



<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 (CTLS).</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>		
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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><i>4. 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>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>		
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<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</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>7. Increase number of students academically completing every grade.<b>(S)</b></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><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>		
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**Board Goal 2: Differentiate resources for students based on needs.**

<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> (<u>Due September 1, 2016</u>)</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> (<u>Due June 30, 2017</u>)</p>	<p><b>Focus Priority Status:</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>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</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>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>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 style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><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</p> <p>Staff development planning days for STEAM teachers</p>		

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

<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><i>Focus Priority</i></b> <b><i>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>		





<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions:</b> (Due June 30, 2017)	<b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Create interview questions designed to not only hire but retain special education teachers  Conduct exit interviews, where applicable, to determine improved supports to retain teachers.	Interview questions based on Teacher Keys Evaluation System (TKES)	Admin Team  Subject Area Coordinators	Human Resources  TalentEd		
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 style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	
Support local school teachers and leaders to improve retention rate. (IE <sup>2</sup> ) (S)	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Wednesday PLC/Data Team collaborations  Thursday training sessions  Utilize district level support personnel as needed to assist in training teachers and administration	Calendar  Agenda	Admin Team  Subject Area Coordinators	District personnel		
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>N/A</b></p>	

<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><b>Other:</b> (Specific to school, division, or area. Can be more than one.)</p>						

## Middle School Key Trends: Simpson

Trend	Simpson			Cobb		
	2014	2015	2016	2014	2015	2016
Lexile Levels 8th Grade	95.1%	90.5%		85.8%	75.3%	
On-track for Graduation	86.9%	80.3%	86.4%	85.0%	86.8%	88.5%
Career Ready	100.0%	100.0%	100.0%	99.2%	99.6%	95.0%
Advanced Academics	70.1%	74.4%	78.3%	49.2%	48.0%	48.8%
Stakeholder Satisfaction	70.1%	72.7%	70.6%	66.7%	70.1%	67.5%
Iowa Reading 7th Grade	77.1%	75.8%	71.2%	54.6%	55.5%	54.5%
CCRPI Score	89.7	87.6		80.0	79.0	

Labels represent the school year, that is, 2016 represents the 2015–2016 school year. Data from 2016 are not available for the Lexile Levels in 8th Grade and CCRPI Score. Scores for these trends are expected from the Ga DOE in late 2016.

### Descriptions of Key Trends

#### Lexiles 8th Grade

The percentage of 8th grade students with Lexile scores on the state assessment (EOG) at or above 1050. This trend only considers full-academic-year students. The full-academic-year designation accounts for transiency of the student body.

#### On-track for Graduation

The number of 8th grade students earning the equivalent of four credits in the core content areas: ELA, math, science, social studies, or world languages divided by the number of students who attempted the equivalent of four or more credits in the core content areas.

#### Career Ready

The percentage of 8th grade students completing individual graduation plans as reported in the student record data collection.

#### Advanced Academics

The percentage of students taking advanced classes.

#### Stakeholder Satisfaction

The percentage of agree and strongly agree responses on the parent, staff, and student AdvancED surveys given in support of the accreditation process.

#### Iowa Reading 7th Grade

The percentage of 7th grade students scoring at 7.1 or higher on the reading portion of the Iowa assessments.

#### CCRPI Score

The College and Career Ready Performance Index, which is Georgia's accountability rating system for schools, districts, and the state. The score is out of 100 points and is calculated by the Georgia Department of Education (GaDOE). The Cobb CCRPI score shown here is the weighted average of all Cobb middle schools.