

Comprehensive Progress Report

Mission: In partnership with the parents and community, the faculty and staff of JGMS will expose our students to innovative and equitable approaches that will foster student creativity, diversity, and diligence in a safe environment.

John Griffin Middle School will be a place where all students will exceed academically in a safe, inclusive, and innovative environment.

Vision:

Goals:

John Griffin Middle School will increase the composite reading and math achievement scores to 65% and increase the composite science achievement scores to 85% by June 2025.

All students at John Griffin Middle School will develop the social, emotional and character competencies that promote learning and success in life resulting in a decrease in the total number of discipline referrals by at least 10% by June 2024. The number of discipline referrals for African American students will decrease by 10% by June 2024.

John Griffin Middle School will promote and support the physical, social, emotional, and behavioral health of all school personnel through distributed leadership and collaboration.

At least 55% of African American students will demonstrate proficiency in all EOG subject areas by June 2025 as evidenced by the EOG subgroup data. At least 30% of Students with Disabilities will demonstrate proficiency in all EOG subject areas as evidenced by the EOG subgroup data.



Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Majority of teachers at John Griffin Middle School facilitate whole group instruction based on the content-based curriculum provided on a tier 1 level. Teachers collect and analyze data from classroom and district assessments to determine students' individual needs to differentiate instruction. Assessment data demonstrates the need for teachers to increase rigor and student engagement within instructional plans.	Limited Development 08/13/2023		
How it will look when fully met:			When fully met, all teachers and staff will utilize high yield instructional strategies, including higher order thinking questions, to foster rigorous student discourse within instruction. Students will be able to make connections among disciplines, think "outside the box", and develop critical thinking skills. Teachers will intentionally plan lessons while previewing the lesson, embedding higher order thinking questions and using CCS differentiation resources. The leadership team will monitor the incorporation of high yield instructional strategies through a coaching tracker while providing differentiated professional development based on teachers' needs.		Cynthia Modlin	05/31/2024
Actions				0 of 6 (0%)		
	8/13/23	The leadership team will support teachers in establishing clear routines, procedures and a classroom environment that incorporate higher order thinking strategies by conducting weekly learning walks and providing feedback and revision support within 24 hours in order to offer reflection opportunities for the teachers to make adjustments based on what went well and areas where growth is needed. (Phase 1)			Cynthia Modlin	10/09/2023
Notes: 10/30/23: Leadership Team Actions: The Leadership Team has analyzed iRound data and observed a significant number of teachers utilizing H.O.T. questions within instruction. The next milestone is to intentionally script H.O.T. questions within lesson plans using the ques on stems provided (specific to each content area).						

9/5/23	Teachers will establish procedures and create a classroom environment conducive to higher order thinking by establishing a location where the essential question and/or question stems will be posted and establishing and explicitly teaching management routines that clearly articulate what the teacher and students will do at each moment of the routine and what the teacher will do when a student does not respond in order to provide students with exposure to higher order thinking questions. (Phase 1)		Cynthia Modlin	10/09/2023
<i>Notes:</i> 10/30/23: Correlate discussed posing higher-order thinking posters/questions where the poster can be seen. All teachers have been given posters and access to ques on stems. Teachers have developed creative routines to integrate H.O.T. questions within instruction; ideas have been shared within PLCs.				
9/5/23	The leadership team will monitor the intentional scripting of teacher questions within whole and small group lesson plans by conducting learning walkthroughs monthly, identifying evidences of accountable talk and question stems and providing immediate feedback within 24 hours in order to support teachers in effectively embedding higher order thinking skills within instruction. (Phase 2)		Cristen Frazier	12/20/2023
<i>Notes:</i>				
8/13/23	Teachers will identify within lessons (whole and small group) where the Higher Order Thinking structures will be used by intentionally scripting teacher questions aligned to the focus standards of each daily lesson in order to proactively anticipate potential challenges or areas where students may face difficulties and develop contingency plans to address these issues. (Phase 2)		Cynthia Modlin	12/20/2023
<i>Notes:</i>				
8/28/23	Teachers will encourage students to utilize academic language in their verbal and written responses by explicitly modeling and incorporating accountable talk moves during activities including collaborative pairs and numbered heads together, student response stems, and self and peer evaluations in order to increase the quality of responses and alignments with learning goals. (Phase 3)		Cynthia Modlin	04/30/2024
<i>Notes:</i>				
9/5/23	The leadership team will monitor student shared accountability within whole and small group lesson plans by conducting learning walkthroughs monthly focused on identifying evidence of students posing higher order questions to one another and providing immediate feedback within 24 hours in order to support teachers in effectively embedding higher order thinking skills within instruction. (Phase 3)		Cristen Frazier	04/30/2024

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
		A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Routines and procedures for students and staff are established and communicated in school publications (ie. student/staff handbook, posters within school, etc.). However, the current needs assessment demonstrates that "High Expectations Communicated to All Teachers and Students" is a high priority area of growth for the school.	Limited Development 08/13/2023		
How it will look when fully met:			When fully met, all teachers and staff will collaboratively create and implement school-based routines and procedures to support the social/emotional competency of students. These expectations will be communicated through explicit instruction, visual representations, and constant praise/feedback to students. As a result, the school will support social/emotional competency by fostering a school culture that embraces a collective set of values, beliefs and norms centered around student success.		John Green	05/31/2024
Actions				0 of 5 (0%)		
	8/28/23		Teachers will provide direct instruction and modeling of schoolwide behavioral norms and routines by explicitly teaching each element of the school's PBIS matrix, the CCS Student Code of Conduct and the school's student handbook based on the "JGMS First 10 Days Plan" in order to communicate the expected student behavior for the school year. The leadership team will measure the effectiveness of the "JGMS First 10 Days Plan" by conducting classroom walkthroughs and monitoring the frequency of expected behaviors by grade level and classroom teacher.		John Green	09/15/2023

Notes: 11/27/2023: Mrs. Brickhouse has observed PBIS folders and matrix. The correlate has not discussed the upcoming grade-level assembly in January 2024. A suggestion was made to review expectations and the code of conduct coming from winter break. Mr. Gilchrist suggested that we engage the students by asking what they remember regarding the expectations and code of conduct that was previously taught at the beginning of the year. Mrs. Singleton suggested that a guest speaker could come in to discuss peer pressure because she has observed that as being an issue with the scholars.

9/25/23: SIT team celebrated the effectiveness of the first day plans due to minimal behavior concerns documented during the first 3 weeks of school.

9/1/23: The First Day Plans had to be adjusted due to the inclement weather/asynchronous day.

8/29/23: The school implemented the First Day Plans during the first week of school.

7/21/23: During the Administrative Team Summer Retreat, Mr. Green (PBIS Lead) shared a draft of the first day plans for students. The plan featured a review of the student handbook, CCS Code of Conduct, and PBIS flowchart for all students. The plan would be carried out during each class section of the first two weeks of school.

9/5/23 The PBIS team will support all certified and classified staff members' understanding of Alternative Behavior Education (ABE) platform by conducting an initial school-wide training session and provide ongoing differentiated support for individual staff/teams focused on creating classroom actions and office referrals, documenting notes from parent discussions, and assigning intervention modules in order to ensure effective implementation of the program school-wide.

Domonique Nelson-Johnson

10/30/2023

Notes: 10/30/23: MTSS Correlate trained staff in ABE on how to assign interventions and provided the SIT team with a discipline report narrative.

10/9/23: Ms. Nelson-Johnson and Mr. Green presented their "JGMS ABE Intervention Training" presentation to Dr. Allen. The presentation will feature how to assign interventions to students based on office referrals/classroom actions. The MTSS Lead will train the MTSS team. They will train their respective grade level teams by a certain due date (train the trainer model).

8/13/23	The PBIS team will communicate school-wide behavioral expectations to students by conducting grade level team assemblies three times a year (October 2023, January 2024, and March 2024) to reset student behaviors, review the CCS Student Code of Conduct, and provide positive motivation in order to reinforce behavioral norms, routines, and procedures.		John Green	05/24/2024
<i>Notes:</i> 11/27/2023-In regards to January reset and Grade level assemblies (January 10th). Wheeler suggested students be given the opportunity to reiterate behavior expectations, Ms. Tillman suggested creative ways to engage students to get on board with PBIS goals and expectations, Mr. Gilchrist suggested a Game show idea was provided, and Ms. Singleton suggested a motivated speaker on peer pressure. Focus of the reset will be to reinforce/reteach expectations to carry the school.				
9/5/23	The PBIS team will conduct a monthly analysis of ABE data to identify the frequency of specific offenses, the location of these offenses and when they are occurring on campus to create data-driven professional development for teachers who may need additional support with behavioral management.		Domonique Nelson-Johnson	05/24/2024
<i>Notes:</i> 10/9/23: The MTSS/PBIS team analyzed the data from September 2023. The highest infraction is disruptive behavior. Most behavioral infractions have occurred in the classroom. 7th grade has the highest percentage of office referrals 52% followed by 8th Grade.				
9/5/23	Teachers will recognize students' positive behaviors and academic performance on a monthly basis by using a school-based criteria to select a student of the month from each grade level team and displaying the students' success on the grade level's hallway bulletin board to celebrate students who adhere to the school's expectations.		John Green	05/24/2024
<i>Notes:</i> 11/27/2023-Students are recognized monthly through the bulletin board for PBIS Student of the Month.				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
!		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses the SIP, work sessions, and one-on-one sessions for school leaders and process managers to ensure current aligned and SMART plans	Limited Development 10/21/2022		
How it will look when fully met:			With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal, and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		LaShanda Carver-Moore	05/30/2023
Actions				0 of 3 (0%)		
10/21/22		A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Designated schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc., and provide feedback regarding areas of improvement and success			LaShanda Carver-Moore	05/30/2023
Notes:						

10/21/22	The Area Superintendent assigned to the school will work with the principal to ensure an understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP		LaShanda Carver-Moore	05/30/2023
<i>Notes:</i>				
10/21/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated schools. They will monitor actions and indicators being assessed, and review the notes and monthly minutes to ensure schools are making progress toward achieving their SIP goals.		LaShanda Carver-Moore	05/30/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
Initial Assessment:		According to the 2022 North Carolina Teaching Working Condition (NC TWC) Survey, 74.29% of teachers indicated that John Griffin is a good place to work and learn. This is a 7.14% decrease from the 2020 NC TWC. Currently, the leadership team celebrates teacher/staff success, special occasions, etc.	Limited Development 08/13/2023		
How it will look when fully met:		When fully met, the school improvement team will collect teacher survey data and analyze the results to create strategies to improve teacher wellbeing at the school. Teachers will feel supported and valued through collaborative opportunities to share concerns, ideas, and strategies to improve the wellbeing of teachers and staff at the school. Teachers and staff will feel comfortable raising concerns related to the improvement of the school.		Dr. Maria Kappell	05/31/2024
Actions			0 of 3 (0%)		
8/28/23	The school improvement team will assess current teacher working conditions by administering a quarterly Cognia staff survey in order to determine the effectiveness of specific staff morale activities implemented during the school year.			Quenna Tillman	05/24/2024

Notes: 11/27/2023-Reviewed Survey-strengths, weaknesses, and recommendations for each area. Correlate printed using a handout of the survey result and Kahoot interactive game to present the results of the survey. The survey presented results from students, educators, and parents. The correlate discussed how they can engage the students coming back from winter break. Mrs. Tillman shared and discussed the data the correlate reviewed. Mrs. Lee created a Kahoot with the data obtained from Educator Survey-Cognia/Eleot. Mrs. Tillman and Mrs. Lee created a Kahoot that covered the 3 areas for Educators, Students, and Families. The Educators' strengths are safety and a welcoming environment, believe teachers know what they are teaching, and areas of weakness are cautiousness, agitating, and teachers doing most of the talking in the learning environment/passive learning.

Recommendations: Diversify Instructional approaches, Promote active learning, and communication and transparency. Student Survey Recommendations: Teachers facilitate learning, including opportunities for students to voice their opinions, provide choices to increase opportunities for students to choose activities or topics of interest, and encourage teaching methods that are student-centered.(Dr. Kappell gave an example of a classroom observation with teachers facilitating and it being a student centered activity). Mrs. Tillman suggested a student issue bin. Family Survey Strengths: Positive perceptions, safety, treated with respect, high expectations for learning. Areas of Weakness: Parent perceive a strong emphasis on traditional assessment methods such as checking homework.. Suggestions: Communicate the educational goals in a more clear way. Regularly inform parents about the goals, purposes, and methods of (Digital tools, learning, progress monitoring, and active learning assessments. Dr. Allen suggested sharing the district benchmark scores with the parents.

10/9/23- Cognia survey was open for staff, students, and families.
 10/20/23- Cognia survey was closed for staff, students, and families. All surveys met their participant targets.

8/28/23 The leadership team will assess the physical, social, and emotional needs of school personnel by conducting quarterly meetings with grade level chairpersons and team leaders while sharing personnel ideas and concerns in order to proactively support the well-being of all staff members. This action will be measured by the frequency of anonymous issue bin items submitted to the leadership team and/or school improvement team.

Dr. Maria Kappell

05/24/2024

Notes: 11/27/2023-Teacher were afforded the opportunity to share concerns during during a virtual meeting held 11/7/20213. No concerns were shared at that time. School Climate discussed ways to improve teachers sharing of concerns/feeling comfortable sharing concerns. School Climate shared ideas and ways for teachers to voice concerns by making sure that the team leaders who are chosen to share on behalf of the team are comfortable sharing on behalf of the team.

9/5/23 The leadership team will address anonymous concerns from staff on a weekly basis by sharing a Google Form link and empowering staff to describe their concern and provide a possible solution in order to address barriers that may impact the success of teacher and staff performance at the school.

Quenna Tillman

05/24/2024

Notes: 11/27/2023-Reviewed data and discussed concerns that 15 of 15 issue bin items indicated that the individual did not share the concern with administration first; SIT will consider requiring staff to submit their concerns first to admin and also present actionable solutions so that the issue bin is productive and aligned to the SIP.