

## 2016-17 Cobb County School District Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i></p>	<p style="text-align: center;"><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					<p style="text-align: center;"><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	
<p><i>1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)</i></p>	<p>Teachers attended required trainings 1-2 times each month to learn the CTLS platform and to begin to use it for collecting and analyzing data to guide their instruction.</p>	<p>Required attendance at CTLS trainings as well as an expectation to use CTLS during Wednesday PLC meetings.</p>	<p>Teachers and Administrators</p>	<p>Laptops</p>	<p>All teachers have been trained to use CTLS. They are aware there will be nonnegotiable expectations for CTLS usage during instructional planning and data collection for the 2017-2018 school year.</p>	<p>IP</p>

<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Use data to differentiate and plan instruction.</p> <p>Implement common formative and summative assessments via Cobb Teaching and Learning System (CTLTS).</p>	<p>Data documentation (Watch Lists, Wednesday Data Team spreadsheets and logs, admin and teacher monitoring of Assess Trax)</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 Data Teams/ Professional Learning Communities(PLCs)</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>Individual Educational Plan (IEP) and English Language Learner (ELL) student information</p>	<p>Through their weekly PLC meetings, teachers submitted individual student data using CTLTS, 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 will meet 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.</p>	<p>IP</p>
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<p><i>3. 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 collaborative PLC/Data Teams.</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/Data Team minutes; Admin and teacher monitoring of Assess Trax and data spreadsheets</p>	<p>All faculty members and the Admin Team</p> <p>Key Teams: Professional Learning and Achievement Gaps</p>	<p>CTLS</p> <p>PLC/Data Team training info</p> <p>Professional learning on PBL</p>	<p>In November, 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.</p> <p>Teachers also received an assessment and Grade Book training on January 10 from Traci Blanchard to discuss best practices with grading.</p>	<p>IP</p>
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<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>Provide a release day for the use of data via CTLS to write differentiated plans as well as write common assessment items.</p> <p>TTIS trainings are scheduled for CTLS (Assess Trax)</p> <p>Admin Team will actively participate in PLCs/Data Team weekly Wednesday sessions</p> <p>Offer professional learning on Quad-D lessons, Meaningful use of Technology, Rigor in the classroom</p>	<p>PLC/Data Team minutes</p> <p>TKES observations</p> <p>Student data (EOG, EOC, SLO data)</p> <p>Additional use of Quad-D lessons in classrooms, upward movement on LOTI (Level of Technology Integration) scale</p>	<p>All faculty members and the Admin Team</p> <p>Key Team: Professional Learning</p>	<p>Wednesday PLC/Data Teams</p> <p>Thursday training sessions</p> <p>School Focused Staff Development funding for planning</p> <p>Professional learning videos of Quad-D lessons; quadrant posters</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.</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.</p>	<p>M</p>
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<p>5. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI 2014 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>EOG Milestone Reading data</p> <p>College and Career Readiness Performance Index (CCRPI) Reading data</p> <p>Existing data (attendance records, testing history, placed/retained lists, RTI, Special Education, RI, etc.)</p> <p>RI data</p> <p>Wednesday Data Team analyses using Assess Trax and spreadsheets</p>	<p>All faculty members and Admin Team</p> <p>Key Teams: Professional Learning, STEAM, and Achievement Gaps</p>	<p>Training for new teachers on RI</p> <p>Weekly Wednesday PLC/Data Team meetings</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 7<sup>th</sup> and 8<sup>th</sup> 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 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</p>	<p>M</p>
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					<p>year. Our 6<sup>th</sup> graders improved their performance by 10 percentage points from the fall to the spring. Our 7<sup>th</sup> graders improved their performance by 13 percentage points. Our 8<sup>th</sup> graders improved their performance by 8 percentage points.</p> <p>The percentage of 6<sup>th</sup> grade students reading on grade level improved from 84.1 to 85.2 from SY16 to SY17.</p> <p>The median Lexile for our 7<sup>th</sup> and 8<sup>th</sup> graders dropped slightly. However, 94.3% of our 8<sup>th</sup> graders are reading on grade level at the end of their middle school years.</p>	
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<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Increase the number of students being served in advanced math courses.</p> <p>Use common constructive response assessment items on class activities and assessments from CTLS.</p> <p>Use MI to identify students in need of reading and math support for Watch List.</p> <p>Use Data Teams to identify students needing remediation or additional help in all subject areas focusing on math computation/application.</p> <p>Implement before/after school tutoring sessions using 20 Day Money.</p>	<p>Scheduled students;</p> <p>EOG/ Milestone Math</p> <p>Review of shared assessment items</p> <p>MI data</p> <p>Wednesday Data Team analyses using Assess Trax and spreadsheets</p>	<p>All faculty members and Admin Team</p> <p>Key Teams: Professional Learning and Achievement Gaps</p>	<p>Training for new teachers on MI</p> <p>Weekly Wednesday PLC/Data Team meetings</p>	<p>Our math teachers submitted individual student data using CTLS, 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 percentage of our 6<sup>th</sup> 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 7<sup>th</sup> 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 8<sup>th</sup> 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 students who scored a 4 (Distinguished).</p>	<p>M</p>
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<p><i>7. Increase number of students academically completing every grade.(S)</i></p>	<p>Identify at-risk students through the RTI process and Data Teams for the Watch List.</p> <p>Implement before/after school tutoring 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 Data Team 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/Data Team meetings</p> <p>Thursday training sessions</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>M</p>
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<p><b>8. Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Plan for STEAM/STEM Cobb certification – via Project Lead the Way (PLTW)</p> <p>Implementation of new behavior management plan</p> <p>Improvement for staff and student attendance rates</p>	<p>Meeting with district staff;</p> <p>Stakeholder survey data;</p> <p>Discipline reports</p> <p>Attendance reports</p>	<p>All faculty members and Admin Team</p> <p>PPO</p> <p>Key Teams: Professional Learning, STEAM, Behavior Management, School Climate, and Achievement Gaps</p>	<p>Project Lead the Way funding</p> <p>Staff development planning days for STEAM teachers</p>	<p>Our PLTW and 10 academic teachers attended conferences and trainings throughout the school year. Our PLTW classes were visited and recognized for their accomplishments by the national PLTW foundation team. Simpson will be applying for Cobb STEM certification by December, 2017.</p> <p>The new behavior plan was implemented. Our Key Team for Behavior Management is considering bringing the Positive Behavioral Intervention and Supports program to Simpson during the 2017-2018 school year.</p> <p>Administrators identified and addressed attendance concerns for students and staff when necessary.</p>	<p>IP</p>
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**Board Goal 2: Differentiate resources for students based on needs.**

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b><u>Focus Priority Status:</u></b> NM = Not Met IP = In Progress M = Met</p>

<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>Continue STEAM concept through Project Lead the Way</p> <p>Send teachers to appropriate STEAM conventions such as the STEAM3 conference.</p> <p>Train Technology teacher on Design and Modeling component of PLTW</p>	<p>Number of students participating in STEAM course</p>	<p>STEM teachers: Austin Smith, Jenny Murphy, John LaMarca, Fine Arts teachers, and Principal</p> <p>Key Teams: Professional Learning and STEAM</p>	<p>PLTW funding</p> <p>STEM certification information</p> <p>STEAM3 Conference info</p> <p>SFSD funds</p>	<p>Project Lead the Way was successful in providing our students daily engagement with 21<sup>st</sup> Century technology tools as well as an introduction to the engineering process.</p> <p>Our STEAM Leadership Team is expanding next year to include grade level STEAM lead teachers to insure a grade level wide interdisciplinary unit is implemented every quarter.</p> <p>We are providing an Extended Learning Time block on Tuesdays and Wednesdays next school year to provide opportunities for STEAM activities.</p>	<p>IP</p>
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<p>Provide direct reading instruction through SpEd and RTI strategies, differentiated reading courses for 6-7; Reality U for 8<sup>th</sup> grade reading students</p> <p>Provide direct math instruction through SpEd and RTI strategies, differentiated math courses offered</p> <p>Implement before/after school tutoring sessions using 20 Day Money. Directly encourage parents of students on the Watch List to have their children attend.</p> <p>Monitor and provide interventions for students on the Watch List.</p>	<p>EOG data</p> <p>quarterly grade analysis through Watch List</p> <p>Wednesday Data Team analyses using Assess Trax and spreadsheets</p> <p>RTI data and interventions</p> <p>SPED goals and accommodations</p> <p>RI data</p> <p>MI data</p> <p>SLO data</p>	<p>All faculty members and Admin Team</p>	<p>RI data</p> <p>MI data</p> <p>SLO data</p> <p>EOG data</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 7<sup>th</sup> and 8<sup>th</sup> 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>
<p>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. <b>(AD)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>

<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>STEAM implementation and certification</p>	<p>Cobb certification information</p>	<p>All faculty members, but especially STEM teachers: Austin Smith, Jenny Murphy, John LaMarca, and Admin Team</p>	<p>Project Lead the Way funding  Staff development planning days for STEAM teachers</p>	<p>We expanded our implementation of STEAM instruction significantly this year by training several of our teachers on STEAM instructional strategies at conferences and through observations. We will implement a minimum of 4 grade level wide STEAM interdisciplinary units next year.</p>	<p>IP</p>

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>						<p><b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>		

<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></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 Stakeholder survey data School Council Agendas PTSA Agendas SEEF (Simpson Foundation) Agendas Staff and admin team agendas LKES survey data</p>	<p>All staff members Simpson community PTSA Officers and Committee members SEEF members School Council members Building Leadership Team (SSP) Key Team: School Culture</p>	<p>School Climate survey data 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><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</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  Subject Area Coordinators</p>	<p>Human Resources  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>M</p>
<p>Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Support local school teachers and leaders to improve retention rate. (IE<sup>2</sup>) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>Wednesday PLC/Data Team collaborations</p> <p>Thursday training sessions</p> <p>Utilize district level support personnel as needed to assist in training teachers and administration</p>	<p>Calendar</p> <p>Agenda</p>	<p>Admin Team</p> <p>Subject Area Coordinators</p>	<p>District personnel</p>	<p>Teachers attended professional learning “rounds” on the teacher workday, January 4, in which several sessions were offered including creating Quadrant D lessons to increase higher order thinking, using instructional technology in the classroom, and Document-based questions (DBQs) refresher training. Teachers who are department chairs or who recently attended a training or a conference provided the PL sessions.</p> <p>Teachers attended 10 trainings on implementing effective common formative assessments using CTLS.</p> <p>Several of our teachers attended STEAM trainings and conferences including the Cobb County STEAM district conferences, two attended Project Lead the Way trainings, and 5 teachers attended the International Society for Technology in Education in Austin, Texas. Our Art teachers attended national and state Art conventions. Our 6<sup>th</sup> grade social studies lead teacher attended a Georgia state social studies convention. Our music teachers attended the Georgia Music Educators</p>	<p>M</p>
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					<p>Association Conference. Two of our teachers and one of our administrators attended the Professional Learning Communities Conference which was held in Atlanta this summer. All of our Language Arts teachers and the principal attended a training this summer for the new Language Arts curriculum and resource adoption called Springboard.</p>	
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	N/A	N/A	N/A	N/A	N/A	

<p>Use results of TKES and LKES to improve professional performance (IE<sup>2</sup>)</p>	<p>Reflect and respond upon building trends based on TKES/LKES data.</p> <p>Use CTLS data to support TKES Standards 5 &amp; 6.</p>	<p>Monthly new teacher meetings</p> <p>Thursday training sessions</p> <p>Admin and Subject Area Coordinators active participation in weekly Wednesday PLC/Data Teams</p> <p>Formative and Summative Observations</p> <p>TKES Orientation</p> <p>TKES Mid-Year and Summative Conferences</p> <p>LKES survey results</p> <p>Key Team: Professional Learning</p>	<p>Admin Team</p> <p>Subject Area Coordinators</p> <p>BLT</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>M</p>
<p><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						