



Simpson Middle School 2017-18 Cobb Strategic Plan

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

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u>					
<u>Focus Priorities:</u> <i>(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i>	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: <u>(Due September 1)</u>	<u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational



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<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Use data to differentiate and plan instruction using CTLS and the Depth of Knowledge framework.</p> <p>Implement common formative and summative assessments via Cobb Teaching and Learning System (CTLS).</p>	<p>Data documentation (Watch Lists, Wednesday PLC data spreadsheets, Office 365 shared documents, and admin and teacher monitoring of Office 365 documents, and CFAs on CTLS.</p> <p>Teacher created common/formative assessments</p> <p>Data used to schedule advanced content (AC), high school credit, and on level courses</p>	<p>All faculty members</p> <p>Key Teams: Professional Learning and Achievement Gaps</p>	<p>Weekly Wednesday Professional Learning Communities (PLCs)- shared documents on Office 365</p> <p>TTIS trainings - Technology Trainer for Instructional Support</p> <p>End of Course tests (EOC) and End of Grade test (EOG) data</p> <p>Student Learning Objective assessment (SLO) data</p> <p>Reading Inventory (RI) and Math Inventory (MI) data</p>	<p>Through their weekly PLC meetings, teachers submitted individual student data using CTLS, RI, MI, formative, and benchmark assessments to their grade level administrator for review. In addition, teachers submitted tiered instructional plans for students based on the results of data they collected.</p> <p>The Simpson SSP Team met in July to analyze and evaluate the 2016-2017 summative data to assess our progress in each academic core area and create our SSP goals for the 2017-2018 school year. The principal provided Milestones department/grade level student growth graphs to provide an overview of student progress last year on the Milestones.</p> <p>Teachers were provided personalized data packets with the score results for the students they taught during the 2016-17</p>	<p>IP</p>
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				Individual Educational Plan (IEP) and English Language Learner (ELL) student information USA TestPrep PEG Writing (online personalized writing feedback)	school year in addition to the students they are teaching this year. Through their PLCs, they will create differentiated instruction based on the Depth of Knowledge framework consistently throughout the school year. They will also make personalized strategic plans for students to prepare for the Milestones.	
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<p>2. <i>Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>	<p>Plan common formative and summative items on assessments through PLCs using Office 365 and CTLS.</p> <p>Create and use problem-based learning activities and projects as well as real world unpredictable situations (Quadrant D Lessons) as both formative and summative assessments.</p>	<p>PLC, Admin and teacher monitoring of CTLS and data spreadsheets -results from RI, MI, SLO tests, EOGs, and EOCs</p>	<p>All faculty members and the Admin Team</p> <p>Key Teams: Professional Learning and Achievement Gaps</p>	<p>CTLS trainings</p> <p>PLC training</p> <p>Professional learning on PBL (Problem Based Learning) and DOK - Depth of Knowledge</p> <p>USA TestPrep</p> <p>Common writing rubrics; cross-curricular writing feedback rubrics</p> <p>PEG Writing (online personalized writing feedback)</p>	<p>In November, 2016, teachers identified students who needed strategic interventions to help them grow based on their previous Milestones scores. They continued to plan personalized strategic interventions based on individual student weekly formative data throughout the school year during their weekly PLC meetings. We will repeat this process this year.</p> <p>Teachers also received an assessment and Grade Book training on January 10 from Traci Blanchard to discuss best practices with grading. Teachers received an updated training from Traci Blanchard during preplanning to prepare for this school year using best practices for CFAs as well as setting up their Grade Books.</p>	<p>IP</p>
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<p>3. <i>Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<p>In addition to Early Release days, provide a release day for teachers to use of data via CTLS to write differentiated plans as well as to plan CFAs to strength reading instruction and provide personalized instructional strategies for students.</p> <p>TTIS trainings are scheduled for CTLS.</p> <p>PLC trainings are scheduled monthly on Thursday grade level meetings.</p> <p>Admin Team will actively participate in PLC weekly Wednesday sessions</p> <p>Provide additional professional learning on cross-curricular writing strategies, Close Reading strategies, DOK lessons, and the meaningful use of technology and rigor in the classroom.</p>	<p>PLC Instructional Unit Plans on Office 365</p> <p>TKES observations</p> <p>Student data (RI, MI, SLO, IOWA, EOG, and EOC)</p>	<p>All faculty and the Admin Team</p>	<p>PLC-developed norms</p> <p>PLC self-evaluation rubric</p> <p>TTIS trainings on CTLS</p> <p>Release time</p> <p>Office 365-PLC use of Unit Instructional Framework provided by Admin Team</p>	<p>Teachers met weekly with their PLCs to create common formative assessments using CTLS based on what they learned at their training sessions.</p> <p>PLCs worked on the November 8 Professional Learning Day in addition to a release day each PLC chose in February to work on a very structured plan for Milestones preparation using CTLS. This process will continue this year in November and in February.</p> <p>Teachers attended professional learning "rounds" on the teacher workday, January 4, in which several sessions were offered including creating Quadrant D lessons, using instructional technology in the classroom, and DBQ refresher training. Teachers who are department chairs or who recently attended a training or a conference provided the PL sessions. This</p>	<p>FO</p>
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					process will continue this year in January, 2018.	
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<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<p>Integrate the reading program in grades 6-7 focusing on reading strategies specific to content areas. Use Science Technology Engineering Art Math (STEAM) questions to reach all content areas.</p> <p>Identify students by name who are not reading on grade level for Watch Lists.</p> <p>Provide RTI (Response to Intervention), IEP, ELL, and 504 accommodations.</p> <p>Implement before/after school tutoring sessions using 20 Day Money.</p> <p>Administer universal screener (RI) to monitor and advance each student's individual performance and progress.</p> <p>Continue and increase the use of document-based questions in all subject areas and grade levels; reading across curriculum</p> <p>Significantly expand our Read 180 program to include 2 teachers and 85 students.</p> <p>Identify essential Close Reading strategies. Create a poster for every classroom in the building with these strategies. Train the staff on using Close Reading strategies daily in all classrooms.</p> <p>Write a cell tower money grant to purchase Membean (online vocabulary builder). All students will use Membean 3-4 times a week for 15 minute segments to expand vocabulary skills.</p> <p>Provide a release day for teachers to use of data via CTLS to write differentiated plans as well as to plan CFAs to strength reading</p>	<p>PLC Instructional Unit Plans on Office 365</p> <p>TKES observations</p> <p>Student data: (RI, IOWA, EOG data)</p> <p>Additional use of DOK lessons in classrooms and Close Reading skills.</p>	<p>All faculty members and the Admin Team</p> <p>Key Teams: Professional Learning, Achievement Gaps</p>	<p>Wednesday PLC meetings</p> <p>Thursday PLC, CTLS, DOK, and Close Reading strategies training sessions</p> <p>School Focused Staff Development funding for planning</p> <p>Professional learning videos of Close Reading strategies, DOK lessons; quadrant posters</p> <p>USA TestPrep</p>	<p>Teachers used Close Reading strategies through STEAM interdisciplinary units and DBQs to increase the percentage of students who are reading on grade level.</p> <p>The READ 180 program was implemented at Simpson for our 7th and 8th grade students who were reading below grade level.</p> <p>Teachers met regularly to plan interventions and create specialized instructional activities for students identified for RTI, IEPs, ELLs, and 504 accommodations.</p> <p>20 Day Money was used to create a before and after school tutoring plan from September – May. Each academic content area also used 20 Day Money to provide Saturday Milestones review sessions.</p> <p>We purchased and implemented a vocabulary expansion program called Membean. All</p>	<p>IP</p>
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	<p>instruction and provide personalized instructional strategies for students.</p> <p>TTIS trainings are scheduled for CTLS implementation.</p> <p>Admin Team will actively participate in PLC weekly Wednesday sessions</p> <p>Professional learning on Close Reading strategies, DOK lessons, and the meaningful use of technology and rigor in the classroom will be provided.</p>				<p>students spent a minimum of 45 minutes per week using Membean.</p> <p>Each student took the RI three times this school year. The data showed students made gains throughout the year. Our 6th graders improved their performance by 10 percentage points from the fall to the spring. Our 7th graders improved their performance by 13 percentage points. Our 8th graders improved their performance by 8 percentage points.</p> <p>The percentage of 6th grade students reading on grade level improved from 84.1 to 85.2 from SY16 to SY17.</p> <p>The median Lexile for our 7th and 8th graders dropped slightly. However, 94.3% of our 8th graders are reading on grade level at the end of their middle school years.</p>	
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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>Administrators and counselors met weekly with students who were on our Watch Lists. Parents were contacted through letters, email, phone calls, and conferences.</p> <p>Students were provided with free weekly tutoring sessions from September through May.</p> <p>Students were provided opportunities for retaking quizzes and tests to help them improve their grades as well as mastery of the standards.</p> <p>Frequent student use of USA TestPrep and CFAs on CTLS to provide immediate data to help teachers plan differentiated instruction.</p>	<p>Scheduled students in appropriate level of courses based on criteria</p> <p>EOG/EOC math scores</p> <p>Review of shared assessment items</p> <p>MI data</p> <p>Wednesday PLC meetings using CTLS and individual student data to plan personalized instruction and interventions</p>	<p>Math department teachers</p> <p>Admin Team</p>	<p>USA TestPrep</p> <p>Ten Marks</p> <p>Khan Academy</p> <p>Weekly and Saturday tutoring sessions</p> <p>6 math training sessions for teachers led by CCSD math instruction professional trainer (Ashley Clody)</p>	<p>Our math teachers submitted individual student data using CTLS, MI, and Touchstones to their grade level administrator for review. In addition, teachers submitted tiered instructional plans for students based on the results of data they collected.</p> <p>The percentage of our 6th grade students who scored a 3 or 4 (Proficient or Distinguished) on the EOG increased from 61.4 to 66.8 from SY16 to SY17.</p> <p>The percentage of our 7th grade students who scored a 3 or 4 (Proficient or Distinguished) on the EOG increased from 67.3 to 72.5 from SY16 to SY17.</p> <p>The percent of our 8th grade students who scored a 3 (Proficient) on the Algebra EOC increased from 35.3 to 46.9 from SY16 to SY17. However, we did see a drop in the percentage of</p>	<p>IP</p>
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					students who scored a 4 (Distinguished).	
6. Increase number of students academically completing every grade.(5)	<p>Identify at-risk students through the RTI process, Grade Book monitoring, assessment data (IOWA, RI, MI, and EOG) and CFAs for the Watch List.</p> <p>Implement before/after school tutoring sessions and Saturday sessions using 20 Day Money. Directly encourage parents of students on the Watch List to have their child attend.</p> <p>Monitor and provide interventions for students on the Watch List.</p>	<p>Monthly RTI meetings</p> <p>Watch List Thursday lunches with Admin/Counselors</p> <p>Wednesday PLC meetings</p> <p>Quarterly grade analysis; Decrease in overall placed rate</p>	<p>All faculty members and Admin Team</p> <p>Key Teams: Professional Learning and Achievement Gaps</p>	<p>RTI strategies</p> <p>Weekly Wednesday PLC meetings</p> <p>Thursday training sessions</p> <p>USA TestPrep</p>	<p>Administrators and counselors met weekly with students who were on our Watch Lists. Parents were contacted through letters, email, phone calls, and conferences.</p> <p>Students were provided with free weekly tutoring sessions from September through May.</p> <p>Students were provided opportunities for retaking quizzes and tests to help them improve their grades as well as mastery of the standards.</p>	IP
7. Other: (Priorities specific to school.)						

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

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)
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Focus Priorities:
(Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)

Key Actions:
(List as many actions as needed in each box.)

Measured by: **Owner(s):** **Resources Needed:**

Results of Key Actions from last year's plan:
(Due September 1)

Focus Priority Status:

IP = In Progress
FO = Fully Operational



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<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>School-wide, ongoing STEAM instruction</p> <p>Continue serving all students in all grade levels in our technology course Project Lead the Way (PLTW).</p>	<p>PLC Unit Instructional Frameworks;</p> <p>Weekly STEAMWORK instructional plans</p> <p>Cobb STEAM rubric</p> <p>Hopefully, Cobb STEAM certified by the end of 2018</p>	<p>All faculty, admin team, parent volunteers, community members, STEAM Lead Committee</p> <p>Key Teams: STEAM, Professional Learning</p>	<p>Release time for PLC/STEAM WORK instructional planning</p> <p>Cobb STEAM rubric</p> <p>STEAM Professional learning sessions and conferences</p> <p>Project Lead the Way funding</p>	<p>Plans were developed during the 2016-2017 school year to implement a block schedule 2 days per week to allot instructional time for STEAM-based activities for all students in every grade (called STEAMWORK).</p> <p>Our PLTW and 10 academic teachers attended conferences and trainings throughout the school year including the GA STEM Conference, ISTE (International Society for Technology in Education), the Cobb STEAM Academy, and STEAMapoolza held this summer by the CCSD. We participated in the Braves/CCSD STEM program in April/May. Our PLTW classes were visited and recognized for their accomplishments by the national PLTW foundation team and was featured by CBS News. Simpson will be applying for Cobb STEM certification by the end of 2018.</p>	<p style="text-align: center;">IP</p>
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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S) 	<ol style="list-style-type: none"> 1. Significantly expand Read 180 instruction to include 2 teachers and 85 students Provide direct reading instruction through SpEd and RTI strategies, differentiated reading courses for grades 6 and 7. Provide Close Reading strategies training for every teacher and reminder posters for every classroom for cross-curricular use. 2. Using CTLS, MI and USA TestPrep data, provide personalized math instruction through SpEd and RTI strategies; differentiated math courses include small group, co-taught, onlevel, Advanced, 6/7, 7/8, Algebra, and Coordinate Algebra and Geometry 3. Implement before/after school and Saturday tutoring sessions using 20 Day Money. Directly encourage parents of students on the Watch List to have their children attend. Monitor and provide interventions for students on the Watch List. Counselors and Administrators will meet with students on our Watch List once per week during lunch (Lunch and Learn). 	<p>EOG data</p> <p>quarterly grade analysis through Watch List</p> <p>Wednesday PLC meetings using CTLS and individual student data spreadsheets</p> <p>RTI data and interventions</p> <p>SPED goals and accommodations</p> <p>Other data: RI, MI, IOWA</p> <p>USA TestPrep data</p>	<p>All faculty members and Admin Team</p>	<p>Data: RI, MI, IOWA, EOG</p> <p>Watch List data (course grades)</p> <p>Attendance data</p> <p>RTI data</p> <p>IEP, 504, EL goals and accommodations</p>	<p>In February, teachers met with their grade level content area colleagues (PLCs) to create additional interventions to help students improve their Lexile scores, math scores, and mastery of the Georgia Standards of Excellence.</p> <p>The READ 180 program was implemented at Simpson for our 7th and 8th grade students who were reading below grade level. Students made significant gains in their RI scores. We are expanding our Read 180 program significantly for all grade levels next year to include 60 more students.</p> <p>We are providing an intensive math program for our struggling math students called Grad Point next year. We are also expanding our use of USA Test Prep to more grade levels and content areas to help all of our students prepare for standardized tests.</p>	<p>IP</p>
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Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)	N/A	N/A	N/A	N/A	N/A	N/A
Other: (Priorities specific to school.)						

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

<i>District Focus Priorities 2016-2019</i> <u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)	2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u>					
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	<u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational



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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Review and Respond to stakeholder survey data to implement initiatives based on student, staff and community input.</p>	<p>Attendance and minutes from meetings</p> <p>Stakeholder survey data</p> <p>School Council Agendas</p> <p>PTSA Agendas</p> <p>SEEF (Simpson Foundation) Agendas</p> <p>Staff and admin team agendas</p> <p>LKES survey data</p>	<p>All staff members</p> <p>Simpson community</p> <p>PTSA Officers and Committee members</p> <p>SEEF members</p> <p>School Council members</p> <p>Building Leadership Team (SSP)</p> <p>Key Team: School Culture</p>	<p>School Climate survey data</p> <p>Stakeholder responses for hiring new principal</p>	<p>Based on the results of our surveys, we developed Key Teams to create strategies to address concerns and improve our performance at Simpson. Teachers, counselors, and administrators were required to join a Key Team: STEAM, Behavior Management, School Climate, Data, and Professional Learning. Key Teams met monthly to discuss, plan, and implement programs and activities to provide growth in each area of school improvement. In addition, SSP Team meetings were held monthly and were open to all staff members to discuss initiatives and provide input in to school-wide decision making.</p>	<p>IP</p>
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<p>Create interview questions designed to not only hire but retain special education teachers</p> <p>Conduct exit interviews, where applicable, to determine improved supports to retain teachers.</p>	<p>Interview questions based on Teacher Keys Evaluation System (TKES)</p>	<p>Admin Team</p> <p>Subject Area Coordinators</p>	<p>Human Resources</p> <p>TalentEd</p>	<p>Our Support and Services Assistant Principal attended all interviews with the principal with strategic questions designed to hire the most qualified candidates for special education.</p>	<p>FO</p>



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<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Reflect and respond upon building trends based on TKES/LKES data.</p> <p>Use professional learning sessions to support TKES Standards 3 and 4 (Instructional Activities and Differentiation).</p> <p>Use CTLS data to support TKES Standards 5 & 6 (Assessment Strategies and Uses).</p>	<p>Monthly new teacher meetings</p> <p>Thursday training sessions</p> <p>Admin and Subject Area Coordinators active participation in weekly Wednesday PLC.</p> <p>Formative and Summative Observations</p> <p>TKES Orientation, Pre-Conference, and Mid-Year conferences.</p>	<p>Admin Team</p> <p>Subject Area Coordinators</p> <p>SSP Team</p>		<p>In addition to written documentation in the platform, TKES and LKES mid-year and summative conferences provided opportunities for discussion on individual instructional and professional improvement for all administrators and teachers.</p>	
<p>Other: (Specific to school.)</p>						