



Simpson Middle School 2018-2019 Strategic Plan

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
<p>Simplify the foundation of teaching and learning to prepare for innovation.</p>	<p><i>Ensure all teachers prioritize standards.</i></p>	<p>On the Early Release Day, August 29, 2018, teachers were trained on identifying priority standards and supporting standards. They worked in their departments and in their CCCs (Cobb Collaborative Communities) to begin this process that will be ongoing throughout the school year.</p> <p>CCC professional learning trainings are scheduled monthly on Thursday grade level meetings.</p> <p>The Administrative Team will actively participate in CCC weekly Tuesday sessions.</p> <p>Our STEAM (Science Technology Engineering Art Math) Key Team, comprised of our STEAM-trained teacher leaders and administrators, is guiding our instructional program through the CCSD (Cobb County School District) STEAM certification process. We are implementing weekly STEAM Block team collaboration sessions in addition to STEAM instruction provided throughout the school day. We are also hosting STEAMAPALOOZA as well as a STEAM Fair for all of our students.</p>	<p>CCC Unit Plans including team minutes, classroom observations, and documentation via the teacher evaluation system, TKES, will be used to assess progress and effectiveness.</p> <p>We hope to earn CCSD STEAM certification by the end of 2018.</p>	<p>Teachers met weekly with their Professional Learning Communities (now known as CCCs) to plan common formative assessments through the CTLS (Cobb Teaching and Learning System) based on what they learned at their training sessions.</p> <p>PLCs worked on the November 8, 2017, and January 3, 2018, Professional Learning Days 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.</p>

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	<p><i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i></p>	<p>In addition to Early Release days and weekly CCC planning sessions, teachers will be provided release days to use data gathered from CTLS to write differentiated plans as well as to plan Common Formative Assessments to strength reading instruction and provide personalized instructional strategies for students.</p> <p>Our Technology Training/Integration Specialist will conduct trainings and CCC work sessions to strengthen teacher use of CTLS Teach and CTLS Assess.</p> <p>CCC professional learning trainings are scheduled monthly on Thursday grade level meetings.</p> <p>The Administrative Team will actively participate in CCC weekly Tuesday 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>Teachers will submit their CCC Unit Plans to their department chair and administrator for feedback.</p> <p>Student progress will be assessed using the Reading Inventory, Math Inventory, CTLS Assess, and the Milestones End of Grade Assessment.</p>	<p>During the 2017-2018 school year, teachers met weekly with their PLCs to create common formative assessments using CTLS based on what they learned at their training sessions. This process will continue during the 2018-2019 school year.</p> <p>PLCs worked on the November 8, 2017, 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 during the 2018-2019 school year.</p> <p>Teachers attended professional learning “rounds” on the teacher workday to, January 3, 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 professional learning sessions. This process will continue this year in January, 2019.</p>
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Board Goal 2: ***Differentiate resources for students based on needs.***



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*Superintendent's
Priorities*

District Initiatives

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

Measured by:

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



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<p>Use data to make decisions.</p>	<p><i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i></p>	<p>Teachers will implement common formative and summative assessments with their CCCs using CTLS Assess.</p> <p>Teachers will use CTLS Teach to identify problem-based learning activities, constructed response and extended writing assignments, and higher level multiple choice assessments to evaluate student progress and mastery of the standards.</p> <p>Teachers will use data to plan and differentiate instruction using CTLS Teach and CTLS Assess and the Depth of Knowledge framework.</p>	<p>Data documentation: Reading Inventory, Math Inventory, Watch Lists, Tuesday CCC data spreadsheets, Office 365 and One Note shared documents, admin and teacher monitoring of Office 365 and One Note documents, and CFAs on CTLS Assess, Touchstones, IOWA, EOG</p> <p>Data is used to schedule advanced content (AC), high school credit, and on level courses.</p>	<p>Through their weekly PLC meetings, teachers submitted individual student data using CTLS, RI, MI, formative, and Touchstone 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 School Strategic Plan Team met in July to analyze and evaluate the 2017-2018 summative data to assess our progress in each academic core area and create our SSP goals for the 2018-2019 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 2017-18 school year in addition to the students they are teaching this year. Through their CCCs, 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.</p>
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			<p>In November, 2017, 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 in August, 2017, from Traci Blanchard to discuss best practices with grading. Teachers received an updated training from the Admin Team during preplanning to prepare for this school year using best practices for CFAs as well as setting up their electronic Grade Books.</p>
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	<p><i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i></p>	<p>We have identified students by name who are not reading on grade level for Watch Lists.</p> <p>We provide RTI (Response to Intervention), IEP, ELL, and 504 accommodations and instructional support for students who need remediation and reteaching.</p> <p>We implemented before/after school tutoring sessions using 20 Day Money.</p> <p>We will administer the universal screener (RI) to monitor and advance each student's individual performance and progress.</p> <p>We will increase the use of document-based questions in all subject areas and grade levels and Close Reading strategies across the curriculum.</p> <p>We significantly expanded our Read 180 program to include 2 teachers.</p> <p>We will continue to support our students with an emphasis on implementing Close Reading strategies in every core academic course on a continual basis.</p> <p>We wrote 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>We also purchased PEG Writing to provide students with immediate feedback on sentence structure, spelling, grammar, and paragraph organization as students write reflections of what they are reading and researching. Language Arts teachers will continue to provide individual</p>	<p>Reading Inventory data</p> <p>Math Inventory data</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 6th, 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 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 reading instruction showed improvement from SY 2017 to SY 2018. Overall, our students end of the year RI results improved from 80.5 to 83.9. Our 6th graders</p>
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		<p>feedback on student writing via conferences and written feedback.</p> <p>Provide a release day for teachers to use data from CTLS Assess 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 and work sessions are scheduled for CTLS implementation.</p> <p>The Administrative Team will actively participate in CCC weekly Tuesday 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>improved their performance from 78.5 to 80.6, and our 8th graders improved their performance from 79.0 to 86.2.</p> <p>According to the EOG, our percentage of 6th grade students reading on grade level decreased slightly from 85.0 to 85.2 from SY17 to SY18. Their median Lexile was 1140. The median Lexile for our 7th graders dropped slightly. Their median Lexile was 1205. Their percent reading on grade level was 87.9. However, 94.0% of our 8th graders were reading on grade level at the end of their middle school years. Their median Lexile was 1285.</p>
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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Our 8th grade math and special education teachers provided Summer Math Bootcamps for our rising 8th graders to review priority standards to prepare our students for the 8th grade content for both onlevel math and for our Algebra and Coordinate Algebra and Geometry classes.</p> <p>Our Read 180 program is expanding again this year to include more students.</p>	<p>CCRPI data</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>All of our academic departments made significant gains from the 2017 administration of the EOGs and EOCs to the 2018 results.</p> <p>The percentage of our 6th grade students who scored a 3 or 4 (Proficient or Distinguished) on the ELA EOG increased from 66.8 to 68.8 from SY17 to SY18.</p> <p>The percent of our 8th grade students who scored a 3 or 4 (Proficient or Distinguished) on the ELA EOG increased significantly from 66.4 to 82.2 from SY17 to SY18.</p> <p>The percentage of our 6th grade students who scored a 3 or 4 (Proficient or Distinguished) on the math EOG increased from 66.8 to 69.2 from SY17 to SY18.</p> <p>The percentage of our 7th grade students who scored a 3 or 4 (Proficient or Distinguished) on the math EOG increased from 72.5 to 74.5 from SY17 to SY18.</p>
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				<p>The percentage of our 8th grade students who scored a 3 or 4 (Proficient or Distinguished) on the math EOG increased from 70.9 to 75.3 from SY17 to SY18.</p> <p>The percentage of our 8th grade students who scored a 3 or 4 (Proficient or Distinguished) on the science EOG increased from 72.7 to 76.5 from SY17 to SY18.</p> <p>The percentage of our 8th grade students who scored a 3 or 4 (Proficient or Distinguished) on the social studies EOG increased from 58.8 to 66.7 from SY17 to SY18.</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (<u>Due September 1</u>)
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p>Our counselors are implementing a program called Restorative Practices. They will provide professional learning sessions for our teachers to implement Restorative Practices in their classrooms throughout the school year.</p> <p>We offer multiple student clubs including leadership, community service, art, gardening, sports, video making, dance, robotics, science, math and coding.</p> <p>We provide multiple opportunities for community service projects including Midnight Madness, a student activities night that raises money for the American Cancer Society.</p> <p>Our Men’s Leadership group visits our students with Severe and Profound Disabilities on Fridays to eat lunch with them, read stories to them, and to build friendships.</p> <p>Our students who are Deaf or Hard of Hearing eat lunch with the front office staff, counselors, and administrators and teach us American Sign Language every Friday.</p> <p>Each grade level receives an after school social event and our 8th grade had an Ice Cream Celebration activity at the beginning of the school year. Our 8th grade also has an end of the year dance.</p> <p>Each grade level provides an end of the year award celebration for our students who are academically successful as well as for those who demonstrate strong work ethic, good character, and musical, artistic, or sports.</p>	<p>Our primary area of concern from our Georgia Climate Survey indicated that students believe they need to be treated with respect more consistently.</p> <p>Our overall Georgia Climate score was 4/5.</p> <p>We are hoping to improve our score to 5/5 this year.</p>	<p>School Council, PTSA, and SEEF (Simpson Foundation) meetings were held monthly.</p> <p>Coffee and Chat with the principal sessions were open to all parents and community members and were held monthly.</p> <p>The principal also provided 2 additional parent meetings to discuss academics, preparing our students for high school and school safety.</p>
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		<p>Our team leader meetings are open to all staff members for input. All instructional programs and school climate initiatives are discussed and vetted through the teacher team leaders.</p>		
	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>Our Open House was an International Night theme this year. Students prepared decorated theme tables through our social studies classes. Parents joined our students and staff to enjoy food from our unique cultures, provide musical and dance performances, wear cultural clothing, and celebrate our diversity.</p> <p>Our parents are participating in additional volunteer programs including working in our front office, Learning Commons, and supporting our teachers during our weekly Wednesday STEAM Block sessions. Parents also work with our students and teachers to plan our STEAMAPALOOZA annual event and our Fine Arts Night in addition to grade level after school social events.</p> <p>We are also hosting a 30th Anniversary Celebration for our community and our former staff members featuring our Fine Arts Department in October, 2018.</p>		<p>The principal sent “A Message from the Principal” to parents every month.</p> <p>Methods of communication include: letters/flyers sent home as well as messages sent out via Facebook, Simpson website, eblasts, dial outs, and tweets.</p> <p>Parents were invited to participate in our weekly STEAM Block sessions on Wednesdays.</p> <p>Curriculum Nights were held in October for each grade level to provide individual feedback to parents on their child’s progress as well as to articulate the curriculum, instructional program, and assessment practices that will occur the remainder of the school year.</p>



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<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: <u>(Due September 1)</u>
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Develop teacher leaders.</i></p>	<p>We have 1 teacher leader per CCC to attend CCSD professional learning sessions.</p> <p>Department Chairs, Grade Level Lead Teachers, and other leaders around the building will attend monthly leadership meetings.</p> <p>We have a STEAM Key Team comprised of our STEAM teacher leaders who attend professional learning sessions and plan our STEAM goals and activities for our school.</p> <p>Each grade level has a teacher STEAM leader to guide our weekly STEAM Block sessions.</p> <p>For teachers who are seeking opportunities to become building leaders, there will be professional learning opportunities provided by the CCSD Central Office leaders.</p>	<p>Our teacher leaders will take a Self-Assessment survey. Their professional learning goals will also reflect a focus on instructional leadership.</p> <p>We are working on getting CCSD STEAM certified which will be a reflection of our STEAM teacher leadership.</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>



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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<p>We have a Professional Learning Key Team of teachers who are leading professional learning training sessions to improve our RTI process and specialized strategies in addition to other instructional practices.</p>	<p>The TKES and LKES (teacher and leader evaluation systems) will be used to provide individual support for teacher professional learning as well as to assess teacher effectiveness in student mastery of the Georgia Standards of Excellence.</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>
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