

# COBB COUNTY SCHOOL DISTRICT



## GRIFFIN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN And TITLE I SCHOOLWIDE PLAN 2007-2010

### Revisions

9/15/08

11/21/08

12/2/08

*Darryl R. York*

Principal Signature

\_\_\_\_\_  
Area Assistant Superintendent Approval

# SCHOOL IMPROVEMENT And TITLE I SCHOOLWIDE PLAN Table of Contents

	<b>Pages</b>
<b>PART 1 PROFILE</b> .....	<b>3 – 10</b>
1. Comprehensive Needs Assessment	
Executive Summary .....	<b>3</b>
Significant Accomplishments .....	<b>4</b>
Significant Challenges .....	<b>5</b>
Organizational Characteristics .....	<b>6</b>
Student Performance Data Analysis .....	<b>6</b>
Stakeholder Perceptual Data Analysis .....	<b>7</b>
2. School Wide Reform Strategies .....	<b>7</b>
3. Instruction by Highly Qualified Teachers .....	<b>7</b>
4. Provide High Quality and Ongoing Professional Development .....	<b>8</b>
5. Strategies to Increase Parental Involvement .....	<b>8</b>
6. Plans for Transition .....	<b>8</b>
7. Measures to Include Teachers in Decisions Regarding the Use of Data to Drive Instruction ..	<b>9</b>
8. Coordination of Federal, State, and Local Services .....	<b>9</b>
9. Activities to Insure Students Experiencing Difficulty Receive Effective, Timely Assistance ..	<b>9</b>
10. How Student Assessment Results Will be Provided to Parents .....	<b>10</b>
11. Make Plan Available to LEA, Parents, and the Public .....	<b>10</b>
<b>PART 2 SCHOOL MISSION AND BELIEFS</b> .....	<b>11</b>
<b>PART 3 ACTION PLAN</b> .....	<b>11 – 30</b>
Priorities .....	<b>11</b>
Student Performance Action Plan: Goal #1 .....	<b>12 – 14</b>
Student Performance Action Plan: Resource Plan .....	<b>15 – 20</b>
School Performance Action Plan: Goals .....	<b>21</b>
School Performance Action Plan: Resource Plan .....	<b>22 – 30</b>
<b>PART 4 RESULTS</b> .....	<b>31 – 39</b>
Strategy Analysis .....	<b>31 – 32</b>
Georgia Performance Standards Implementation .....	<b>33 – 35</b>
Benchmark Reporting .....	<b>36 – 37</b>
Reflections on Lessons Learned .....	<b>38</b>
Next Steps .....	<b>38</b>
<b>APPENDIX</b> .....	<b>40 – 49</b>

# PROFILE

## 1. Comprehensive Needs Assessment (Title I)

### Executive Summary

The students of Jasper M. Griffin Middle School are primarily residents of Smyrna, a suburb of Atlanta, Georgia. Smyrna is a suburban community with a population of nearly 41,000 and is commonly referred to as the "Jonquil City." Smyrna's citizens are proud of its increasing economic growth and prosperity in recent years. Many of the new projects in the city, like the recently renovated Community Center and City Hall areas, offer residents a variety of cultural experiences. While most of the residents graduated from high school, many have completed a four-year degree at an institute of higher learning. The average household income is approximately \$56,000 and new housing costs range from \$375,000 to \$1.4 million. The Griffin attendance area also has a large number of apartment complexes and trailer parks and as a result Griffin continues to face the challenge of a growing transient rate.

Over the past five years the enrollment at Griffin has increased, however this year showed a slight decline in enrollment. This fluctuation in enrollment, as well as a continued increase in the transient rate, has made it difficult to analyze longitudinal data. Although Griffin has shown a steady increase in test scores, the increase has not been enough to meet AYP. Due to the large number of students who are part of the Free and Reduced Meal program, Griffin is considered a Title 1 school. This federal program provides additional resources to help meet the needs of our students. As a result of the Title 1 program, we have been able to hire additional teachers to specifically help meet the needs of subgroups that are struggling to meet AYP.

The past several years have brought many changes to Griffin, including a multi-million dollar building and renovation program. During that time almost every classroom in the building has been remodeled. During this same time period Griffin has also participated in a Comprehensive School Reform grant. As part of the grant, Griffin was involved with the Accelerated Schools PLUS program. The program emphasized the best of what we know about education, which is usually reserved for gifted and talented students, is now shared with all students. Teachers work together to transform every classroom into a powerful learning environment. For the past three years teachers have been involved in staff development to identify and implement the components of powerful learning, as it relates to the Georgia Performance Standards (GPS).

As part of a new Restructuring Program Griffin has now adopted the America's Choice model. The America's Choice School Design is a coherent, comprehensive design that offers exceptional instructional materials and strategies with first-rate coaching and professional development. Through this design Griffin will focus on five critical elements of school improvement.

1. Creating a standards-based system with assessments that monitor progress and inform instruction
2. Aligning instruction to standards and focusing teaching on moving students from where they are to where they need to be
3. Strengthening instructional leadership
4. Building professional learning communities
5. Engaging parents and the community

Classrooms have become inviting and stimulating places to learn. In spite of the construction and renovations that are occurring, teachers have worked to provide a stable learning environment for all students. Teachers at Griffin recognize that each child is different and has different needs. Emphasis is placed on providing differentiated instruction for students at various levels. However, Students with Disabilities (SWD) and Limited English Proficient (LEP) students continue to struggle on standardized tests. Consequently, the SWD and LEP students continue to show weaknesses.

Parental and community support is vital to any school. Griffin's PTSA supports the school in a variety of ways including Scholastic Book Fair, dances, teacher recognitions, and student recognitions. Griffin also enjoys excellent community support through the Partners in Education program. Current partners include Chick-Fil-A, Emory Adventists Hospital, Smyrna Assembly of God, Woodland Ridge, Concord Designs, Jim & Nick's Barbecue, J.R. Cricket's, Stevie B's, Vinings Lake Church, & Los Bravos.

### **School Improvement Team Members**

Darryl R. York, Principal  
Melissa Barlow, Science Coordinator  
Tamara Avent, Math Coach  
Sheri Miller, Language Arts Coach  
Matt Short, Social Studies Coordinator  
Tarrel Jerry, Graduation Coach  
Shasta Johnson, Special Education Lead Teacher  
Barbara Selby, ESOL Lead Teacher  
Lisa Chester, Connections Coordinator  
Kacie Phipps, ALP Coordinator  
Delawna Brown-Davis, Counselor  
Christina Arpante, Assistant Administrator  
Pam Bailey, PTSA Vice-President

### **Significant Accomplishments**

In recent years, Griffin Middle School has experienced significant progress relative to academic achievement. We pioneered a gifted program that included Target and Advanced Content classes, which became a model gifted program for Cobb County. Griffin also pioneered the Preparation for Accelerated Comprehensive Enrichment (now known as Advanced On-Level or AOL), which is a program for high achievers, who are not identified as "gifted". In addition, foreign language is available for 8<sup>th</sup> grade students. Each course includes differentiated instruction and incorporates higher order thinking skills as a foundation.

Based on Criterion Referenced Competency Test (CRCT) results, GMS experienced growth in Math and Reading/Language Arts over the last several years. These improvements have been highlighted by a 16.9% growth in ELL scores for Reading/Language Arts, over the last two years.

Parental involvement is an integral part of the student success at Jasper M. Griffin Middle School. In recent years, the Parent Teacher Student Association (PTSA) has worked diligently to secure resources for the school. It communicates information to relevant stakeholders through flyers, mailed newsletters, the bilingual Phone Master recorded message system, and our school website. They also provide other incentives (staff meals, snacks, and other thoughtful gestures) for the GMS faculty and staff. The present PTSA President and the other officers of the group are quite visible on the campus.

Griffin has continued to reach out to the community in a variety of ways. Town Hall meetings are held throughout the year at local elementary schools. These meetings allow parents to meet in their individual communities with faculty and staff members. In addition Griffin has offered several parent classes and well as instructional fairs.

In 2002, Griffin Middle School was one of two schools in the metro-Atlanta area that received a \$15,000 school-wide discipline grant. One component of the grant called for the formation of an acronym, PAWS, which is relative to student behavior/discipline can be readily identified by GMS students and staff members. Griffin Middle School expects "PAWSitive" behaviors in order to create, promote and maintain a safe and orderly learning environment for all students and staff. Students and staff at Griffin Middle School should be: Prompt to school and class, Accept responsibility, Work hard, and Show respect. The GMS PAWS Program/Team received dual state level accolades, with state-wide presentations.

GMS is also offering the Advancement Via Individual Determination Program or AVID for the fifth consecutive year. The purpose of the AVID program is to identify students in the middle performance range on standardized assessments. AVID provides individual and specialized academic assistance accompanied with motivational guidance. It also enables students to be successful in a rigorous college preparatory curriculum.

Finally, Griffin Middle School was awarded a \$180,000 Grant by the Georgia Department of Education to implement a Comprehensive School Reform Model/Plan. Accelerated Schools PLUS makes high expectations a reality for all students by using proven research-based educational strategies.

## **Significant Challenges**

As part of No Child Left Behind (NCLB), each year GMS receives a report from the state that shows Annual Yearly Progress (AYP). The report includes student scores for the entire school. The report also disaggregates student scores into different subgroups, including race/ethnicity, Students with Disabilities (SWD), Limited English Proficient (LEP), and economically disadvantaged students. Under NCLB, if a single group of students does not meet the state's AYP goals, the entire school will be designated as not meeting AYP. This year, Griffin Middle School made AYP in every category with the exception of SWD students. This places Griffin on the Needs Improvement list for 2008-2009 and provides us with our most significant challenge -- meeting the needs of all students. This challenge provides the focus for our staff development, instructional strategies, and the implementation of district and state initiatives. Lastly, attendance appears to be a challenge due to the student transiency.

## **Organizational Characteristics**

GMS is presently accredited by the Southern Association of Colleges. The duration of the school year is consistent with state guidelines, 180 days for students and 191 days for teachers. The school day begins at 9:15 AM and ends at 4:15 AM. The faculty and staff of 100 members consist of a Principal, five assistant administrators, three counselors, a Graduation Coach, a Media Specialist, 72 Teachers, and 25 Support and Clerical Staff. Teachers new to Griffin are assigned a mentor to guide and assist in the instructional policies of the school. Mentors and new teachers meet regularly to discuss issues and participate in reciprocal observations throughout the school year.

Students at each grade level are organized into teams of approximately 120 students and 3-5 teachers. Students on a team rotate among their teachers for their core academic subjects. In addition, students have two Connections classes each day, such as Physical Education, Health, Art, Business, Music, Technology, Band, Orchestra, and Chorus. The AVID program is offered through the Connections rotation. Furthermore, to assist low-performing students Reading and Math Connections/Enrichment are offered.

Students also have the opportunity to participate in a variety of extracurricular activities. Student clubs and organizations include, but are not limited to, the Junior Beta Club, Builders Club, Student Leadership Team, Bilingual Peer Mentors, and the yearbook staff. The Academic Bowl team, Robotics Club, Formula One Team, and the Future Business Leaders of America (FBLA) allow students to apply classroom knowledge in a competitive and challenging way. Incentives, such as STARS, perfect attendance, and Student of the Month continue to be a source of achievement and pride. GMS boasts a strong level of student involvement in the Fine Arts program. Performance efforts include Six Flags, Disney World, and the Governor's mansion.

Teachers serve on cadres as part of the Data-Team process. Each subject-area cadre examines instructional strategies and makes recommendations.

## **Student Performance Data Analysis**

For 2007 our 8th Grade Writing Test scores decreased dramatically in the total number of students meeting or exceeding standards. This was unexpected due to efforts of the Language Arts department. In addition, these scores did not correlate with the increase in Language Arts scores on the 2007 CRCT.

On the Reading, Math, and Language Arts sections of the Georgia Criterion Reference Competency Test (CRCT), we were pleased to learn that GMS students again made gains in all of the areas. The CRCT assesses students in three performance categories that show the percentage of students "not meeting standards", those "meeting standards", and those "exceeding standards". In Spring 2007, Griffin Middle School (GMS) continued to show growth with a 2.5% increase in the total number of students who met or exceeded standards in Reading/Language Arts. Additionally, in the Spring 2007, GMS decreased by 1.1% in the total number of students who met or exceeded standards in Math.

## Stakeholder Perceptual Data Analysis

Each year Griffin Middle School utilizes a School Improvement Opinion survey provided by the Cobb County School District. This instrument surveys parents, student, and staff in several domains, including Instructional Process, School Leadership, Communication, Parent Involvement, Student discipline, Safety, and Auxiliary Services. While the statistics vary between stakeholder groups, the domain that consistently has shown the lowest area of positive feedback is the area of Student Discipline. The 2006-2007 survey shows that 50% of the student respondents provided positive feedback in the area of Student Discipline. Parents and staff surveys also reflected similar opinions.

All testing and survey results are distributed to parents in written form at the beginning of the year and/or during Parent Conferences in January. Teachers explain these results in the context of predicting future success to allow parents the opportunity to evaluate their child's and Griffin's instructional achievement.

## 2. School wide Reform Strategies (Title I)

In order to reach our goals set out in this improvement plan in math and literature/language arts, and other content areas, teaching strategies must meet the learning needs of all students enrolled in our school. All students must be placed in a position to improve performance. Griffin Middle School will continue the implementation of a co-teaching model, with training provided by Cobb County, America's Choice, and GLRS, and develop techniques effectively implementing high-impact teaching strategies within the classroom (research-based **Best Practices**) as key tools in helping students perform at higher levels. Teachers will collaborate on unit plans that are performance based designs that focus on student understandings. General Education, ESOL, and enrichment teachers will design units, plan activities, and teach collaboratively. This will provide academic opportunities for all of Griffin's students.

Performance based instruction, as outlined by the Georgia Performance Standards, necessitates a paradigm shift for educators. By the use of Backwards Design, model instruction is focused on student understanding of the standards and applicable elements. Professional Development as well as collaborative planning will transition teachers from activity based instruction to performance based instruction. As part of our Restructuring Plan, Griffin will begin implementing the America's Choice model.

## 3. Instruction by Highly Qualified Teachers (Title I)

For the current school year, 2008-2009, there are 96 certified staff and 22 classified staff members. Many of our staff members hold advanced degrees and are currently continuing educational efforts through graduate study. Adhering to the No Child Left Behind (NCLB) Act for highly qualified teachers, all core teachers are teaching within certified fields. We participate in the hiring of "Highly Qualified Teachers", as determined by the State of Georgia, through Human Resources within the Cobb County School District. We will also attend and participate in the hiring and selection of highly qualified teachers through job fairs and aggressive recruitment. Additionally, all teachers new to Griffin Middle School will participate in a new teacher program in which new teachers meet on a

monthly basis with mentor teachers as well as administrators. This learning community will provide opportunities for professional growth to ensure both student and teacher success.

#### **4. Provide high quality and ongoing professional development (Title I)**

Responding to the needs of our students and staff, we have deployed a system of “job embedded” professional development in order to equip our teachers and support staff with proven strategies that not only address our students’ needs, but are easily transferred and translated into higher student achievement. The primary focus of our professional development will be based upon the America’s Choice model.

Griffin’s teachers and administrators have participated in a variety of research based training programs. Our teachers have effectively collaborated through subject planning to produce unit lesson plans, standards based lessons, and review of student work for evidence of learning. This collaboration affords them the opportunity to use research-based strategies in their daily lessons.

Some of the Professional Development Activities include:

- Vertical and Horizontal Alignment of Curriculum
- Academic teachers participate in horizontal Data Teams which maintain a data notebook
- Training in unpacking the standards and standards based
- Training showcasing methods for the differentiation of instruction
- Training encouraging the use of 21<sup>st</sup> Century technology in the classroom
- Training on effective collaboration

#### **5. Strategies to Increase Parental Involvement (Title I)**

Parental involvement is critical in the process to close the achievement gap between disadvantaged and minority students and their peers. The goal is to change the culture of schools so that they invest in and define success as the academic achievement of every child. To this end, our parent facilitator has devised strategies intent on securing the input of the whole family. Griffin hosts several Town Hall meetings throughout the year. These meetings are held at the local elementary school thus providing parents an opportunity to meet closer to their homes. In addition we offer several parenting classes through our ‘Parent University.’ Griffin’s PTSA also provides multiple opportunities for parental involvement through various activities such as PAWS parties, STARS parties, dances, etc.

#### **6. Plans for Transition (Title I)**

The transition from elementary school to middle school is facilitated through various activities and programs during the school year. Students from our five feeder schools visit Griffin during March and April each year. In addition our counselors visit each elementary school for class meetings. A Rising 6<sup>th</sup> Grade Night is sponsored by our PTSA each April and administrators and teachers visit elementary PTSA meetings.

Students transitioning from 8<sup>th</sup> grade to high school also participate in a familiarization process. Key faculty members and students from Campbell and Osborne High Schools come to Griffin to discuss the high school experience, expectations and extracurricular activities with all 8<sup>th</sup> grade students. Parent meetings are held Campbell and Osborne High Schools to assist with the orientation process. Finally, Griffin teachers assist 8<sup>th</sup> grade students with their initial high school registration each Spring.

## **7. Measures to Include Teachers in Decisions Regarding the Use of Data to Drive instruction (Title I)**

Data teams convene weekly to provide opportunities for teachers to address student needs, student performance, and to develop strategies to move students to a higher level of learning. Griffin teachers participate in the school improvement process through collaboration, subject-area meetings (vertical planning), grade-level meetings (horizontal planning), student academic reviews, professional development, and faculty meetings. Through this school improvement process, teachers cooperatively plan activities that support the School Improvement Plan goals and strategies. Along with planning lessons, teachers analyze data as a subject area and for their individual classes. All collaborative meetings focus on staff development and school improvement through the examination of data collected by common assessments and benchmarks that are aligned to GPS. This progress testing is aligned to GPS, state unit pacing, weekly skills taught and CRCT. Pretest, Quarterly Benchmarks, Mid-Year Review, Common Assessments, and Post-Test results are analyzed for use in indicating school-wide progress. This data is organized to illustrate trends for individual students, class period, team, and grade-level as well. Through analysis of this data, appropriate instructional and needs adjustments can be made, if necessary. Weekly student academic reviews of student progress, analyze/identify specific student needs, evaluate the effectiveness of lessons/teaching, plan/adjust instruction and develop (objective-focused) learning activities that engage/accelerate/challenge students to master analytical/critical-responsive thinking.

## **8. Coordination of Federal, State, and Local services (Title I)**

Griffin addresses instructional extension in a variety of ways: During –School Tutoring, Summer Enrichment, and Supplemental Educational Services which are funded through a variety of federal and state sources. Supplemental Education Services are communicated with parents through Open Houses, PTSA meetings, letters, and our school web site. Students who are at-risk of not meeting standards on the CRCT are involved in tutoring sessions held during the school day twice a week. Struggling students who scored close to 800 on the CRCT were enrolled in Math Connections and/or Reading Connections. Additionally, struggling reading students are enrolled in an 18-week connections course using the “Read 180” model to improve comprehension skills.

## **9. Activities to insure students experiencing difficulty receive effective, timely assistance (Title I)**

All lessons are planned utilizing America’s Choice. Through research, we understand that a standards based class presents information in a format which minimizes student incomprehension. By analyzing the data team findings, teachers identify if any specific students or classes still require further assistance. The strategies implemented as a result of the analysis of this data are constructed

to address any unmet educational needs. Tutoring is also offered in every content area for students who continue to experience difficulty.

- **Provision to ensure that the assessment results are valid and reliable**

The weekly collection and evaluation of data through data team meetings and data talks ensures the validity and accuracy of that data. CRCT simulated testing samples are administered with accommodations. The America's Choice model utilizes a workshop model emphasizing exploratory activities, expecting students to use all resources (human/non-human) to demonstrate final products and proficiency as outlined by GPS, district, state, school, and teacher expectations. Acceleration is expected, planned, delivered and assessed for all students.

## **10. How Student Assessment Results will be Provided to Parents (Title I)**

Parents are notified of their child's progress and performance in a variety of ways: personal and telephone conferences, progress reports, report cards, U.S. mail, individual or team group emails, and student academic review conferences.

- **Provision for Public Reporting of Disaggregated Data**

Parent letters providing an explanation of the Griffin's AYP status will be sent out. Additionally, student test results will be sent home with students along with an explanation of how to interpret them. Student led conferences will also take place such that conversations can be held centering on individual test results.

## **11. Make Plan Available to LEA, Parents, and the Public (Title I)**

In an effort to ensure that all stakeholders have access to the information included in this plan, Griffin will make this document available to the LEA, parents\*, and the public by providing a copy to Central Office personnel, keeping a copy in the front office, ensuring that all members of the PTSA board have copies, and making copies of the School Improvement Plan available at all PTSA meetings.

- **Translation**

Multiple documents are available in Spanish including the SIP on request..

\* In cases where the students reside in a Neglected and Delinquent Residential Facility, a representative from that facility can serve as a proxy for the parent(s).

# SCHOOL MISSION AND BELIEFS

## MISSION

The mission of Jasper M. Griffin Middle School is to educate students to become responsible, productive citizens in our culturally diverse society.

## VISION

Griffin Middle School is committed to academic excellence, the development of character, positive social skills and responsibility. To achieve this vision, GMS will:

- Use all resources to bridge the gap between school and its stakeholders
- Commit to improving communication
- Provide opportunities for students to make appropriate choices

## BELIEFS

GMS believes that:

- All students can learn
- All students have equal, intrinsic worth.
- The school should provide a safe and nurturing environment.
- The school should provide opportunities for all students to achieve their personal best, while developing and accepting responsibility.
- The home, school, and community are partners in the educational process.

# ACTION PLAN

## Priorities

The GMS School Improvement Team collaborated with the stakeholders to develop a vision for student achievement guided by the latest educational research and future trends.

## STUDENT LEARNING PRIORITY

Based on a review of the student achievement data, in alignment with state standards, Math and Reading/Language Arts were chosen as a priority for student learning. Even though improvements are evident, there are students in all grades not meeting standards in Mathematics. Many of these struggling students fall into the category of Students with Disabilities and Limited English Proficiency.

## SCHOOL PERFORMANCE PRIORITY

The school has identified the need to improve the learning environment as a priority through the CCSD School Improvement Survey data, GAPSS, administrative referrals, and the general agreement of the faculty.

## STUDENT PERFORMANCE ACTION PLAN: GOALS

Student Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
<p>Griffin students will demonstrate proficiency in the areas of Math, Reading, Language Arts, and Science at or above grade level.</p>	<p>Math indicators include:</p> <ul style="list-style-type: none"> <li>• Students will be able to compute using the four basic operations according to grade level standards.</li> <li>• Students will be able to read and interpret mathematical data, including graphs, charts, statistics, and word problems.</li> <li>• Students will be able to interpret real-world situations mathematically using appropriate number and algebraic sentences.</li> <li>• Students will be able to recognize and apply appropriate mathematical vocabulary and formulas.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of all students meeting or exceeding Math standards in 2007-2008: 71.8%</li> <li>• Percentage of ELL students meeting or exceeding Math standards in 2007-2008: 47.4%</li> <li>• Percentage of SWD students meeting or exceeding Math standards in 2007-2008: 36.5%</li> <li>• Percentage of Hispanic students meeting or exceeding Math standards in 2007-2008: 66.8%</li> <li>• Percentage of Economically Disadvantaged students meeting or exceeding Math standards in 2007-2008: 68.3%</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the percentage of all students meeting or exceeding Math standards in 2008-2009 by 15% or greater. (GAPSS) PO-2</li> <li>• Increase the percentage of ELL students meeting or exceeding Math standards in 2008-2009 by 15% or greater. (GAPSS) PO-2</li> <li>• Increase the percentage of SWD students meeting or exceeding Math standards in 2008-2009 by 15% or greater. (GAPSS) PO-2</li> <li>• Increase the percentage of Hispanic students meeting or exceeding Math standards in 2008-2009 by 15% or greater. (GAPSS) PO-2</li> <li>• Increase the percentage of Economically Disadvantaged students meeting or exceeding Math standards in 2008-2009 by 15% or greater. (GAPSS) PO-2</li> </ul>

## STUDENT PERFORMANCE ACTION PLAN: GOALS

Student Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
	<p>Reading indicators include:</p> <ul style="list-style-type: none"> <li>• Students will be able to apply reading strategies and vocabulary skills while reading.</li> <li>• Students will be able to use information from the text to correctly respond to questions.</li> <li>• Students will be able to interpret information that they are reading.</li> <li>• Students will be able to locate and recall information from the text.</li> </ul> <p>Language Arts indicators include:</p> <ul style="list-style-type: none"> <li>• Students will be able to use "Standard American English" (correct grammar and mechanics) to compose written assignments across all subject areas.</li> <li>• Students will be able to write with clarity, purpose, and understanding of audience.</li> <li>• Students will be able to write for specific purposes.</li> <li>• Students will be able to produce paragraphs containing a variety of sentence lengths and structures.</li> <li>• Students will be able to demonstrate the principles of the writing process in its basic form.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of all students meeting or exceeding Reading/ELA standards in 2007-2008: 84.9%</li> <li>• Percentage of ELL students meeting or exceeding Reading/ELA standards in 2007-2008: 64.7%</li> <li>• Percentage of SWD students meeting or exceeding Reading/ELA standards in 2007-2008: 54.7%</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the percentage of all students meeting or exceeding Reading/ELA standards in 2008-2009 by 10% or greater. (GAPSS) PO-2</li> <li>• Increase the percentage of ELL students meeting or exceeding Reading/ELA standards in 2008-2009 by 15% or greater. (GAPSS) PO-2</li> <li>• Increase the percentage of SWD students meeting or exceeding Reading/ELA standards in 2008-2009 by 15% or greater. (GAPSS) PO-2</li> </ul>

## STUDENT PERFORMANCE ACTION PLAN: GOALS

Student Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
	<p>Science Indicators include:</p> <ul style="list-style-type: none"> <li>• Students will be able to record investigations clearly and accurately using the scientific method according to grade level standards.</li> <li>• Students will be able to organize and interpret data into graphs, tables and charts.</li> <li>• Students will be able to analyze scientific data via calculations and inference.</li> <li>• Students will be able to recognize the importance of explaining data with precision and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of all students meeting or exceeding Science standards in 2007-2008: 60.0%</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the percentage of all students meeting or exceeding Reading/ELA standards in 2008-2009 by 10% or greater. (GAPSS) PO-2</li> </ul>

## STUDENT PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 1: Focus on the level of rigor needed to understand and apply the standards in all grades and in all content areas.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2007-2008</b>	<ul style="list-style-type: none"> <li>• Continue to unpack the Georgia Performance Standards to determine the level of rigor needed for implementation.</li> <li>• Use the Data Team process to determine strengths and weaknesses of individual students.</li> <li>• Collaboratively develop and implement unit plans that reflect differentiation and promote higher order thinking skills in a performance-based classroom.</li> </ul>	<p>Training:</p> <ul style="list-style-type: none"> <li>• Continue to unpack the GPS standards</li> <li>• Continue the Data Team process</li> <li>• Differentiation and higher order thinking skills for application in the classroom</li> <li>• Effective co-teaching</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Administrators serve as instructional leaders in the data team process</li> <li>• Unit templates provided as a framework for collaborative planning</li> <li>• Daily class procedure templates provided as a framework for performance-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Use of district curriculum supervisors to provide assistance with unpacking standards</li> <li>• Use of Early Release/Grade Level Planning days to provide training on differentiation and HOTS (\$200)</li> <li>• Release time for teachers to observe effective implementation of DI/HOTS (\$1200)</li> <li>• Training materials for new teachers (\$200)</li> <li>• Fees for conference/workshop registrations (\$500)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Walks trend data</li> <li>• Review of unit plans</li> <li>• Sharing of data through Data Analysis Team</li> <li>• Sharing of data and effective teaching strategies through Cadre' meetings</li> <li>• Posting of student work in individual classrooms that reflect HOTS</li> </ul>

## STUDENT PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 1: Focus on the level of rigor needed to understand and apply the standards in all grades and in all content areas.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2008-2009</b>	<ul style="list-style-type: none"> <li>• Continue to unpack the Georgia Performance Standards to determine the level of rigor needed for implementation.                             <ul style="list-style-type: none"> <li>○ Increase rigor and high expectations for student achievement by assuring all teachers use the language of the standard throughout the sequencing of the lesson. (GAPSS) I-2.3, I-2.5, I-3.1, I-3.2, I-3.3</li> </ul> </li> <li>• Use the Data Team process on a weekly basis to determine strengths and weaknesses of individual students giving emphasis to SWD and ELL students.                             <ul style="list-style-type: none"> <li>○ Involve teachers more extensively in disaggregating and analyzing student achievement data in order to design assessment practices that are balanced and authentic. (GAPSS) A-1.3, A-1.4</li> </ul> </li> <li>• Collaboratively develop and implement unit plans based on district scope &amp; sequence, that reflect differentiation and promote higher order thinking skills, giving emphasis to SWD and ELL students, in a performance-based classroom.</li> <li>• Examine the use of differentiated instruction, higher order thinking skills, and processes to increase rigor and expectations of all students in all classrooms. (GAPSS) I-2.3, I-3.1</li> <li>• Implement the America's Choice Workshop Model with extended time in Language Arts and Math.</li> <li>• Continue use of co-teaching models for instruction of SWD students</li> <li>• Continue use of 'Push-in' and Pull-out' models of instruction for ELL students</li> </ul>	<p>Training for teachers:</p> <ul style="list-style-type: none"> <li>• AC Workshop Model</li> <li>• Continue to unpack the GPS standards</li> <li>• Continue the weekly Data Team process with assistance from ALTs with emphasis on SWD and ELL teams.</li> <li>• Differentiation and higher order thinking skills for application in the classroom</li> <li>• Effective co-teaching (provided by SWD Lead Teacher)</li> <li>• Initial training provided by America's Choice for Literacy and Math Coaches</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Administrators &amp; Coaches serve as instructional leaders in the data team process</li> <li>• Unit templates provided as a framework for collaborative planning</li> <li>• Daily class procedure templates provided as a framework for performance-based instruction by Administrators and Coaches.</li> <li>• Outside resources such as GaDOE and GLRS (GAPSS) L-3.3, PL-1.5, PL-1.6</li> <li>• America's Choice staff provide inservice training</li> </ul>	<ul style="list-style-type: none"> <li>• Adoption of America's Choice Model (\$98,000)</li> <li>• Use of district/state personnel to provide assistance with unpacking standards</li> <li>• Use of Early Release/Grade Level Planning days to provide training on America's Choice Workshop Model</li> <li>• Release time for teachers to observe effective implementation of the Workshop Model (\$1500)</li> <li>• Training materials for new teachers (\$200)</li> <li>• Fees for conference/workshop registrations (\$5000)</li> </ul>	<p>Establish and maintain a systematic process for progress monitoring which includes collecting and analyzing data. (GAPSS) A-1.1 – by Administrators (GAPSS) L-1.4, L-2.3</p> <p>Including:</p> <ul style="list-style-type: none"> <li>• Learning/Focus Walks trend data (reviewed monthly) (GAPSS) PO-3.2, PL-2.2</li> <li>• America's Choice Focus Walks</li> <li>• CCSD Co-Teaching Observations</li> <li>• Revisions and review of unit plans</li> <li>• Continued sharing of data through School Leadership Team</li> <li>• Sharing of data and effective teaching strategies through Subject Area meetings (twice monthly)</li> <li>• Posting of student work in individual classrooms that reflect student progress toward attainment of GPS standards</li> <li>• Use of Standards-Based Classroom HIP</li> </ul>

## STUDENT PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 1: Focus on the level of rigor needed to understand and apply the standards in all grades and in all content areas.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2009-2010</b>	<ul style="list-style-type: none"> <li>• Continue to unpack the Georgia Performance Standards to determine the level of rigor needed for implementation</li> <li>• Continue the use of the Data Team process to determine strengths and weaknesses of individual students</li> <li>• Continue to collaboratively develop and implement unit plans that reflect differentiation and promote higher order thinking skills in a performance-based classroom</li> <li>• Continue Implementation the America's Choice Workshop Model with extended time in Language Arts and Math.</li> <li>• Continue use of co-teaching models for instruction of SWD students</li> <li>• Continue use of 'Push-in' and Pull-out' models of instruction for ELL students</li> <li>•</li> </ul>	<p>Training for teachers:</p> <ul style="list-style-type: none"> <li>• America's Choice Workshop Model</li> <li>• Unpacking the GPS standards</li> <li>• Refine the use of the Data Team process</li> <li>• Specialized Instruction</li> <li>• Use of Higher Order Thinking Skills</li> <li>• Effective co-teaching</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Administrators/America's Choice Coaches serve as instructional leaders in the data team process</li> <li>• Unit templates provided as a framework for collaborative planning</li> <li>• Daily class procedure templates provided as a framework for performance-based instruction</li> <li>• America's Choice staff provide inservice training</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of America's Choice Model (\$98,000)</li> <li>• Use of district/state personnel to provide assistance with unpacking standards</li> <li>• Use of Early Release/Grade Level Planning days to provide training on America's Choice Workshop Model</li> <li>• Release time for teachers to observe effective implementation of the Workshop Model (\$1500)</li> <li>• Training materials for new teachers (\$200)</li> <li>• Fees for conference/workshop registrations (\$5000)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Walks trend data</li> <li>• America's Choice Focus Walks</li> <li>• CCSD Co-Teaching Observations</li> <li>• Revisions and review of unit plans</li> <li>• Continued sharing of data through School Leadership Team</li> <li>• Sharing of data and effective teaching strategies through Subject Area meetings</li> <li>• Posting of student work in individual classrooms that reflect student progress toward attainment of GPS standards</li> </ul>

## STUDENT PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 2: Use frequent assessments to adjust instruction and maximize individual student achievement.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2007-2008</b>	<ul style="list-style-type: none"> <li>• Work collaboratively to create performance tasks and assessment criteria based on the standards/elements.</li> <li>• Regularly analyze student work to adjust further instruction.</li> </ul>	<p>Training:</p> <ul style="list-style-type: none"> <li>• Creation and assessment of performance tasks that reflect HOTS</li> <li>• Analysis of student work in relation to the GPS and HOTS.</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Instructional Leaders</li> <li>• Subject Area Coordinators</li> <li>• ALTs</li> <li>• Curriculum Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Use of district curriculum supervisors to provide assistance with developing performance tasks and implementing HOTS</li> <li>• Use of Early Release/Grade Level Planning days to provide training on the development of performance tasks and use of HOTS (see above)</li> <li>• Training materials for new teachers (\$200)</li> <li>• Fees for conference/workshop registrations (\$500)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Walks trend data</li> <li>• Review of unit plans</li> <li>• Sharing of data through Data Analysis Team</li> <li>• Sharing of data and effective teaching strategies through Cadre' meetings</li> <li>• Posting of student work in individual classrooms that reflect performance tasks</li> </ul>

## STUDENT PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 2: Use frequent assessments to adjust instruction and maximize individual student achievement.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2008-2009</b>	<ul style="list-style-type: none"> <li>• Continue to work collaboratively in weekly Data Team meetings to create performance tasks and assessment criteria, giving emphasis to SWD and ELL students, based on the standards/elements.                             <ul style="list-style-type: none"> <li>○ During teacher collaboration meetings:                                     <ul style="list-style-type: none"> <li>▪ Develop common balanced assessments.</li> <li>▪ Deepen understanding of the use of data.</li> <li>▪ Analyze student work.</li> <li>▪ Develop commentary to inform instruction and to make decisions regarding placements for safety nets. (GAPSS) A-1.2, A-1.3, A-2.1, A-2.4</li> </ul> </li> </ul> </li> <li>• Continue to analyze student work to adjust further instruction giving emphasis to SWD and ELL students.</li> <li>• Ensure that all teachers continuously monitor student performance and adjust instruction accordingly to improve student achievement. (GAPSS) A-1.2.</li> <li>• Implement the America's Choice Model with extended time in Language Arts and Math.</li> <li>• Develop common formative assessments to be used in each unit.</li> <li>• Continue to determine what evidence will be accepted (common summative assessments) that students know, understand and can do Georgia Performance Standards giving emphasis to SWD and ELL students.</li> </ul>	<p>Training for teachers:</p> <ul style="list-style-type: none"> <li>• Use of assessment in the through America's Choice Trainers. (scheduled for 1<sup>st</sup> semester)</li> <li>• Creation and assessment of performance tasks that reflect standards and student progress.</li> <li>• Analysis of student work in relation to the standards and student progress giving emphasis to SWD and ELL students.</li> <li>• Initial training provided by America's Choice for Literacy and Math Coaches.</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• America's Choice Coaches</li> <li>• GaDOE Personnel</li> <li>• Instructional Leaders</li> <li>• Subject Area Coordinators</li> <li>• ALTs</li> <li>• Curriculum Supervisors</li> <li>• America's Choice Trainers</li> <li>• Outside resources such as GaDOE and GLRS (GAPSS) L-3.3, PL-1.5, PL-1.6</li> </ul>	<ul style="list-style-type: none"> <li>• Use of district curriculum supervisors to provide assistance with developing performance tasks and assessments</li> <li>• Use of Early Release/Grade Level Planning days to provide training on the development of performance tasks and assessments</li> <li>• Training materials for new teachers (\$200)</li> <li>• Fees for conference/workshop registrations (\$1500)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning/Focus Walks trend data (reviewed monthly) GAPSS) PO-3.2, PL-2.2</li> <li>• America's Choice Focus Walks</li> <li>• Revision and review of unit plans</li> <li>• Continued sharing of data through School Leadership Team</li> <li>• Sharing of data and effective teaching strategies through Subject Area meetings (twice monthly)</li> <li>• Posting of student work in individual classrooms that reflect student progress toward attainment of GPS standards</li> <li>• Use of Data-Driven Decision Making HIP</li> <li>• Use of Pyramid of Interventions HIP when identifying struggling students.</li> </ul>

## STUDENT PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 2: Use frequent assessments to adjust instruction and maximize individual student achievement.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2009-2010</b>	<ul style="list-style-type: none"> <li>• Continue to work collaboratively to create performance tasks and assessment criteria based on the standards/elements.</li> <li>• Continue to analyze student work to adjust further instruction.</li> <li>• Continued implementation of the America's Choice Model with extended time in Language Arts and Math.</li> <li>• Continued use of common formative assessments to be used in each unit.</li> <li>• Continue to determine what evidence will be accepted (common summative assessments) that students know, understand and can do Georgia Performance Standards.</li> </ul>	<p>Training for teachers:</p> <ul style="list-style-type: none"> <li>• Use of assessment in the America's Choice Workshop Model</li> <li>• Creation and assessment of performance tasks that reflect standards and student progress.</li> <li>• Analysis of student work in relation to the standards and student progress.</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• America's Choice Coaches</li> <li>• GaDOE Personnel</li> <li>• Instructional Leaders</li> <li>• Subject Area Coordinators</li> <li>• ALTs</li> <li>• Curriculum Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Use of district curriculum supervisors to provide assistance with developing performance tasks and assessments</li> <li>• Use of Early Release/Grade Level Planning days to provide training on the development of performance tasks and assessments</li> <li>• Training materials for new teachers (\$200)</li> <li>• Fees for conference/workshop registrations (\$1500)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Walks trend data</li> <li>• America's Choice Focus Walks</li> <li>• Revision and review of unit plans</li> <li>• Continued sharing of data through School Leadership Team</li> <li>• Sharing of data and effective teaching strategies through Subject Area meetings</li> <li>• Posting of student work in individual classrooms that reflect student progress toward attainment of GPS standards</li> </ul>

## SCHOOL PERFORMANCE ACTION PLAN : GOALS

School Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
<p>Griffin Middle School will have a culture and climate for students and staff that is conducive to learning.</p>	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate expected appropriate behaviors conducive to learning in all areas of the school.</li> <li>• Teachers will be involved in continued professional growth opportunities.</li> <li>• Vertical and horizontal teaming/planning will be utilized to enhance the learning environment.</li> <li>• Teachers implement Performance-Based Instruction based on current curriculum (QCC/GPS) on a daily basis.</li> <li>• Students and staff attend school on a regular basis.</li> </ul>	<p>2008 School Improvement Opinion Survey reflected:</p> <ul style="list-style-type: none"> <li>• School culture supports academic achievement of learners                             <ul style="list-style-type: none"> <li>○ Staff – 86.7%</li> <li>○ Parents – 89.4%</li> <li>○ Students 84.1%</li> </ul> </li> <li>• Rules, practices, and procedures support positive relationships and interactions                             <ul style="list-style-type: none"> <li>○ Staff – 81.3%</li> <li>○ Parents – 82.3%</li> <li>○ Students – 71.8%</li> </ul> </li> <li>• School celebrates and acknowledges achievements and accomplishments                             <ul style="list-style-type: none"> <li>○ Staff – 83.8%</li> <li>○ Parents – 87.1%</li> <li>○ Students – 64.7%</li> </ul> </li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>• Overall – 11.9%</li> <li>• White – 15.5%</li> <li>• SWD – 19.5%</li> </ul> <p>Absent more than 15 days</p>	<p>2009 School Improvement Opinion Survey:</p> <ul style="list-style-type: none"> <li>○ All areas increase by 5%</li> </ul> <p>Attendance will increase to</p> <ul style="list-style-type: none"> <li>• Overall – 10%</li> <li>• White – 12%</li> <li>• SWD – 15%</li> </ul> <p>Absent more than 15 days</p> <p>All staff members will implement at least one strategy from each professional learning training.</p> <p>Vertical planning teams will meet monthly for collaborative planning.</p> <p>Horizontal planning teams will meet for collaborative planning and data analysis weekly.</p> <p>Each teacher will implement Performance-Based Instruction on a daily basis.</p>

## SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

**Strategy# 1: Create a support network that emphasizes positive relationships among all stakeholders.**

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2007-2008</b>	<ul style="list-style-type: none"> <li>• Participate in advisement program providing students with guidance in study skills, character education, the Olweus bullying program, etc.</li> <li>• Develop positive relationships with a variety of community organizations.</li> <li>• Foster positive relationships with parents through communication tools such as i-Parent, In-touch, PTSA Newsletters, Blogs, etc.</li> <li>• Attend a variety of after-school events in order to interact with students and parents.</li> <li>• Sponsor and support student organizations and clubs to provide opportunities for student growth and development.</li> </ul>	<p>Training :</p> <ul style="list-style-type: none"> <li>• Olweus Bullying prevention</li> <li>• School-Home communication skills</li> <li>• Technology (I-Parent, Blogs, etc.)</li> <li>• System-wide staff development in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• District training on In-Touch</li> <li>• Training &amp; resources for blogging (\$250)</li> <li>• Funding for school clubs (\$500)</li> <li>• Release time for teachers to attend training (\$500)</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey data</li> <li>• Parent survey data</li> <li>• Monitoring of blog usage</li> <li>• Faculty sign-up for after-school events</li> <li>• Student participation in clubs and organizations</li> <li>• Administrative monitoring of I-Parent</li> <li>• PTSA Newsletter</li> </ul>

## SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

**Strategy# 1: Create a support network that emphasizes positive relationships among all stakeholders.**

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2008-2009</b>	<ul style="list-style-type: none"> <li>• Continue to provide an advisement program for students with guidance in study skills, character education, the Olweus bullying program, etc. (GAPSS) SC-1.2</li> <li>• Continue to develop positive relationships with a variety of community organizations. (GAPSS) SFC-2.1</li> <li>• Identify new ways to foster positive relationships with parents through communication tools such as i-Parent, In-Touch, PTSA Newsletters, Blogs, etc. (GAPSS) SFC-1.1, SFC-3.1, SFC-3.2</li> <li>• Attend a variety of after-school events in order to interact with students and parents.</li> <li>• Sponsor and support student organizations and clubs to provide opportunities for student growth and development.</li> </ul>	<p>Training :</p> <ul style="list-style-type: none"> <li>• Olweus Bullying prevention</li> <li>• School-Home communication skills (GAPSS) SFC-3.1</li> <li>• Technology (I-Parent, Blogs, etc.) (GAPSS) SFC-1.1</li> <li>• System-wide staff development in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• District training on In-Touch</li> <li>• Training &amp; resources for blogging (\$200)</li> <li>• Funding for school clubs</li> <li>• Release time for teachers to attend training (\$1500)</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey data</li> <li>• Parent survey data</li> <li>• Monitoring of blog usage</li> <li>• Faculty sign-up for after-school events</li> <li>• Student participation in clubs and organizations</li> <li>• Administrative monitoring of I-Parent</li> <li>• PTSA Newsletter</li> </ul>

## SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

**Strategy# 1: Create a support network that emphasizes positive relationships among all stakeholders.**

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2009-2010</b>	<ul style="list-style-type: none"> <li>• Continue to provide an advisement program for students with guidance in study skills, character education, the Olweus bullying program, etc.</li> <li>• Continue to develop positive relationships with a variety of community organizations.</li> <li>• Identify new ways to foster positive relationships with parents through communication tools such as i-Parent, In-Touch, PTSA Newsletters, Blogs, etc.</li> <li>• Attend a variety of after-school events in order to interact with students and parents.</li> <li>• Sponsor and support student organizations and clubs to provide opportunities for student growth and development.</li> </ul>	<p>Training :</p> <ul style="list-style-type: none"> <li>• Olweus Bullying prevention</li> <li>• School-Home communication skills</li> <li>• Technology (I-Parent, Blogs, etc.)</li> <li>• System-wide staff development in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• District training on In-Touch</li> <li>• Training &amp; resources for blogging (\$500)</li> <li>• Funding for school clubs (\$1000)</li> <li>• Release time for teachers to attend training (\$500)</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey data</li> <li>• Parent survey data</li> <li>• Monitoring of blog usage</li> <li>• Faculty sign-up for after-school events</li> <li>• Student participation in clubs and organizations</li> <li>• Administrative monitoring of I-Parent</li> <li>• PTSA Newsletter</li> </ul>

## SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

**Strategy# 2: Staff members will implement a school-wide discipline program consisting of both reward and consequence components to improve the learning environment.**

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2007-2008</b>	<ul style="list-style-type: none"> <li>• Staff members will follow a school-wide behavior management plan for dealing with inappropriate behaviors.</li> <li>• Staff members will incorporate a positive intervention plan to reward expected behaviors.</li> <li>• Staff members will participate in a program to address bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be trained on the implementation of a school-wide behavior management plan.</li> <li>• Teachers will be trained on the use of the PAWS program.</li> <li>• Teachers will participate in Olweus Bullying prevention.</li> <li>• Teachers will be trained on effective classroom management techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue use of BMP forms (\$500)</li> <li>• PAWS passes (\$400)</li> <li>• PAWS Bazaar (\$2000)</li> <li>• Prevention/Intervention training</li> <li>• Release time for teachers to participate in professional development (\$1000)</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs</li> <li>• Administrative Referrals</li> <li>• PAWS Party participation</li> <li>• Olweus participation</li> </ul>

**SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN**

**Strategy# 2: Staff members will implement a school-wide discipline program consisting of both reward and consequence components to improve the learning environment.**

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2008-2009</b>	<ul style="list-style-type: none"> <li>• Staff members will continue to follow a school-wide behavior management plan for dealing with inappropriate behaviors. (GAPSS) SC-1.2</li> <li>• Staff members will continue to incorporate a positive intervention plan to reward expected behaviors. (GAPSS) SC-2.2</li> <li>• Staff members will continue a program to help address bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• New teachers will be trained on the implementation of a school-wide behavior management plan.</li> <li>• New teachers will be trained on the use of the PAWS program.</li> <li>• Teachers will participate in Olweus Bullying prevention.</li> <li>• Teachers will be trained on effective classroom management techniques Individualized staff development will be provided through PD360.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue use of BMP forms (\$500)</li> <li>• PAWS passes (\$800)</li> <li>• PAWS Bazaar (\$2000)</li> <li>• Prevention/Intervention training</li> <li>• Release time for teachers to participate in professional development (\$1000)</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs</li> <li>• America's Choice Focus Walks</li> <li>• Administrative Referrals</li> <li>• PAWS Party participation</li> <li>• Olweus participation</li> </ul>

**SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN**

**Strategy# 2: Staff members will implement a school-wide discipline program consisting of both reward and consequence components to improve the learning environment.**

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2009-2010</b>	<ul style="list-style-type: none"> <li>• Staff members will continue to follow a school-wide behavior management plan for dealing with inappropriate behaviors.</li> <li>• Staff members will continue to incorporate a positive intervention plan to reward expected behaviors.</li> <li>• Staff members will continue a program to address bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• New teachers will be trained on the implementation of a school-wide behavior management plan.</li> <li>• New teachers will be trained on the use of the PAWS program.</li> <li>• Teachers will participate in Olweus Bullying prevention.</li> <li>• Teachers will be trained on effective classroom management techniques.</li> <li>• Individualized staff development will be provided through PD360.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue use of BMP forms (\$500)</li> <li>• PAWS passes (\$800)</li> <li>• PAWS Bazaar (\$2000)</li> <li>• Prevention/Intervention training</li> <li>• Release time for teachers to participate in professional development (\$1000)</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs</li> <li>• America's Choice Focus Walks</li> <li>• Administrative Referrals</li> <li>• PAWS Party participation</li> <li>• Olweus participation</li> </ul>

**SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN**

**Strategy# 3: Staff members will utilize professional learning to improve instruction.**

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2007-2008	<ul style="list-style-type: none"> <li>• Teachers will plan collaboratively, both vertically (cadres) and horizontally (grade-level subjects) to address curriculum, instruction and assessment needs.</li> <li>• Teachers will implement Performance-Based Instruction in their daily lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning session will be held to assist teachers with the use of data, differentiation, Performance-Based Instruction and common assessments.</li> <li>• Training will be provided for common planning and mapping of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Support personnel and materials from DOE, ALT, and District.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs</li> <li>• Administrative review of lesson plans</li> <li>• Cadre minutes</li> <li>• Subject Area minutes</li> <li>• PAI observations</li> </ul>

## SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

**Strategy# 3: Staff members will implement procedures to improve attendance.**

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2008-2009</b>	<ul style="list-style-type: none"> <li>• Communicate with students and parents the importance of attendance and its impact on student achievement. (GAPSS) PO-4.1</li> <li>• Provide incentives for student and staff attendance.</li> <li>• Communicate with parents concerning student absences.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff-led professional learning session will be held to assist teachers with advisement lessons dealing with attendance</li> <li>• Training on communication techniques such as letters, emails, conferences, etc.</li> <li>• Use of Sub-finder system for teachers</li> <li>• Access of student information through i-Cue</li> </ul>	<ul style="list-style-type: none"> <li>• Student Assemblies (\$500)</li> <li>• Postage (\$400)</li> <li>• Attendance incentives (\$2000)</li> <li>• Field Trips (\$1000)</li> <li>• Juvenile Court liason</li> <li>• Graduation Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Attendance Report</li> <li>• Monthly attendance report for students</li> <li>• Monthly attendance report for staff</li> </ul>

**SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN**

**Strategy# 3: Staff members will implement procedures to improve attendance.**

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<b>2009-2010</b>	<ul style="list-style-type: none"> <li>• Continued communication with students and parents the importance of attendance and it's impact on student achievement.</li> <li>• Continue to provide incentives for student and staff attendance.</li> <li>• Continue communication with parents concerning student absences.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff-led professional learning session will be held to assist teachers with advisement lessons dealing with attendance</li> <li>• Training on communication techniques such as letters, emails, conferences, etc.</li> <li>• Use of Sub-finder system for teachers</li> <li>• Access of student information through i-Cue</li> </ul>	<ul style="list-style-type: none"> <li>• Student Assemblies (\$500)</li> <li>• Postage (\$400)</li> <li>• Attendance incentives (\$2000)</li> <li>• Field Trips (\$1000)</li> <li>• Juvenile Court liason</li> <li>• Graduation Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Attendance Report</li> <li>• Monthly attendance report for students</li> <li>• Monthly attendance report for staff</li> </ul>

# RESULTS

**COBB COUNTY SCHOOL DISTRICT  
SCHOOL IMPROVEMENT PLANNING  
END OF YEAR REPORT: 2007-2008**

**SCHOOL: Griffin Middle School**

**AREA: 2**

**I. STRATEGY ANALYSIS**

**A. STUDENT PERFORMANCE STRATEGIES**

<b>Goal 1: Griffin students will demonstrate proficiency in the areas of Math, Reading and Language Arts at or above grade level.</b>				
<b>Strategy</b>	<b>Training</b>	<b>Implementation Level</b>	<b>Results Linked to Strategy (Monitoring Plan)</b>	<b>Future Use of Strategy</b>
Focus on the level of rigor needed to understand and apply the standards in all grades and in all content areas.	Professional Learning Sessions included: - Engagement - Higher Order Thinking Skills - Summarizing - Teaching Strategies - Unpacking Standards - Goal Setting - Performance Tasks - Warm-ups	4	Daily class procedures and classroom observations show an increase in the level of rigor in instruction.	C – more works needs to be done on the use of higher order thinking skills with the GPS.
Use frequent assessments to adjust instruction and maximize individual student achievement.	Professional Learning Sessions included: - Disaggregating Data - Data Collection - Diagnostic Assessments - Analyzing Data - Differentiation	4	Unit plans and curriculum maps show more use of assessments to guide instruction.	C – more work needs to be done on the use of assessment to guide instruction.

B. SCHOOL PERFORMANCE STRATEGIES

<b>Goal 1: Griffin Middle School will have a culture and climate for students and staff that is conducive to learning.</b>				
<b>Strategy</b>	<b>Training</b>	<b>Implementation Level</b>	<b>Results Linked to Strategy (Monitoring Plan)</b>	<b>Future Use of Strategy</b>
Create a support network that emphasizes positive relationship among all stakeholders.	Professional Learning Sessions included: - Olweus training - Advisement inservices	6	Bullying referrals decreased and the advisement program was well received by students and staff.	C – Modifications will be made to the advisement curriculum to add more student efficacy components.
Staff members will implement a school-wide discipline program consisting of both reward and consequence components to improve the learning environment.	Professional Learning Sessions included: - PAWS inservice - Behavior Management training	5	School-wide behavior was better this year. A continued emphasis on a consistent program will help this continue.	C – Our two-sided approach to discipline has been very successful. We do, however need to work on consistency.
Staff members will utilize professional learning to improve instruction.	Professional Learning Sessions included: - Student Engagement - Unpacking Standards - Diagnostics Assessments - Higher Order Thinking Skills	4	Implementation increased because the staff development sessions all tied together.	C – We will further design our staff development sessions around our SIP and the School Keys.

## II. IMPLEMENTATION OF DISTRICT INITIATIVES

### A. Data Teams

List the number of teachers in your building who have been trained in the district five step data team process. 84

Place a  $\checkmark$  by each content area where data team training was implemented during the 2007-2008 school year

<input checked="" type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Fine Arts
<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Foreign Language/Reading
<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Health/PE
<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other (List): ESOL, Gifted, Special Education

What changes did you see in classrooms after data teams were implemented?

- More collaboration
- Performance tasks were tied more to the standards
- Increased sharing of ideas through the collaboration process
- Data teams found that provided pre-test scores were always very low. The teams worked together to create new tests in order to analyze student weaknesses.

### B. Classroom Walkthrough

How many classroom walkthroughs were completed in your building during the 2007-2008 school year? 273

What changes did you see in classrooms?

- An increase in the amount of time that it was clear and evident to the students what they were learning
- An increase in the alignment of instruction with GPS
- A slight increase in the amount of Higher Order Thinking Skills being used
- A decrease in the number of student off task.

### C. Middle Schools **(Only)**

Identify what your school has done this school year in each of the following major areas of emphasis in the middle school plan presented to the Board of Education earlier this school year.

1. Increased Rigor (Curriculum that challenges all learners to demonstrate depth of understanding using interpretation, analysis, empathy, synthesis, application and other higher order thinking skills)
  - Staff development on the implementation of Higher Order Thinking Skills
  - Math teachers changed assessments to provide more CRCT based word problems
  - Daily class procedures reflected progression in Blooms within units
  - The use of the 12 Powerful Words in increasing Higher Order Thinking Skills
  - An increase in the number of performance based tasks
  
2. Differentiation (Instructional practices designed by teachers and based on a student's abilities, interests, needs and learning styles, which enable all students to learn the curriculum standards).
  - Teachers have developed a variety of assessments (not just paper/pencil post-tests)
  - Use of Differentiated strategies such as Think-Tac-Toe
  - Provide more tiered assignments
  - Provided student with more choice in assessments
  - Increased the use of graphic organizers
  
3. Parental Engagement (School created opportunities for parents to be meaningful partners with the school and demonstrate accountability for their child's learning and welfare).
  - Hispanic Open House
  - Town Hall Meetings
  - Hispanic parent training
  - Title I Parent Summit
  - Increased participation on the School Council
  - Increased number of parent volunteers

4. Professional Development (Training provided to staff which is aligned to the School Improvement Plan, job-embedded, and carefully monitored for implementation and impact on student achievement).
  - Provided more choice for teachers on Early Release days
  - Increase the use of teacher leaders
  - New Teacher Institute
  - Development of staff development calendar aligned with our SIP

**D. Scheduling and Advisement (Middle and High Schools)**

1. Describe your student advisement program for 2007-2008. Specifically address which students participated in advisement (by grade level); who provided advisement to students---teachers, counselors, etc.; when advisement was provided; and any pertinent information about the content of advisement sessions.

During the summer of 2007 a faculty committee met to develop an advisement curriculum based upon identified school needs. All students were assigned to advisement groups for the 2007-2008 school year. Every teacher was involved with a group that met twice a week. Topics of discussion included Character Education, the Olweus Anti-Bullying curriculum, study skills, goal setting, etc.

2. Describe the decision making process at your school for determining the schedule (block, traditional, hybrid) for 2007-2008. Include any information about data considered for decision making, input obtained from various stakeholders, and rationale for the decision about the schedule to be used.

The schedule for the 2007-2008 school year was based upon state curriculum and the allotment of teachers available for instruction. The 2006-2007 Leadership Team was involved in discussions during the Spring of 2007.

### III. BENCHMARK REPORTING

#### A. STUDENT PERFORMANCE BENCHMARKS (Report on each benchmark contained in your plan)

Benchmark	School Score 2006-2007	School Score 2007-2008	Target Met (Y or N)	% Target Attained	% Change
Increase the percentage of all students meeting or exceeding Math standards in 2007-2008 by 10% or greater.	66.5%	64.7%	N	97.3%	-2.7%
Increase the percentage of ELL students meeting or exceeding Math standards in 2007-2008 by 10% or greater.	37.2%	42.9%	Y	115%	15.3%
Increase the percentage of SWD students meeting or exceeding Math standards in 2007-2008 by 10% or greater.	31.2%	30.7%	N	98.4%	-1.6%
Increase the percentage of Hispanic students meeting or exceeding Math standards in 2007-2008 by 10% or greater.	57.5%	61.1%	N	106%	6%
Increase the percentage of Economically Disadvantaged students meeting or exceeding Math standards in 2007-2008 by 10% or greater.	61.8%	60.2%	N	97.4%	-2.6%
Increase the percentage of all students meeting or exceeding Reading/ELA standards in 2007-2008 by 10% or greater.	82.8%	84.3%	N	102%	2%
Increase the percentage of ELL students meeting or exceeding Reading/ELA standards in 2007-2008 by 10% or greater.	58.4%	62.8%	N	108%	8%
Increase the percentage of SWD students meeting or exceeding Reading/ELA standards in 2007-2008 by 10% or greater.	55.4%	52.9%	N	95.5%	-4.5%

B. School Performance Benchmarks

Benchmark	Data from 2006-07	Data from 2007-2008	Target Met (Y or N)	% Target Attained	% Change	Other Changes (not numeric in nature)
2007-08 School Climate Survey <ul style="list-style-type: none"> <li>70% of students will have a positive opinion concerning student discipline.</li> <li>80% of the staff will have a positive opinion concerning student discipline</li> <li>80% of parents will have a positive opinion concerning student discipline</li> </ul>	50.3%	82.7%	Y	118%	18%	Note: 2007 – 2008 data based on responses of Often & Consistently on GSS: PO 4.1
	47.6%	85.2%	Y	107%	7%	
	67.3%	85.5%	Y	107%	7%	
2007-08 attendance data will show no more than 10% of students in any subgroup will be absent 15 days or more.	8 sub-groups were greater than 10%	8 sub-groups were greater than 10%	N			7 of the 8 sub-groups showed improvement over the previous year
All staff members will implement at least one strategy from each professional learning training.	Classroom observations (including PAI, CWT and informal observations) showed that teachers were implementing strategies learned.					
Vertical planning teams will meet monthly for collaborative planning.	School calendar reflects the schedule of vertical planning meetings monthly.					
Horizontal planning teams will meet for collaborative planning and data analysis weekly.	Horizontal planning teams met twice per week throughout the year.					
Each teacher will implement Performance-Based Instruction on a daily basis.	Classroom observations (including PAI, CWT and informal observations) showed that teachers were implementing performance-based instruction.					

## IV. REFLECTIONS ON LESSONS LEARNED

Last year our next steps included:

1. Revise and re-write the SIP to reflect our targeted areas as identified in our GAPSS analysis.
2. Create staff development that aligns with our SIP and framework for student achievement.
3. Continue to address the area of student discipline.
4. Increase our community outreach and parent involvement.

Each of those areas were addressed. We re-wrote our SIP to reflect the Georgia Keys to Quality, we created a staff development plan that aligned with our SIP and framework for student achievement, we had a renewed focus of student discipline, and we increase our parent/community outreach.

This year we participated in two additional GAPSS analysis. Both showed that we are making improvements in all areas of the Georgia Keys to Quality. Our teachers are providing more Performance Based Tasks and data is being used school wide to make instructional decisions. However, even with all of this effort we are still falling short – not on student gains but on the high stakes CRCT testing.

The greatest lesson learned is that even though we have goals, strategies and benchmarks those alone will not help us make AYP. As one GAPSS member described Griffin, we have a very good plan and very good paperwork, we just need to better implement the plan. As we move forward with our Restructuring Plan and implementation of the America's Choice model our priority will not be the planning stage but rather the implementation.

## V. NEXT STEPS

**What additional changes need to be made to your SIP to address AYP for 2008-2009?**

1. Address the implementation and monitoring of the America's Choice model.
2. Continue to Increase our community outreach and parent involvement.
3. Continue to create staff development that aligns with our SIP and framework for student achievement as well as our Restructuring Plan.
4. Address the issue of student attendance.

## VI. SCHOOL IMPROVEMENT TEAM MEMBERS 2008-2009

Darryl R. York, Principal  
Melissa Barlow, Science Coordinator  
Tamara Avent, Math Coach  
Sheri Miller, Language Arts Coach  
Matt Short, Social Studies Coordinator  
Tarrel Jerry, Graduation Coach  
Shasta Johnson, Special Education Lead Teacher  
Barbara Selby, ESOL Lead Teacher  
Lisa Chester, Connections Coordinator  
Kacie Phipps, ALP Coordinator  
Delawna Brown-Davis, Counselor  
Christina Arpante, Assistant Administrator  
Pam Bailey, PTSA Vice-President

*Darryl R. York*

---

**PRINCIPAL SIGNATURE**

# APPENDIX

## Cobb County School District Griffin Middle School Profile

**Date Last Updated: 9-15-08**

Tables contained in this data profile will be completed initially during the 2005-2006 school year and updated annually thereafter. The profile is intended to be used as a guide for discussion about the strengths and areas of concern for the school. Upon completion, the data profile is to be included as an appendix to the School Improvement Plan.

The data profile is comprised of the following sections:

- A. **Demographic Data** – Student, faculty and staff information for the district
- B. **Achievement Data** – Standardized student test scores for the district.
- C. **Other Indicators** – Results of AYP Reports, and other significant information about the district.
- D. **Professional Learning Opportunities** – Information about the professional learning opportunities in the affected areas.
- E. **School Initiatives** – Outlines the major initiatives that have been implemented in the affected programs over the past three years.
- F. **Perceptual Data** – Information from the School Improvement Survey administered annually.

### A. DEMOGRAPHIC DATA

Demographic data are reported for students and staff within the district.

#### Students

<b>STUDENT ENROLLMENT DATA</b>									
<b>Year</b>	<b>Total Enrollment</b>	<b>% Black</b>	<b>% White</b>	<b>% Hispanic</b>	<b>% Asian</b>	<b>% American Indian</b>	<b>% Multi-Racial</b>	<b>% Male</b>	<b>% Female</b>
2004-2005	1056	39	22	33	3	0	4	53	47
2005-2006	1093	38	21	35	2	0	4	49	51
2006-2007	1061	36	18	39	2	0	5	49	51
2007-2008	1018	35	14	43	2	0	5	51	49

STUDENT PROGRAM PARTICIPATION RATES										
Program	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%
Free/Reduced Lunch	652	62.8	693	65.6	645	67.7	776	73.1	814	80
Special Education			149	14.1	143	13.0	149	14.0	165	16.2
ESOL			129	12.2	131	12.0	133	12.5	147	14.4
Gifted Education			96	9.1	87	7.9	78	7.4	62	6.1

† Data not yet available from school report card.

STUDENT RETENTION RATES										
	Total Number Retained	% 6	% 7	% 8	% BL	% WH	% HIS	% Other	% Female	% Male
2004-2005	14	85.7	14.3	0.0	42.9	14.3	35.7	7.1	21.4	78.6
2005-2006	20	45.0	30.0	25.0	55.0	5.0	40.0	0.0	25.0	75.0
2006-2007	17				41.2	11.8	41.2	5.9	35.3	64.7
2007-2008										

\*Retention Rates: Percents reflect the number of the retained students compared to the total number of students in each category or grade.

STUDENT ATTENDANCE RATES (% Absent More Than 15 Days)													
	All Students	% Black	% White	% His-panic	% Asian	% Multi-Racial	% Other	% Male	% Female	% SWD	% LEP	% ED	
2004-2005	10.9	9.6	11.4	12.7	0.0	14.3	Too few	11.0	10.7	14.1	16.7	12.6	
2005-2006	9.8	8.9	9.8	10.6	3.7	14.5	Too few	10.9	8.7	16.3	13.5	12.3	
2006-2007	13.5	12.9	15.1	14.5	0.0	10.3	Too few			19.8	16	16.7	
2007-2008	11.9	10.8	15.5	11.8	4.5	11.3	Too few			19.5	13.8	13.9	

STUDENT TRANSIENCE RATES		
Transience Rate of Students	Number	Percent of Student Population
2004-2005	899	40.64
2005-2006	375	44.28
2006-2007	466	36.37
2007-2008	554	44.03

Cobb County School District  
**FACULTY/STAFF DATA**

Attrition rates for teachers and administrators are the percentages of teachers or administrators who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.

<b>ATTRITION RATES</b>				
	<b>Teachers</b>		<b>Administrators</b>	
	<b>Number</b>	<b>Percent of Teacher Population</b>	<b>Number</b>	<b>Percent of Administrative Staff</b>
2004-2005	6	8.0	2	40.0
2005-2006	16	21.6	0	0.0
2006-2007	15	18.3	0	0.0
2007-2008	17	20.2	0	0.0

<b>HIGHLY QUALIFIED TEACHERS</b>			
	<b>Number of Certified Teachers</b>	<b>Percent of Highly Qualified Teachers Teaching in Field for Entire Day</b>	<b>Number of Core Teachers Teaching Out of Field for One or More Periods During the Day</b>
2004-2005	82	99.98	1
2005-2006	81	91.80	6
2006-2007	80		
2007-2008			

**B. ACHIEVEMENT DATA**

**CRITERION REFERENCE TESTING**

<b>READING</b>				
<b>(% of Students Meeting/Exceeding Standards)</b>				
<b>Grade Level</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Grade 6	84	81	83	87
Grade 7	85	77	76	82
Grade 8	82	83	85	87

<b>LANGUAGE ARTS</b> (% of Students Meeting/Exceeding Standards)				
<b>Grade Level</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Grade 6	72	75	77	75
Grade 7	81	77	80	88
Grade 8	72	79	82	82

<b>MATHEMATICS</b> (% of Students Meeting/Exceeding Standards)				
<b>Grade Level</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Grade 6	70	52**	58	65
Grade 7	66	76	62***	69
Grade 8	57	66	69	71

<b>SCIENCE</b> (% of Students Meeting/Exceeding Standards)				
<b>Grade Level</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Grade 6	82	48**	49	50
Grade 7	80	53**	59	65
Grade 8	67	69	72	51

<b>SOCIAL STUDIES</b> (% of Students Meeting/Exceeding Standards)				
<b>Grade Level</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Grade 6	82	80	72	-
Grade 7	79	81	80	-
Grade 8	82	79	80	47

\*\*GPS introduced in spring 2006

\*\*\* GPS introduced in spring 2007

<b>EIGHTH GRADE WRITING</b>				
	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Scale Score	357	356	-	-
% On Target	79	66	52	72
% Exceeding Target	6	9	2	2

**END-OF-COURSE TESTS**

<b>Algebra</b>	<b>ANNUAL % OF STUDENTS PASSING EOCT</b>								
	All Students	Black	White	Hispanic	Asian	American Indian	Multi-racial	SWD	LEP
2004-2005	100	-	100	-	-	-	-	-	-
2005-2006	100	100	100	-	-	-	-	-	-
2006-2007	96	-	100	-	-	-	-	-	-
2007-2008	100	-	100	-	-	-	-	-	-

<b>Geom.</b>	<b>ANNUAL % OF STUDENTS PASSING EOCT</b>								
	All Students	Black	White	Hispanic	Asian	American Indian	Multi-racial	SWD	LEP
2004-2005	100	-	-	-	-	-	-	-	-
2005-2006	Too few	-	-	-	-	-	-	-	-
2006-2007	Too few	-	-	-	-	-	-	-	-
2007-2008	Test no longer given								

**NORM REFERENCE TESTING**

<b>GRADE 8 ITBS COMPOSITE</b>				
Average Percentile Rank				
<b>Grade Level</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Composite	41	42		
Reading	37	41		
Mathematics	41	42		
Language	40	43		
Science	44	43		
Social Studies	42	42		

## C. Other Indicators

### Overall Annual AYP Report Analysis

Based on your annual report, put Y or N in each cell for each year.

Indicator	2003-2004		2004-2005		2005 -2006		2006-2007		2007-2008	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA
<b>1. PARTICIPATION</b>										
Met 95% participation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>2.ANNUAL MEASURABLE ACHIEVEMENT</b>										
Met AMO for <b><u>all students</u></b> without second look	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
YMet AMO for <b><u>all students</u></b> with second look (confidence interval, multiyear average, safe harbor)										
Met AMO for <b><u>all subgroups</u></b> without second look	N	N	N	N	N	N	N	N	N	N
Met AMO for <b><u>all subgroups with a second look</u></b> (confidence interval, multiyear average, safe harbor)	Y	Y	N	N	N	N	N	N	Y	N
Did not meet AMO for the following subgroup(s)	SWD LEP	LEP	SWD LEP	LEP	SWD	LEP	SWD	SWD	-	SWD
<b>3. SECOND INDICATOR</b>										
Met second indicator for <b><u>all students</u></b>	Y		Y		Y		Y		Y	

**Academic Annual Measurable Objective**

Use the information from your annual AYP report to record the percentage of FAY students meeting requirements on the Georgia High School Graduation Test (GHSGT). These data represent the students who were in the school for the full year and had test scores at the enhanced levels required by the Office of Student Achievement.

<b>Mathematics</b>		<b>% Meeting/Exceeding Standard on CRCT</b>								
	All Students	Black	White	Hispanic	Asian	American Indian	Multi-racial	SWD	LEP	Econ Disadv
2004-2005	67.8	66.8	81.3	58.0	92.9	NA	64.5	35.3	31.4	61.1
2005-2006	67.6	71.6	79.6	54.8	90.9	NA	65.0	34.6	34.6	60.0
2006-2007	66.5	67.7	77.5	57.5	95.0	NA	81.4	31.2	37.2	61.8
2007-2008	71.8	71.4	81.7	66.8	88.9	NA	81.4	36.5	47.4	68.3

<b>ELA</b>		<b>% Meeting/Exceeding Standard on CRCT</b>								
	All Students	Black	White	Hispanic	Asian	American Indian	Multi-racial	SWD	LEP	Econ Disadv
2004-2005	81.7	84.0	92.9	70.3	89.3	NA	87.1	52.3	43.9	77.1
2005-2006	80.3	83.8	91.3	68.0	88.6	NA	91.2	56.3	45.9	75.3
2006-2007	82.8	84.4	89.6	76.6	95.0	NA	94.2	55.4	58.4	79.9
2007-2008	84.9	85.5	90.9	81.5	91.7	NA	91.9	54.7	64.7	82.6

**Second Indicator (Attendance Rate)**

	<b>2004-2005</b>		<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
OVERALL	137	10.9	123	9.8	170	13.5	146	11.9
Black	49	9.6	44	8.9	63	12.9	50	10.8
White	31	11.4	25	9.8	32	15.1	27	15.5
Hispanic	51	12.7	45	10.6	69	14.5	60	11.8
Asian	0	0.0	1	3.7	0	0	1	4.5
Multi-racial	6	14.3	8	14.5	6	10.3	7	11.6
SWD	23	14.1	25	16.3	36	19.8	39	19.5
LEP	25	16.7	26	13.5	35	16	30	13.8
Econ. Disadv.	98	12.6	99	12.3	143	16.7	121	13.9

## D. PROFESSIONAL LEARNING

List professional learning activities in which school staff members participated in the past **two** years focused on the strategies included in your school improvement plan and attended by a **minimum of ten people**. Include the number in attendance and whether the activities were provided through school focused staff development, area or cluster staff development, district staff development, state staff development, or other means.

Professional Learning Activity	Year(s) Offered	Number of Participants	Provided by
Data Team – Use of data in decision making	06-07	All staff	Area Lead Teachers
Differentiation in the Classroom	06-07	All staff	Area Lead Teachers
Use of Higher Order Thinking Skills	06-07	All staff	Area Lead Teachers
Engagement	07-08	All staff	SFSD
Unpacking Standards	07-08	All staff	SFSD
Disaggregating Data	07-08	All staff	SFSD
Analyzing Data	07-08	All staff	SFSD
Performance Tasks	07-08	All staff	SFSD
Differentiation	07-08	All staff	SFSD

## E. SCHOOL INITIATIVES

### Initiatives:

List **major** initiatives or reform efforts implemented in the last three years. (Examples might include Comprehensive School Reforms, state initiatives, block scheduling, academic after school programs, etc.)

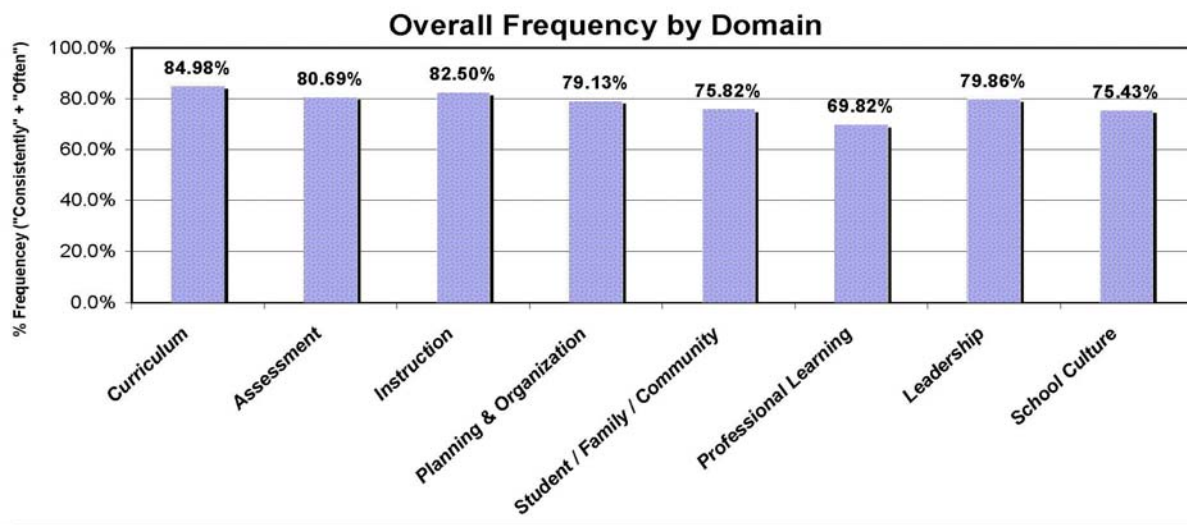
School Year	Initiative or Reform Effort
05-06	Completed 3 year school reform grant using the Accelerated School Model
05-06, 06-07	Curriculum Mapping
06-07	Data Teams
06-07	Corrective Action Plan
07-08	Development of Restructuring Plan (to include adoption of America’s Choice)

## F. Perceptual Data

	2003-2004	2004-2005	2005-2006	2006-2007
<b>OVERALL AGREEMENT</b>				
Students	69.7	74.1	63.8	*
Parents	78.9	82.7	75.4	*
Staff	91.5	85.4	72.3	*
<b>DOMAINS (% agreement)</b>				
Communication	NA	80.2	75.9	*
Instructional Processes	NA	81.8	77.4	*
Parent Involvement	NA	80.6	74.6	*
School Leadership	NA	80.9	74.2	*
Student Discipline	NA	67.1	56.9	*
Safety	NA	75.6	75.4	*
Diversity	NA	83.3	65.5	*
Auxiliary Services	NA	77.5	53.4	*
Technology	NA	84.7	70.4	*

\* Data not provided in this format.

Beginning in 2007-2008 Cobb County’s School Improvement Survey was changed to be reflective of the School Keys.



Note: Professional Learning items only appear on the staff survey

Division of Accountability and Research  
May-08

**COBB COUNTY SCHOOL DISTRICT  
SCHOOL IMPROVEMENT PLANNING  
END OF YEAR REPORT: 2008-2009**

SCHOOL: Griffin Middle School

AREA 2

**I. STRATEGY ANALYSIS**

**A. STUDENT PERFORMANCE STRATEGIES**

<b>Goal 1: Griffin students will demonstrate proficiency in the areas of Math, Reading, Language Arts, and Science at or above grade level.</b>				
<b>Strategy</b>	<b>Training</b>	<b>Implementation Level</b>	<b>Results Linked to Strategy (Monitoring Plan)</b>	<b>Future Use of Strategy</b>
Focus on the level of rigor needed to understand and apply the standards in all grades and in all content areas.	<ul style="list-style-type: none"> <li>- Unpacking standards for GPS Math</li> <li>- America’s Choice – Use of Standards</li> <li>- America’s Choice – The Workshop Model</li> <li>- GaDOE – ELA Raising Standards</li> <li>- GADOE – Math Raising Standards</li> <li>- Implementation of GAA</li> </ul>	5	<ul style="list-style-type: none"> <li>- Increased sharing through data teams</li> <li>- More student work posted reflecting higher order thinking skills</li> <li>- Increased use of differentiation</li> <li>- Increased posting of standards and essential questions across curriculums</li> </ul>	Continue
Use frequent assessments to adjust instruction and maximize individual student achievement.	<ul style="list-style-type: none"> <li>- America’s Choice – Creation of Common Assessments</li> <li>- America’s Choice – Use of Formative Assessments</li> <li>- Cobb Benchmark correlation training</li> <li>- GAA assessment training</li> </ul>	5	<ul style="list-style-type: none"> <li>- Monitoring of data teams showed instructional adjustments based on student achievement data</li> <li>- Use of benchmark data in grade level meetings</li> <li>- More student work posted both in and outside the classroom</li> </ul>	Continue (with an emphasis on sharing data across subject areas)

**I. STRATEGY ANALYSIS** (continued)

**B. SCHOOL PERFORMANCE STRATEGIES**

<b>Goal 1: Griffin Middle School will have a culture and climate for students and staff that is conducive to learning.</b>				
<b>Strategy</b>	<b>Training</b>	<b>Implementation Level</b>	<b>Results Linked to Strategy (Monitoring Plan)</b>	<b>Future Use of Strategy</b>
<b>Create a support network that emphasizes positive relationships among all stakeholders.</b>	<ul style="list-style-type: none"> <li>- Use of curriculum notebooks for Advisement</li> <li>- Griffin New Teacher training</li> <li>- New Teacher Institute</li> <li>- BLOG training- i-Cue training</li> </ul>	<b>6</b>	<ul style="list-style-type: none"> <li>- Increased number of PTSA newsletters</li> <li>- Increased number of active teacher BLOGs</li> <li>- Increased student participation in clubs</li> </ul>	<b>Continue</b>
<b>Staff members will implement a school-wide discipline program consisting of both reward and consequence components to improve the learning environment.</b>	<ul style="list-style-type: none"> <li>- New teacher PAWS training</li> <li>- New Teacher Institute</li> <li>- Griffin New Teacher training</li> <li>- Olweus Anti-Bullying training</li> <li>- Individualized staff development (PD 360)</li> </ul>	<b>7</b>	<ul style="list-style-type: none"> <li>- Increase in PAWS participation</li> <li>- Decrease in number of student discipline referrals</li> <li>- Continuation of Olweus program through advisement</li> </ul>	<b>Continue</b>
<b>Staff members will implement procedures to improve attendance.</b>	<ul style="list-style-type: none"> <li>- Advisement training</li> <li>- Griffin New Teacher training</li> <li>- i-Cue attendance training</li> <li>- Subfinder training</li> </ul>	<b>7</b>	<ul style="list-style-type: none"> <li>- Overall absenteeism dropped from 11.9% to 9.5%</li> <li>- SWD absenteeism dropped from 19.5% to 9.8%</li> <li>- ELL absenteeism dropped from 13.8% to 8.8%</li> </ul>	<b>Continue</b>

## II. IMPLEMENTATION OF DISTRICT INITIATIVES

### E. DATA TEAMS

List the number of teachers in your building who have been trained in the district five step data team process. 83 (100%)

Place a ✓ by each content area where data team training was implemented during the 2008-2009 school year

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Language Arts  | <input checked="" type="checkbox"/> Fine Arts                    |
| <input checked="" type="checkbox"/> Mathematics    | <input checked="" type="checkbox"/> Foreign Language             |
| <input checked="" type="checkbox"/> Science        | <input checked="" type="checkbox"/> Health/PE                    |
| <input checked="" type="checkbox"/> Social Studies | <input checked="" type="checkbox"/> Other (List): SWD, ESOL, IEL |

What changes did you see in classrooms after data teams were implemented?

Data teams have been used for several years at Griffin. We continue to use the process to unpack standards, determine acceptable evidence of student achievement, collect data, establish goals, select instructional strategies, and adjust instruction. The data team process is imbedded in all our planning goals.

Did data teams at your school use: (Check all that apply)

- Benchmark Tests developed by Curriculum and Instruction
- Common Assessments developed by teachers
- Common Assessments developed by ALTs
- Other (Specify) GaDOE Frameworks

**II. IMPLEMENTATION OF DISTRICT INITIATIVES** (continued)

**F. CLASSROOM WALKTHROUGH**

How many classroom walkthroughs were completed in your building during the 2008-2009 school year?

In addition to the 260 eWalk walkthroughs recorded, various state and local support staff conducted walkthroughs.

What changes did you see in classrooms?

The walkthroughs that were conducted help provide feedback on the implementation of the America's Choice model and use of GaDOe frameworks in each class.

**G. SCHEDULING (MIDDLE AND HIGH SCHOOLS)**

Describe the decision making process at your school for determining the schedule (block, traditional, hybrid) for 2008-2009. Include any information about data considered for decision making, input obtained from various stakeholders, and rationale for the decision about the schedule to be used.

In the Spring of 2008, the Administrative Team, along with the Leadership Team began looking at scheduling models that would be conducive to the implementation of the America's Choice model and our emphasis on students achievement (especially in the areas of Math and ELA). After several study group meetings with subject area teams, a hybrid schedule was developed. For 2008 – 2009, students were scheduled for 90 minutes of Math and ELA daily and 90 minutes of Science/Social Studies on alternating days. With two 45-minute Connections class this provided a master schedule of four 90-minute 'blocks' each day. Math and ELA teachers were able to provide more time for implementation of America's Choice/GaDOE frameworks and Science/Social Studies teachers had longer periods of time to work with groups of students.

**III. BENCHMARK REPORTING**

A. STUDENT PERFORMANCE BENCHMARKS (Report on each benchmark contained in your plan)

Benchmark	School Score 2007-2008	School Score 2008-2009	Target Met (Y or N)	% Target Attained	% Change
Increase the percentage of all students meeting or exceeding Math standards in 2008-2009 by 15% or greater.	71.8%	75.7%	N	91.7%	5.4%
Increase the percentage of ELL students meeting or exceeding Math standards in 2008-2009 by 15% or greater.	47.4%	62.2%	Y	114%	31%
Increase the percentage of SWD students meeting or exceeding Math standards in 2008-2009 by 15% or greater.	36.5%	47.4%	Y	113%	29.8%
Increase the percentage of Hispanic students meeting or exceeding Math standards in 2008-2009 by 15% or greater.	66.8%	74.7%	N	97%	11.8%
Increase the percentage of Economically Disadvantaged students meeting or exceeding Math standards in 2008-2009 by 15% or greater.	68.3%	73.2%	N	93.2%	7.2%

**III. BENCHMARK REPORTING** (continued)

A. STUDENT PERFORMANCE BENCHMARKS (Report on each benchmark contained in your plan) (continued)

Benchmark	School Score 2007-2008	School Score 2008-2009	Target Met (Y or N)	% Target Attained	% Change
Increase the percentage of all students meeting or exceeding Reading/ELA standards in 2008-2009 by 10% or greater.	84.9%	88.3%	N	94.5%	4%
Increase the percentage of ELL students meeting or exceeding Reading/ELA standards in 2008-2009 by 15% or greater.	64.7%	74.8%	Y	100.5%	15.6%
Increase the percentage of SWD students meeting or exceeding Reading/ELA standards in 2008-2009 by 15% or greater.	54.7%	66.2%	Y	105%	21%
Increase the percentage of all students meeting or exceeding Reading/ELA standards in 2008-2009 by 10% or greater.	60%	58%	N	87.9%	-3%

**III. BENCHMARK REPORTING** (continued)

B. SCHOOL PERFORMANCE BENCHMARKS

Benchmark	Data from 2007-08	Data from 2008-2009	Target Met (Y or N)	% Target Attained	% Change	Other Changes (not numeric in nature)
○ All areas increase by 5%	2008 School Improvement Opinion Survey reflected:					- More positive comments from parents attending our Town Hall meetings
	● School culture supports academic achievement of learners	● School culture supports academic achievement of learners				- An increase in the number of high achieving students coming from our feeder schools (they are staying in our Area)
	● Staff – 86.7%	● Staff – 92%	Y	101%	1%	
	● Parents – 89.4%	● Parents – 79.6%	N	85%	-11%	
	● Students 84.1%	● Students 82.4%	N	93%	-2%	
	● Rules, practices, and procedures support positive relationships and interactions	● Rules, practices, and procedures support positive relationships and interactions				- Fewer discipline referrals
	● Staff – 81.3%	● Staff – 92.1%	Y	108%	13%	
	● Parents – 82.3%	● Parents – 78.3%	N	90%	-5%	
	● Students – 71.8%	● Students – 69.6%	N	92%	-3%	
	● School celebrates and acknowledges achievements and accomplishments	● School celebrates and acknowledges achievements and accomplishments				
	● Staff – 83.8%	● Staff – 91.5%	Y	104%	9%	
	● Parents – 87.1%	● Parents – 78.9%	N	86%	-9%	
● Students – 64.7%	● Students – 66.7%	N	98%	3%		

**III. BENCHMARK REPORTING** (continued)

B. SCHOOL PERFORMANCE BENCHMARKS (continued)

Benchmark	Data from 2007-08	Data from 2008-2009	Target Met (Y or N)	% Target Attained	% Change	Other Changes (not numeric in nature)
Attendance will increase to • Overall – 10% • White – 12% • SWD – 15% Absent more than 15 days	Attendance • Overall – 11.9% • White – 15.5% • SWD – 19.5% Absent more than 15 days	Attendance • Overall – 9.5% • White – 14.7% • SWD – 9.8% Absent more than 15 days	Y N Y	100.5% 97% 106%	2.7% .9% 13%	

#### IV. REFLECTIONS ON LESSONS LEARNED

- The implementation of America's Choice inspired teacher teams to increase the level of collegiality.
- Our 'Griffin Summit' helped all groups involved in assisting Griffin (GaDOE, CCSD, GLRD, America's Choice, etc) to have a mutual understanding of the improvement process in place at Griffin.
- The use of data to help identify individual students in need gave us a more refined focus on AYP needs.
- Student led conferences were a great addition to our Advisement program.

Through the support of various agencies (GaDOE, CCSD, America's Choice, et.al.), we were able to bring all the pieces together and provide continued support for student achievement. The 'laser focus' provided by GaDOE, the instructional support of America's Choice and the continued dedication of the Griffin staff brought us to the point of making AYP for the first time in six years.

Great things are happening and will continue to happen at Griffin.



## **V. NEXT STEPS**

### **What additional changes need to be made to your SIP to address AYP for 2009-2010?**

In addition to continuing the outstanding work already started we will address:

- The addition of Social Studies to our AIP
- Better define grade level proficiency
- Increase parent participation and communication
- Better address Reading through Drop Everything and Read (D.E.A.R.) and the use of Lexile scores
- Adjust our Town Hall meetings
- Find ways to better recognize students for academic and attendance achievements
- Invite parents to help us recognize student achievement
- Post more data in the classroom and schoolwide
- Increase the use of student data in the decision making process of the Leadership Team

**VI. SCHOOL IMPROVEMENT TEAM MEMBERS 2008-2009**

**Darryl R. York, Principal**  
**Christina Arpante, Assistant Administrator**  
**Tamara Avent, Math Coach**  
**Melissa Barlow, Science Coordinator**  
**Delawna Brown-Davis, Counselor**  
**Tarrel Jerry, Graduation Coach**  
**Shasta Johnson, Special Education Lead Teacher**  
**Guneet Kaur, ESOL Lead Teacher**  
**Colleen McCarthy, SWD Coach**  
**Sheri Miller, ELA Coach**  
**Kacie Phipps, ALP Coordinator**  
**Matt Short, Social Studies Coordinator**

*Darryl R. York*  
\_\_\_\_\_  
PRINCIPAL SIGNATURE

June 30, 2009  
\_\_\_\_\_  
DATE