilities

As the school social worker, Ms. Glenn works with students to help with their individual needs inside and outside the classroom. Ms. Glenn oversees the threat assessment process.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership team initially met to review school data and to determine the goals for the 2024-2025 school year. After the leadership team identified the school goals, the goals were then shared with the faculty in our monthly faculty meeting and asked for any faculty feedback. Finally, the SIP was presented to our School Advisory Council, which includes teachers, leadership team members, business partners and community stakeholders. Again, the SIP was open for feedback from the members of SAC.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Each month, during the faculty meetings, data will be shared with the school in terms of how we are progressing towards meeting our school goals. In addition, all departments (ELA, Math, Science, Social Studies) meet a minimum of 3 days weekly for common planning. During the common planning process, standards are reviewed in depth and lessons are designed to ensure alignment to the standards. The common planning process is facilitated by administration and department leaders. The school leadership team meets monthly to provide updates as well as to make any necessary adjustments to ensure student continuous improvement. Any resulting adjustments are then shared at the faculty meeting as well as SAC meeting.

D. Demographic Data

2024-25 STATUS
(PER MSID FILE)   **ACTIVE**

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)   **MIDDLE/JR. HIGH**
                                                       6-8

PRIMARY SERVICE TYPE
(PER MSID FILE)   **K-12 GENERAL EDUCATION**

2023-24 TITLE I SCHOOL STATUS   **YES**

2023-24 MINORITY RATE   **92.6%**

2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE   **100.0%**

CHARTER SCHOOL   **NO**

RAISE SCHOOL   **NO**

2023-24 ESSA IDENTIFICATION
*UPDATED AS OF 7/25/2024   **ATSI**

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)

2023-24 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

STUDENTS WITH DISABILITIES (SWD)*
ENGLISH LANGUAGE LEARNERS (ELL)*
BLACK/AFRICAN AMERICAN STUDENTS (BLK)
HISPANIC STUDENTS (HSP)
MULTIRACIAL STUDENTS (MUL)
WHITE STUDENTS (WHT)
ECONOMICALLY DISADVANTAGED STUDENTS (FRL)

SCHOOL GRADES HISTORY
2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.

2023-24:
2022-23: C*
2021-22: C
2020-21:
2019-20: D

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							74	96	70	240
One or more suspensions							52	93	70	215
Course failure in English Language Arts (ELA)							1	7	6	14
Course failure in Math							2	6	4	12
Level 1 on statewide ELA assessment							50	59	42	151
Level 1 on statewide Math assessment							45	64	60	169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							70	99	75	244

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	19	1	22
Students retained two or more times							5	6	4	15

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							42	35	41	118
One or more suspensions							6	2		8
Course failure in ELA							1	4	2	7
Course failure in Math							1	10	1	12
Level 1 on statewide ELA assessment							63	83	78	224
Level 1 on statewide Math assessment							70	82	71	223
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										121

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							35	33	30	98

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	5		6
Students retained two or more times							2	8	4	14

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	22	54	53	28	52	49	28	53	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	46	56	56						
ELA Learning Gains Lowest 25%	59	52	50						
Math Achievement *	26	63	60	29	58	56	34		36
Math Learning Gains	50	69	62						
Math Learning Gains Lowest 25%	69	61	60						
Science Achievement *	20	52	51	23	51	49	26	55	53
Social Studies Achievement *	65	77	70	64	75	68	61	61	58
Graduation Rate									
Middle School Acceleration	53	77	74	77	67	73	92	57	47
College and Career Readiness								76	70
ELP Progress	35	46	49	25	42	40	27	73	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	43%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	427
Total Components for the FPPI	10
Percent Tested	92%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
43%	43%	47%	27%		41%	41%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	2	
English Language Learners	35%	Yes	4	
Black/African American Students	44%	No		
Hispanic Students	41%	No		
Multiracial Students	57%	No		
White Students	49%	No		
Economically Disadvantaged Students	43%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	1	
English Language Learners	25%	Yes	3	3
Black/African American Students	44%	No		
Hispanic Students	30%	Yes	1	1
Multiracial Students	36%	Yes	1	
White Students	39%	Yes	1	
Economically Disadvantaged Students	47%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	30%	Yes	2	2
Native American Students				
Asian Students				
Black/African American Students	47%	No		
Hispanic Students	44%	No		
Multiracial Students	43%	No		
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	49%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	22%		46%	59%	26%	50%	69%	20%	65%	53%			35%
Students With Disabilities	9%		37%	48%	17%	56%	84%	8%	31%				
English Language Learners	0%		48%	59%	10%	43%	70%						17%
Black/African American Students	20%		45%	60%	25%	48%	69%	16%	64%	52%			
Hispanic Students	17%		45%	53%	28%	59%	67%	14%	64%				20%
Multiracial Students	33%		64%		54%	77%							
White Students	52%		48%		48%	48%	47%						
Economically Disadvantaged Students	21%		46%	57%	27%	51%	73%	17%	65%	54%			23%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	28%				29%			23%	64%	77%			25%
Students With Disabilities	28%				27%			33%	42%				
English Language Learners	9%				13%				40%				39%
Black/African American Students	27%				28%			24%	64%	78%			
Hispanic Students	21%				29%			9%	52%				40%
Multiracial Students	29%				43%								
White Students	46%				32%								
Economically Disadvantaged Students	29%				29%			28%	67%	76%			50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	28%		43%	48%	27%	55%	64%	26%	92%	57%			
Students With Disabilities	25%		44%	39%	28%	53%	63%	17%	91%				
English Language Learners	25%		59%		11%	29%							27%
Native American Students													
Asian Students													
Black/African American Students	25%		40%	44%	24%	53%	66%	23%	93%	54%			
Hispanic Students	23%		55%	70%	23%	48%		45%					
Multiracial Students	25%		42%		46%	60%							
Pacific Islander Students													
White Students	50%		70%		43%	70%		36%	91%				
Economically Disadvantaged Students	27%		43%	49%	25%	53%	68%	24%	96%	60%			

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

				2023-24 SPRING		
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	21%	55%	-34%	54%	-33%
Ela	7	21%	51%	-30%	50%	-29%
Ela	8	24%	50%	-26%	51%	-27%
Math	6	29%	54%	-25%	56%	-27%
Math	7	13%	55%	-42%	47%	-34%
Math	8	30%	45%	-15%	54%	-24%
Science	8	8%	34%	-26%	45%	-37%
Civics		58%	75%	-17%	67%	-9%
Biology		73%	67%	6%	67%	6%
Algebra		59%	53%	6%	50%	9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

At Griffin Middle School, the component that showed the most improvement this year has been in Social Studies Achievement. We successfully implemented a co-teaching model that leveraged each teacher's strengths, enhancing our instructional approach and student engagement.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Looking at our overall school data, using state assessment results, Science was our lowest performance. For 2023-2024, we only showed 20% proficiency, which was a decrease of 4% from the previous year. Contributing factors to this decline included, new 8th grade science teachers, change in science department leader, limited hands-on lab activities, lack of deep understanding of standards.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

At Griffin Middle School, our greatest decline this year was in middle school acceleration. We saw a 24% decrease in the 2023-2024 school year. We observed a reduction in the number of students qualifying for accelerated courses and an increase in students needing to be reassigned to grade-level classes due to difficulties in the accelerated curriculum.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was math proficiency. Griffin's math proficiency was 28% and the state was 59% showing a difference of 31%. The factors that contributed to this were the students with chronic absences and high turnover rate of math teachers.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In reflection on the EWS data, the area of concern is the students with absences exceeding 10% across all three grade levels. If students are not in school, they are not able to learn.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1 - Increase Science Proficiency

2 - Recruit and Retain Highly Qualified Staff

3 - Increase learning gains in math and ELA

4 - Reduce discipline referrals

5 - Reduce the number of absences

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on historical trend data for Griffin Middle School, Science Proficiency has one of our lowest areas of proficiency.

22% - 2016-17

19% - 2017-18

21% - 2018-19

12% - 2020-21

26% - 2021-22

24% - 2022-23

20% - 2023-24

Griffin wants to focus on science achievement to bring the percentage of proficiency more into alignment with the other core subject areas of ELA, Math, and Social Studies.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, 25% of all students enrolled in Comprehensive Science 3 and Biology will be considered proficient, as measured by the state assessment and EOC. This will be an increase of 5% and bring the science proficiency percentage into the same range as our ELA and Math proficiency numbers.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will meet three times a week in common planning, which is built into the school day. An administrator will be present during the common planning sessions. Each common planning session will focus on specific standards, essential questions, higher order questions, tasks/activities, as well as assessments to properly create "Standards-focused" lesson plans. During the common planning

process, the information discussed with be shared as an entire department to receive valuable feedback on how to ensure all of the components are directly aligned to the standard. Lesson plans, based on the common planning discussions, will then be created and submitted for review. Administration will review lesson plans and provide feedback. Lastly, administration will do continuous classroom walk-throughs to ensure what is on the lesson plan is actually being implemented in the classroom. Data will be collected throughout the year to determine any needed adjustments.

Person responsible for monitoring outcome
Zelena O'Banner

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Common Planning/PLC is a well researched, evidence-based strategy to improve instructional practice. In common planning process, teachers will: identify specific standards to be taught; circle verbs/underline nouns within standard; develop an essential question with supporting higher order thinking questions; design tasks/activities that support the questions; create assessments to determine student level of mastery of the standards.

Rationale:
By having common planning, teachers are able to dig deeper into standards and develop more meaningful and engaging instructional strategies. In addition, teachers are able to share out best practices and receive feedback from colleagues when a task/activity did not yield the desire assessment results.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Common Planning

Person Monitoring:
Tiffany Ward

By When/Frequency:
Before the start of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Master Schedule needs to be created to allow for common planning.

Action Step #2

Facilitation of Common Planning

Person Monitoring:
Zelena O'Banner

By When/Frequency:
during each common planning (3x a week)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration needs to facilitate common planning process, walking teachers through each step of how to properly identify required standards to teach, determine essential questions and higher order questions, designing tasks/activities, planning for assessments

Action Step #3
Standards Breakdown

Person Monitoring:
Kisha Jarrett

By When/Frequency:
1x weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers share out their standard(s) for the following week on anchor chart paper. Teachers list the questions (EQ and HOTQ); tasks/activities; and assessments. Department teachers do a gallery walk, reviewing information on anchor charts and provide meaningful feedback.

Action Step #4
Lesson Plans

Person Monitoring:
Tiffany Ward

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Lesson plans are submitted by teachers an reviewed by administration. Administration provides meaningful feedback to improve academic instruction.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Overall, the leadership team of Griffin Middle School has decided to focus on learning gains in Reading/ELA . By focusing on learning gains, we can more more students closer to proficiency. Over 70% of the students at Griffin Middle School are considered non-proficient as measured by the state assessment from the previous school year

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, Griffin Middle School will show 51% learning gains in the areas of Reading/ELA and L25 Reading/ELA as measured by the state assessment. A learning gain is made when a student improves their achievement level from the previous year, or remain proficient and increase their overall scale score by 1 point. Movement consists of Level 1 Low to Level 1 Mid, Level 1 Mid to Level 1 High, Level 1 High to Level 2 Low, Level 2 Low to Level 2 High, Level 2 High to Level 3. Level 3, 4 and 5 remains at same level (or moves up) and improves by at least 1 scale score point.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data will be collected three times throughout the school year. Each time data is collected, it will be analyzed and shared with teachers and students. Teachers will move student data magnets after each analysis to provide a visual representation of how close we are to reaching our goal of 60% in each subject area.

Person responsible for monitoring outcome
Tiffany Ward

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Data analysis, student magnet moving.

Rationale:
By reviewing and analyzing the data, instructional decisions and adjustments can be made. The student magnets, which will be moved by teachers, will serve as visual representation of the learning gains being made.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Data Wall

Person Monitoring:
Tiffany Ward

By When/Frequency:
Before the first wave of 2024-2025 FAST Progress Monitoring assessments.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student data magnets need to be created based on 2023-2024 FAST PM3 assessments.

Action Step #2
Analyzing Data

Person Monitoring:
Tiffany Ward

By When/Frequency:
Immediately following each FAST PM Assessment.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data needs to be analyzed and shared with teachers, following each FAST assessment.

Action Step #3
Data Chats

Person Monitoring:
Tiffany Ward

By When/Frequency:
After each FAST PM Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Individual student data chats will be held with leadership.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

When reviewing the ESSA data, the ELL subgroup fell below the 41% threshold. In addition, this subgroup has consistently been below the 41% threshold for more than 3 years

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

60% of students who are in the Imagine Learning (English Language Development Course) and are matched/qualified will show gains on their end of year WIDA assessment as measured by the Overall Proficiency Level.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

The ELL students who are placed within the English Language Development Course will be exposed to the different activities found in the program "Imagine Learning". These activities will be selected based on student ability level, designed to purposefully challenge the student to make gains. The teacher of record will continuously monitor student development as well as choose the corresponding activities, with the assistance of our ELL coordinator.

Person responsible for monitoring outcome
Tiffany Ward

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The intervention is the district adopted program, Imagine Learning.

Rationale:
This program was chosen because it is provided by the district. In addition, the activities found within the program can be adjusted to meet the individual needs of students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Review previous WIDA scores

Person Monitoring:	By When/Frequency:
Tiffany Ward	Before the start of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All ELL students need to have their WIDA scores reviewed to determine who is still significantly below proficiency. Based on the information, the students below proficiency will be scheduled in the a section of English Language Development.

Action Step #2
Imagine Learning

Person Monitoring:	By When/Frequency:
Tiffany Ward	Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Throughout the school year, ELL students within the course, English Language Development, will receive activities through a program called "Imagine Learning". The teacher will choose the activities based on individual student needs. As activities are completed, data will be reviewed to determine level of progress being made.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Overall, the leadership team of Griffin Middle School has decided to focus on learning gains in Math . By focusing on learning gains, we can more more students closer to proficiency. Over 70% of the students at Griffin Middle School are considered non-proficient as measured by the state assessment from the previous school year

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, Griffin Middle School will show 55% learning gains in the areas of Math and L25 Math as measured by the state assessment. A learning gain is made when a student improves their achievement level from the previous year, or remain proficient and increase their overall scale score by 1 point. Movement consists of Level 1 Low to Level 1 Mid, Level 1 Mid to Level 1 High, Level 1 High to Level 2 Low, Level 2 Low to Level 2 High, Level 2 High to Level 3. Level 3, 4 and 5 remains at same level (or moves up) and improves by at least 1 scale score point.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data will be collected three times throughout the school year. Each time data is collected, it will be analyzed and shared with teachers and students. Teachers will move student data magnets after each analysis to provide a visual representation of how close we are to reaching our goal of 60% in each subject area.

Person responsible for monitoring outcome

Tiffany Ward

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data analysis, student magnet moving.

Rationale:

By reviewing and analyzing the data, instructional decisions and adjustments can be made. The student magnets, which will be moved by teachers, will serve as visual representation of the learning gains being made.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Magnets

Person Monitoring:	**By When/Frequency:**
Tiffany Ward	Prior to the first FAST test

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Student data magnets need to be created based on 2022-2023 FAST PM3 assessments

Action Step #2

Analyzing Data

Person Monitoring:	**By When/Frequency:**
Tiffany Ward	After each FAST PM Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data needs to be analyzed and shared with teachers, following each FAST assessment

Action Step #3

Student Data Chats

Person Monitoring:	**By When/Frequency:**
Tiffany Ward	after each FAST PM Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Individual student data chats will be held with leadership

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An area of focus Griffin Administration has decided to focus on is Civics proficiency. Our civics scores have increased over the past year and it is imperative our students are able to continue that.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, Griffin Middle School will maintain a proficiency level of 65%, or increase.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Civics department will conduct 3 progress monitoring assessments. These assessments are district provided and will be administered in August, December and April. The teachers will be able to use this data to determine whether or not the students are on track to proficiency and will be able to use this data to drive their instruction.

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Data analysis, student magnet moving.

Rationale:
By reviewing and analyzing the data, instructional decisions and adjustments can be made. The student magnets, which will be moved by teachers, will serve as visual representation of the progress being made.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.
Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Data Magnets

| **Person Monitoring:** | **By When/Frequency:** |
| Tiffany Ward | after the baseline assessment |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student data magnets need to be created based on baseline test in August

Action Step #2
Analyzing Data

| **Person Monitoring:** | **By When/Frequency:** |
| Tiffany Ward | After each progress monitoring test. |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data needs to be analyzed and shared with teachers, following each progress monitoring test

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Griffin Middle School has consistently had a high turnover in teachers due to teachers obtaining teaching positions in other schools, leaving the teaching profession, as well as administrative decision. Anytime a teacher leaves a school, a school is losing human capital. In order for a school to stay sustainable, human capital loss must be minimal. Griffin is still in the "re-building" stages and it is vital human capital be at an all time.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

At the conclusion of the 2024-2025 school year, 90% of the teachers who started the school year will

remain in place for the 2025-2026 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Climate surveys will be used to keep an accurate pulse of teacher morale. Climate surveys will be issued three times: beginning of the year, middle of the year, end of the year. Data collected from the climate surveys will be used to help boost morale if there is a need.

Person responsible for monitoring outcome

Zelena O'Banner

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Climate surveys are used to measure teacher morale. The climate survey will be constructed using a rating scale of strongly agree, agree, neutral, disagree, and strongly disagree. The survey will be provided to teachers electronically and anonymously. Data will be collected and administration will be able to use the data to determine if adjustments need to be made in the area of teacher morale.

Rationale:

Research indicates that teachers leave the profession and/or school due to leadership. The time to fix teacher morale is earlier in the school year, rather than at the end. When teachers are not happy, their best work is not provided to the students. It is important teachers are feeling good so that they stay committed to their students and so that they stay committed to the school. In order for a school to stay sustainable, their needs to be continuous human capital.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Climate Survey

Person Monitoring:
Zelena O'Banner

By When/Frequency:
Climate survey needs to be completed before the end of the first quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Climate surveys need to be created and shared with teachers

Action Step #2

Climate Survey Results

Person Monitoring:
Zelena O'Banner

By When/Frequency:
After each climate survey distribution.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Results from the climate survey needs to be reviewed. The results will be shared with leadership team to determine what possible action steps are needed next.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The SIP will be shared with the school during a faculty meeting, distributed to the people in attendance at our SAC/PTO Meetings. In addition, the plan will always be available in the front office. E-mail notification (listserv) will be sent to all of our families to inform them of where they can find the plan online, as well as a link to our plan will be provided on our school website. Our social media contact will also share the link the SIP on the different social media platforms for our community members to view.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Griffin Middle School has developed several different committees in which all staff members are assigned. One committee is related to Parent Involvement. The committee is planning to host several events throughout the school year aimed to increasing out parent involvement at Griffin. In addition, we have a parent involvement specialist on campus who works to foster relationships with families as well as establish community partnerships. Griffin will continue to use FOCUS and Listserv to keep open communication with families in regards to upcoming events, progress report/report card dates, and updates regarding the school.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Griffin plans to strengthen the academic programs in the school with common planning, and more focus on the specific academic standards. This is our area of focus (Focus Area 1 and Focus Area 3). We will develop a master schedule to promote common planning. Common planning will be facilitated by administration. Standards will examined closely and in depth to determine essential questions, higher order questions, tasks/activities and meaningful assessments. This planning will translate into more meaningful instruction taking place within the classrooms.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that 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 which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Griffin Middle School has two full-time guidance counselors and 1 full-time social worker. These staff members are available to meet with the students as needed. In addition, the social worker has designated groups of students she checks in with on a regular basis.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities 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. (ESEA 1114(b)(7)(iii)(II))

Griffin Middle School offers a few CTE programs. Students are able to take, as an elective, courses that are tied to entrepreneurship as well as computer application (digital tools). All students in middle school need to complete a career component, which is covered in our US History course. Lastly, students participate in CTE introductory program, which is hosted by our local CTE school (Lively).

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Griffin follows the Multi-Tiered System Support (MTSS). The problem-solving team, which consists of program specialist for ESE compliance, Behavior Specialist, Psychologist, Guidance Counselor/ Referral Coordinator, Speech/Language Pathologist, and MTSS Interventionist meet weekly. Teachers are able to refer any students to team, based on academics and/or behavior. The team then reviews all of the information pertaining to the student and is able to offer possible interventions to help the student become successful

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

All teachers have access to the district online professional development system, LEON LEADS. Within the system, teachers can sign-up for a combination of face-to-face as well as online self-paced courses in various areas. In addition, Griffin has allocated pre-week and in-service days to provide professional development trainings to staff. Lastly, all new teachers on Griffin Campus participate in mini-professional development monthly

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Griffin will utilize Imagine Learning for our ELL students with the addition of an aide to assist the teacher. ELL students have been strategically placed in their core classes to maximize potential. Students with disabilities will be scheduled utilizing the inclusion model. These students will have a highly qualified push in teacher as well as smaller class sizes.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Prior to the start of school, the students in the above group will be identified. After identification they will be placed into their core academic classes accordingly.

During the school year, the ELL students will be monitored by the ESOL coordinator and the administration to ensure they are making adequate progress. The push in teachers for the inclusion classes will have common planning with the teacher they assist to ensure lessons are planned to accommodate the students needs. An administrator will oversee the common planning process. After each administration of FAST progress monitoring, an administrator will share the data for these groups with their teacher and the students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen
not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00