

Leon County Schools

# Griffin Middle School



2018-19 School Improvement Plan

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## Griffin Middle School

800 ALABAMA ST, Tallahassee, FL 32304

<https://www.leonschools.net/griffin>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	I	C	D*

### School Board Approval

This plan is pending approval by the Leon County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### 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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

Our mission at Griffin Middle School is to facilitate learning opportunities on a dual technology platform by teaching rigorous and relevant skills that will equip students to compete in a global society.

#### 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 life long digital learners in a competitive global society.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
O'Banner, Zelena	Principal
Gautney, Christopher	Teacher, K-12
Bentley-Carter, Marilyn	Teacher, K-12
Marshall, Joy	Teacher, K-12
Speight, Demarco	Teacher, K-12
Tyson, Angel	Teacher, K-12
Wallace, Darren	Assistant Principal
Brunner, Brooke	Assistant Principal
Sanders, Susie	Dean
Powell, Jennifer	Assistant Principal
Jahn, Brooke	Instructional Coach
Lynn, Devon	Teacher, ESE
	Guidance Counselor

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The role of the leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions.

- The leadership team meets once per month in order to review data reports from all subject areas. After finding weaknesses based on the data reports and create an action plan to improve the area of weakness. The team also creates and implements plans to solve other school related issues as they arise.
- The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Also, they provides vision, ensure the school-based team is implementing MTSS, implementation of intervention support, provide professional

development to support MTSS, and communicate with outside stakeholders regarding school-based MTSS.

- Select General Education Teachers provide information about core instruction, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support.
- Select ESE Teachers (varying exceptionalities, speech, gifted) provide information about intervention instruction, participate in student data collection, and collaborate with general education teachers.
- The Reading Coach participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies, and assists with design and delivery of professional development relative to implementation of effective reading strategies.
- The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.
- The School Social Worker conducts social assessments and follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the objective, and if the parent agrees, the social worker can also assist parents in finding appropriate community resources.
- The ESE Program Specialist is a resource for interventions and strategies in working with all students and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences.
- The Attendance Officer is on call to join the intervention team to discuss students who have been deemed chronically absent. The attendance officer reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues.
- The Referral Coordinator or (Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.
- The Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of students need with respect to language skills.

**Early Warning Systems**

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	25	32	24	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	73	12	13	0	0	0	0	98
Level 1 on statewide assessment	0	0	0	0	0	0	102	105	109	0	0	0	0	316
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	65	30	20	0	0	0	0	115

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	1	2	0	0	0	0	6
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Friday 8/24/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	45	42	38	0	0	0	0	125
Course failure in ELA or Math	0	0	0	0	0	0	3	6	4	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Year 2016-17 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	45	42	38	0	0	0	0	125
Course failure in ELA or Math	0	0	0	0	0	0	3	6	4	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Based on our 2017-18 data, science and math achievement were our lowest points. Our school demonstrated 26% proficiency on the Math FSA compared to the district average of 59% and the state average of 58%. And, our school demonstrated 19% proficiency on the FCAT Science Assessment compared to the district average of 53% and the state average of 52%. In examining Griffin Middle School's data for the past three years, we see that there has been a consistent decline in our science scores and math scores have demonstrated a similar trend.

**Which data component showed the greatest decline from prior year?**

Algebra EOCA, Civics EOCA scores, and FCAT Science scores all dropped from the previous year. Algebra scores dropped from 100% to 74%, which is a 26% decline in proficiency. Civics EOC scores declined by 8% and Science scores declined from 18.4% proficiency to 12% proficiency, a total decline of 6.4%

**Which data component had the biggest gap when compared to the state average?**

Our school's achievement in science demonstrates the largest gap as compared to state averages. There is a 33% difference between our scores, which are 19% proficient, and the states average of 52%.

**Which data component showed the most improvement? Is this a trend?**

Griffin's Geometry EOC Scores showed the greatest improvement from the 16-17 to 17-18 school year. In 16-17, 66.7% of Griffin's students demonstrated proficiency on the Geometry End of Course Assessment. In 17-18, 100% of Griffin's students demonstrated proficiency. This was an increase of 33%.

**Describe the actions or changes that led to the improvement in this area**

Use of PUSH/REACH time in our media center before school afforded students the opportunity to receive extra assistance on the skills and standards related to Geometry, use of collaborative strategies and standards based instruction contributed to our student's mastery of the benchmarks and performance on the EOC.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	30%	56%	53%	0%	53%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	43%	54%	54%	0%	53%	54%
ELA Lowest 25th Percentile	38%	48%	47%	0%	44%	44%
Math Achievement	26%	59%	58%	0%	58%	56%
Math Learning Gains	40%	59%	57%	0%	57%	57%
Math Lowest 25th Percentile	44%	52%	51%	0%	51%	50%
Science Achievement	19%	53%	52%	0%	53%	50%
Social Studies Achievement	61%	72%	72%	0%	71%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	25 (0)	32 (1)	24 (1)	81 (2)
One or more suspensions	0 (45)	2 (42)	2 (38)	4 (125)
Course failure in ELA or Math	73 (3)	12 (6)	13 (4)	98 (13)
Level 1 on statewide assessment	102 (0)	105 (0)	109 (0)	316 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	25%	57%	-32%	52%	-27%
	2017	27%	54%	-27%	52%	-25%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	28%	54%	-26%	51%	-23%
	2017	24%	53%	-29%	52%	-28%
Same Grade Comparison		4%				
Cohort Comparison		1%				
08	2018	32%	62%	-30%	58%	-26%
	2017	32%	59%	-27%	55%	-23%
Same Grade Comparison		0%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	16%	59%	-43%	52%	-36%
	2017	19%	53%	-34%	51%	-32%
Same Grade Comparison		-3%				
Cohort Comparison						



MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	21%	55%	-34%	54%	-33%
	2017	22%	56%	-34%	53%	-31%
Same Grade Comparison		-1%				
Cohort Comparison		2%				
08	2018	28%	44%	-16%	45%	-17%
	2017	37%	48%	-11%	46%	-9%
Same Grade Comparison		-9%				
Cohort Comparison		6%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	69%	8%	65%	12%
2017	85%	69%	16%	63%	22%
Compare		-8%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	73%	-14%	71%	-12%
2017	63%	71%	-8%	69%	-6%
Compare		-4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	75%	71%	4%	62%	13%
2017	100%	78%	22%	60%	40%
Compare		-25%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	56%	-56%
2017	0%	60%	-60%	53%	-53%
Compare		0%			

**Subgroup Data**

**2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS**

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	47	38		28	38						
BLK	30	42	38	25	40	45	19	61	65		
HSP	36	58		43	50						
MUL	11	27		17	31						
SWD	20	40	40	16	37	31	12	32			
FRL	26	39	36	24	39	44	15	60	33		
ELL					80						

**2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS**

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	47	63		39	41						
BLK	25	43	47	26	42	45	20	62	52		
HSP	54	46		42	43						
MUL	15	38		23	23						
SWD	3	35	41	1	25	23		35			
FRL	24	43	53	23	39	42	20	60	36		

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

**Activity #1**

<b>Title</b>	Civics End of Course Exam
<b>Rationale</b>	Students at Griffin Middle School, Leon County, and the State of Florida should be proficient in the understanding of how our government functions. Proficiency on the middle school Civics End of Course Exam will help to insure we are able to maintain a representative democracy by producing citizens that are actively engaged in the political process.
<b>Intended Outcome</b>	70% of all matched standard curriculum students will score proficiency in Civics on the 2018-19 administration of the Civics End of Course Exam
<b>Point Person</b>	Joy Marshall (marshallj@leonschools.net)

**Action Step**

- 1.) Student with missing assignments will be referred by a teacher to attend the REACH program for remediation of assignments. The REACH sessions teacher will assist students with missing assignments. Students will be offered after school remediation sessions.
- 2.) Students will participate in academic games individually and in small groups.
- 3.) Providing opportunities for activating and building knowledge through the use NGCARPD strategies and the LCS Civics curriculum aligned to the standards and test item specifications in the Civics classrooms.
- 4.) Teachers will assign detention for minor classroom offences to decrease the number of instructional days students are out of class.

**Person Responsible** Joy Marshall (marshallj@leonschools.net)

**Plan to Monitor Effectiveness**

- 1.) Teachers will conduct data chats with students providing information about their remediation progress. Students will be reassessed for knowledge based on content standards. Students grades will increase in FOCUS grade book.
- 2.) Student will increase scores on district progress monitoring test.
- 3.) Mastery of Civics standards on classroom assessments.
- 4.) Reports will be reviewed in PBIS and by the department. As a result of increased instructional time students assessment scores will increase on classroom assessments.

**Person Responsible** Darren Wallace (wallaced@leonschools.net)

## Activity #2

**Title** ELA FSA

**Rationale**

Students at Griffin Middle School, Leon County, and the State of Florida should be proficient in reading. Acquiring reading proficiency will afford our students an ease of transition through middle school and into high school. Reading proficiency in middle school will also insure higher high school graduation rates, higher college admission rates, higher technical education rates, and allow students greater opportunities to enter the workforce with ease.

**Intended Outcome**

50% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2018-2019 English-Language Arts Florida Standards Assessment.

**Point Person**

Marilyn Bentley-Carter (bentley-carterm@leonschools.net)

### Action Step

- 1.) All Language Arts, Reading, Social Studies, and Science classes will incorporate grade level appropriate complex texts and incorporate inquiry based discussions.
- 2.) All teachers will be trained in inquiry based reading and discussion strategies and incorporating complex texts for individual students and in group settings.
- 3.) All new ELA, reading, and science teachers will attend the a training on the Achieve3000 program. A pre and post test will be administered to assess students' current Level of understanding.

**Description**

- 4.) Teachers will be trained on reading and text-dependent writing strategies that can be incorporated into their content areas. Language Arts teachers will incorporate inquiry based reading strategies to enhance text-dependent questioning and writing.
- 5.) Reading Coach will provide vocabulary and comprehension stems for all teachers to incorporate into content-area reading tasks.
- 6.) Students will be provided NGCARPD strategies that will be incorporated into student homeroom and other classes. Department heads will provide the reading coach a list of 5 words biweekly to use with an NGCARPD strategy.

**Person Responsible**

Marilyn Bentley-Carter (bentley-carterm@leonschools.net)

### Plan to Monitor Effectiveness

- 1.) The reading coach, assistant principal for curriculum, and district language arts support staff will conduct walk-throughs, peer-to-peer observation, and informal/formal observations to determine whether best practices are used when implementing inquiry based discussions in the content areas. Pretest and Post-Test data and progress monitoring results, and growth reports will also be analyzed to evaluate student growth.

**Description**

- 2.) Lesson plans will be monitored through Performance Matters and Reflection logs will be monitored through the DPP process.
- 3.) The reading coach, assistant principal for curriculum, and district language arts support staff will conduct walk-throughs, peer-to-peer observation, and informal/formal observations to determine whether best practices are used when implementing MobyMax program. Pre and Post-test data will also be analyzed to evaluate student growth.

4.) The reading coach will conduct peer-to-peer observations and conduct data chats in department meetings to discuss the effectiveness of incorporating reading and writing strategies within Language Arts, and Reading classrooms.

5&6.) During walkthroughs and peer-to-peer observations, it will be evident that teachers are incorporating NGCARPD strategies. This, in turn, may lead to an increase in scores on benchmark assessments.

**Person Responsible** Jennifer Powell (powellj@leonschools.net)

**Activity #3**

<b>Title</b>	Mathematics FSA
<b>Rationale</b>	The goal at Griffin Middle School is that 50% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2018-2019 Mathematics Florida Standards Assessment. Some students lack basic math skills, so it is our goal to ensure the remediation of math skills concepts and provide interventions so that students can perform at the appropriate academic level for success. Students also lack vocabulary decoding skills which inhibits their understanding of math word problems. It is also our goal to ensure the vocabulary of decoding skills and provide guidance so that students will become more independent.
<b>Intended Outcome</b>	50% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2018-2019 Mathematics Florida Standards Assessment.
<b>Point Person</b>	Angel Tyson (tysona@leonschools.net)

**Action Step**

- 1.) Students in intensive math classes will rotate between sessions of Math 180 and small group instruction.
- 2.) All intensive math teachers will participate in a training at the start of the year and will have follow up trainings during Math Professional Development meetings.
- 3.) Students will complete basic skills and content skills problem activities using MobyMax and Ready Florida MAFS book in all regular math classes.
- 4.) All math teachers will participate in math trainings that involve ways of incorporating basic math skills in with specific content related skills with the use of different mathematics manipulatives.
- 5.) Teachers will utilize the Go Math Differentiated Instruction Level D Worksheets to reinforce the use of word problems and math in context at the students ability.
- 6.) Teachers will utilize the Go Math Digital Instruction in small group centers using Personal Tutor and customized assignments for students to work at their levels and progression while maintaining pace of instruction.
- 7.) The math department head will train teachers monthly on new strategies and ways of work from meetings with the district math developer.
- 8.) Students will practice decoding math vocabulary, with teacher guidance giving the students the opportunity while teachers facilitate, then discuss the answer together, finally giving the students a word problem to work on independently through the gradual release process.
- 9.) Students will be provided NGCARPD strategies that will be incorporated into student homeroom and other classes. Department heads will provide the reading coach a list of 5 words biweekly to use with an NGCARPD strategy

**Description**

**Person Responsible** Angel Tyson (tysona@leonschools.net)

**Plan to Monitor Effectiveness**

1&2.) The math teachers will administer Math quizzes and discuss individual results.

3-6.) Math department head will monitor student lesson quizzes tracking data to ensure 75% of regular math students will show proficiency on the weekly Lesson quizzes.

**Description** 7.) Math lead teacher and district math developer will provide resources to assist in development of strategies to differentiate mathematics instruction.

8&9.) Teachers will display student work samples and 70% of students will pass the NGCARPD vocabulary assessment with 75% proficiency.

**Person Responsible** Zelena O'Banner (obannerz@leonschools.net)

**Activity #4**

<b>Title</b>	Science Florida Statewide Science Assessment
<b>Rationale</b>	The goal at Griffin Middle School is that 35% of all matched standard curriculum students who meet the attendance requirement will show proficiency in Science on the 2018-2019 administration of the Florida Statewide Science Assessment (SSA). This S.M.A.R.T. goal is specific, measurable, attainable, realistic, and timely. This past year, we were at 21% proficiency and realistically we could increase by 14% to 35% proficiency with solid research-based instruction that includes hands-on labs, activities, and games that engage students and that are rigorous in nature. For the past two years, we could have had 40% proficiency if the students who scored a level two had answered at least two to three more questions correctly. It is our goal to push our students to achieve this possible feat by continuously monitoring their progress, frequently assessing them to determine their level of mastery, and to provide reading comprehension.
<b>Intended Outcome</b>	35% of all matched standard curriculum students who meet the attendance requirement will show proficiency in Science on the 2018-19 administration of the Florida Statewide Science Assessment (SSA).
<b>Point Person</b>	Demarco Speight (speightd@leonschools.net)

**Action Step**

- 1.) Teachers will implement district approved ADI curriculum and STEMScopes curriculum as appropriate for specific grade level content.
- 2.) Teachers will participate in District and school ADI and STEMScopes trainings and follow-up trainings as offered.
- 3.) The science teachers will use NGCARPD strategies, Readworks articles, Acheive3000, and NEWS ELA articles to provide students with complex text and strategies to comprehend science texts.

**Description**

- 4.) Teachers will instruct students how to develop and use interactive science notebooks to include reflections of their learning and level of comprehension of annually assessed benchmarks. Additionally, all students will use the MobyMax program at least once a week to provide guided practice or remediation with science vocabulary, comprehension, and key concepts.
- 5.) Teachers will give a pretest to determine students current proficiency of previous years benchmarks. The results of the pretest will determine the 6th & 7th grade standards to be taught in parallel with the 8th grade annually assessed benchmarks.

**Person Responsible** Demarco Speight (speightd@leonschools.net)

**Plan to Monitor Effectiveness**

- 1&2.) Student performance and mastery of ADI Lab standards will correlate to Benchmark Mini Assessments and end of chapter Benchmark Chapter/Unit assessments.
- 3.) Teachers will analyze student data during science meetings to determine student mastery of science benchmarks.
- 4.) Teachers will administer either formal or informal assessments on annually assessed benchmarks to determine the effectiveness of the use of interactive science notebooks and

**Description**



MobyMax online program.

5.) The Science Department Chair will have weekly data chats and conduct peer to peer walkthroughs to discuss effectiveness of incorporating pretest and post test data results.

**Person Responsible** Brooke Brunner (brunnerb@leonschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

As a Title One school, parental involvement is based on the Epstein Model - Measure of school, family, and community partnerships. The seven targets of focus for Griffin Middle School are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, Collaborating with Community, and Student Achievement.

Based upon the 2017 School Climate Survey, 69% of parents feel that the school communicates regularly with parents or guardians about students' needs. Griffin's target is to improve regular communication with parents and guardians about student achievement needs by providing one parent involvement workshop per semester.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Griffin Middle School ensures the social/emotional needs of all students are being met in several ways. We introduce and advertise our guidance services on our school's website and school brochure. Both are made available to parents and students in the school office. Each July we offer a several workshop opportunities for parents and students to acclimate them to the procedures, expectations and social/emotional changes of their children during their middle school years. In addition, we introduce our guidance staff and services available to students via grade level assemblies that are held on the first Friday of school each year. Students who do need and/or use the guidance services, are offered individual counseling for students regarding academic and social/emotional concerns. This also sometimes involves group counseling, especially if the concern is a social one. This offers a prime opportunity to teach conflict mediation and communication skills. We hold morning parent teacher conferences for parents of students who have concerns about their child's academic and/or social/emotional progress. Mentoring services are offered to students who may benefit and express an interest. For students who need short-term and/or long-term personal counseling, we offer various community referral services to them from which to choose. Griffin is fortunate to offer New Horizons which is a grant funded program through Disc Village. Students who are identified for services are assessed by the MSW (Social Worker) who gains parental consent for these targeted students to receive services. Our guidance counselor also serves as a liaison for the special population students at Griffin Middle. These special populations include ESOL/ELL, ESE, and 504 Plan students. This involves communicating with

teachers, parents, administration, district personnel, and community personnel as well as coordinating meetings and services for these students.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The role of the Griffin Middle School leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on the state assessments. Once specific strategies are identified and determined to be effective, the departments use these strategies to meet the goals of the School Improvement Plan.

Our school and district funds are used to support the goals of the School Improvement Plan and to meet the needs of all students as well as professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

A Pupil Progression Guide is provided for all students and parents which helps communicate requisites for promotion. Through the curriculum office, teachers guide students to course selections that are meaningful to their career interests. We aim to provide a highly engaging and rigorous program which prepares students for their career/college path. Based upon student performance data and teacher recommendations, students may take up to seven high school credits. When applicable, students may opt to take virtual courses. Also important to our students is the opportunity for them earn entrance in the Amos P. Godby IT Academy, if they complete the middle school Information Technology course of study at Griffin Middle School. We promote career ready for all, college ready for some. Additionally, Our students and parents are given a course request guide which is also located on the school's website to guide parents and students with their course selections for the next school year. Each year our staff carefully reviews this material so we can provide our families with meaningful and accurate registration information with the support and cooperation of staff, students, and parents, we are confident that a personal, challenging, and enriching academic program will be developed to teach and guide students so they will attain their maximum potential, including opportunities to take high school credit courses. The registration process is an important step in preparing our youth to lead productive, fulfilling, and successful lives in a rapidly changing world.

## Part V: Budget

Leon - 0222 - Griffin Middle School - 2018-19 SIP  
Griffin Middle School

<b>Total:</b>	<b>\$7,050.00</b>
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