



(Lindley Middle School 7th/8th) 2017-18 Cobb 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 IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></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 style="text-align: center;">Results of Key Actions from last year's plan: (Due Septembe r 1)</p>	<p style="text-align: center;"><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>			
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>1. Implement the Data Team Professional Learning Community process to organize and analyze students' common, formative and summative assessment results.</p> <p>2. Analyze student data and differentiate instruction by content, process, or product according to balance assessment results.</p> <p>3. Develop Professional Learning Communities, instructional units and lesson plans.</p>	<p>1. Data Team PLC meeting minutes</p> <p>2. Students' assessment scores</p> <p>3. Weekly PLC and lesson plans</p>	<p>Data Teams PLC's</p> <p>Subject Content PLC's</p> <p>Teachers</p> <p>Department Lead Content Teachers</p> <p>Academic Coaches</p> <p>Administrators</p>	<p>Continuation of PLC professional development</p> <p>iRespond refresher training</p> <p>CTLS TEACH and ASSESS Training</p> <p>Professional development on differentiation of instruction</p>			



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<p>2. 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)</p>	<p>1. Analyze and monitor students' academic progress in content and Connection classes through the use of CTLS Assess.</p> <p>2. Develop PLC instructional unit and weekly lesson plans and differentiate instruction to address individual students' needs based on formative and summative assessments.</p> <p>3. Analyze student data and differentiate instruction by content, process, or product based on balanced assessment results.</p>	<p>1. CTLS Data of common, formative and summative assessments</p> <p>2. PLC unit and weekly lesson plans</p> <p>3. Weekly PLC content and data meetings</p>	<p>All teachers</p> <p>Department Lead Teachers</p> <p>Academic Coaches</p> <p>Administrators</p> <p>Data Team PLC's</p>	<p>Continuation of PLC professional development</p> <p>iRespond refresher training</p> <p>CTLS TEACH and ASSESS Training</p> <p>Professional development on differentiation of instruction</p>		
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<p>Conduct and actively monitor the implementation of weekly Professional Learning Communities in all contents, grade levels, and Connection classes.</p>	<p>Weekly Data Team PLC meeting minutes</p>	<p>Teachers</p> <p>Department Lead Teachers</p> <p>Academic Coaches</p> <p>School Counselors</p> <p>Administrators</p>	<p>Subject area PLC Support</p>		



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<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<ol style="list-style-type: none"> 1. Implement and analyze students' Scholastic Reading Inventory (SRI) results and differentiate students' Learning experiences based on individual Lexile scores. 2. Implement R.A.C.E. school-wide literacy writing strategy for usage in all contents and subjects. 3. Continue with the implementation of Read 180 and Systems 44 for most at risk 7th and 8th grade students in order to increase Lexile levels of students. 4. Provide sheltered ESOL ELA Connection classes for 7th and 8th grade ELL students. 5. Analyze students' assessment results from District ELA Touchstone assessments. 6. Analyze students' common, formative and summative assessment results. 7. Implement a three-tier Falcon Fliers acceleration Saturday and afterschool tutorial program for lower quartile and developing learners according to SRI and 2016 EOG test results. 8. Provide students (special education, ESOL and at risk readers on each grade level) access to Raz-Kids in order to increase students' Lexile scores 	<ol style="list-style-type: none"> 1. SRI data results and weekly PLC lesson plans 2. R.A.C.E. implementation writing schedule and grading rubric 3. Focus learning walks for incorporation of R.A.C.E. in all content areas 4. Walkthroughs of ESOL classes 5. Touchstone ELA results 6. ELA teachers' common and summative assessments and classroom observations 7. 2016 EOG Milestone results 8. Raz-Kids student data results 	<p>ELA teachers Read 180 teacher ESOL and ELA Lead Teacher and Department Chairpersons Academic Coaches Administrators Special education and ESOL teachers – small group and co-taught</p>	<p>Continuation of PLC professional development Refresher and Professional development on R.A.C.E. literacy writing strategy Continuation of professional development on Read 180 program updates Continuation of PLC professional development Professional development on differentiation of instruction PD on reading in the all content areas – focused on vocabulary acquisition District ELA Supports & Resources</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>	<ol style="list-style-type: none"> 1. Continue to provide Math Support classes for most at risk students who scored Level 1 on 2016 EOG assessment. 2. Administer and analyze students' Scholastic Math Inventory (SMI) data, adjust, and differentiate instruction based on students' individual test results. 3. Implement and analyze students' assessment results from formative assessments. 4. Analyze students' assessment results from District Math Touchstone assessments. 5. Implement a three-tier Falcon Fliers acceleration Saturday and afterschool tutorial program for lower quartile and developing learners according to SMI and 2016 EOG test results. 	<ol style="list-style-type: none"> 1. Walkthroughs of Math support classes 2. EOG Milestone results and master schedule 3. SMI data results and PLC weekly lesson plans 4. Math formative assessment results, PLC lesson plans and walkthroughs 5. Math Touchstone results 6. Math teachers' common and summative assessments and classroom observations 	<p>Math Teachers</p> <p>Math Academic Coaches</p> <p>Math Department Chairperson</p> <p>Administrators</p>	<p>Math PLC Support</p> <p>iRespond refresher training</p> <p>CTLS TEACH and ASSESS Training</p> <p>Professional development on differentiation of instruction</p>		
<p>6. Increase number of students academically completing every grade. (S)</p>	<ol style="list-style-type: none"> 1. Utilize the RTI process to differentiate instruction, provide interventions, and monitor students' academic and behavior performances. 2. School counselors will utilize students' SRI, SMI, progress/ report cards, and attendance data to develop (Closing the Gap) projects in order to increase students' academic performance. 	<ol style="list-style-type: none"> 1. RTI data and students' grades 2. Closing the Gap results 	<p>RTI Professional Learning Community</p> <p>School Counselors</p> <p>Teachers</p> <p>Administrators</p>	<p>RTI PLC Lead Teachers</p> <p>Counseling resources for Closing the Gap projects and groups</p>		



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7. Other: (Priorities specific to school.)						
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Board Goal 2: *Differentiate resources for students based on needs.*

<p><i>District Focus Priorities</i> 2016-2019</p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p>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>
Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)	N/A					



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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. Continue with the implementation of Read 180 and Systems 44 for most at risk 7th and 8th grade students in order to increase Lexile levels of students. 2. Continue with the implementation of Math Support Connection classes for students who scored Level 1 on the 2016 EOG assessment. 3. School counselors will utilize students' SRI, SMI, progress/report cards, and attendance data to develop and implement (Closing the Gap) projects to increase students' academic performance. 4. Utilize the RTI process to differentiate instruction, provide interventions and monitor students' academic and behavior performances. 5. Implement a three-tier Falcon Fliers acceleration Saturday and afterschool tutorial program for lower quartile and developing learners according to SRI and 2016 EOG test results. 6. Provide students (special education, ESOL and at risk readers on each grade level) access to Raz-Kids in order to increase students' Lexile scores 	<ol style="list-style-type: none"> 1. Read 180 class rosters 2. Math Support class rosters 3. SRI and SMI quarterly assessment results 4. Closing the Gap results 5. RTI data reports 6. Math and ELA teachers' common and summative assessments and classroom observations 7. Raz-Kids student data results 	<p>Read 180 teachers</p> <p>RTI PLC</p> <p>Department Lead Teachers</p> <p>Math Support teachers</p> <p>All teachers</p> <p>School Counselors</p> <p>Administrators</p> <p>Special education and ESOL teachers – small group and co-taught</p>	<p>Continuation of professional development on Read 180 program updates</p> <p>Professional development and support for Math Support teachers</p> <p>Math PLC Support</p> <p>PD on reading in the all content areas – focused on vocabulary acquisition</p> <p>District ELA Supports & Resources</p>		
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<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. (AD)</p>	<ol style="list-style-type: none"> 1. Provide Spanish foreign language class for high school credit. 2. Continue with the implementation of an online Physical Science class for high school credit. 3. Analyze and monitor students' data and academic progress in content and Connection classes through the use of CTLS Assess. 4. Implement a Gifted Academy (afterschool and Saturday's) in order to increase students' performance from Level 3 to Level 4 on the 2017 EOG Milestone assessment. 	<ol style="list-style-type: none"> 1. Master schedule and class rosters 2. CTLS assessment results and weekly PLC lesson plans 3. 2017 Milestone EOG results 	<p>Foreign Language Teacher</p> <p>Science teachers</p> <p>Data Team PLC</p> <p>Subject Content PLC</p> <p>Science Academic Coach</p> <p>Administrators</p> <p>Gifted teachers</p>	<p>CTLS TEACH and ASSESS Training</p> <p>Professional development on differentiation of instruction</p> <p>Online resources for foreign language classes</p> <p>Professional Development on Instructional Strategies</p>		
<p>Other: (Priorities specific to school.)</p>	<ol style="list-style-type: none"> 1. Continue the implementation of the PBIS framework to decrease student discipline referrals. 2. Provide student and teacher incentives to promote positive behavior. 	<p>Discipline data reports</p>	<p>Teachers</p> <p>Support staff</p> <p>Administrators</p>	<p>Partnerships and continuous funding for incentives and rewards for students and teachers</p>		

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

<p><i>District Focus Priorities 2016-2019</i></p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>
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<p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</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>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<p>Collaborate, create surveys and analyze data from a variety of stakeholders in order to improve Lindley Middle Schools' organizational processes:</p> <ul style="list-style-type: none"> • Teachers surveys • Principal Advisory Council (PAC) • School Council • PTSA • Lindley Middle School Leadership Team • Climate Survey results 	<p>1. Survey data results</p> <p>2. School Council, PTSA, PAC and Leadership Team meeting minutes</p> <p>3. School Council end of year report</p>	<p>Teachers</p> <p>Administrators</p> <p>Parents</p> <p>Students</p> <p>Parent Facilitator</p>	<p>Partnership from teachers, parents, and community, volunteers</p>		



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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ol style="list-style-type: none"> 1. Increase parent communication with two weekly call outs and teacher contact with parents. 2. Use Twitter and Instagram accounts and post LMS information in order to increase parent and community engagement. 3. Facilitate curriculum night for each subject content: English Language Arts, Mathematics, Science, and Social Studies. 4. Continue to provide programs to enhance parental involvement that reflect the needs of students and their families: <ul style="list-style-type: none"> • Hispanic Heritage Night • Black History Program • Career Fair • College Day • 7th Grade Articulation • Conference Week • ESOL Night • Enrichment Night • Lindley Middle School Gavel Toastmasters Club 5. Implement No Technology Tuesday 	<ol style="list-style-type: none"> 1. Teacher communication log 2. Climate Survey Results 3. Parent and community participation sign-in sheets 4. Toastmaster students' quarter grades 5. Parent compact signature form for No Technology Tuesday 	<p>Teachers</p> <p>Administrators</p> <p>Parents</p> <p>Students</p> <p>Community volunteers and partners</p>	<p>Partnership from teachers, parent and community, volunteers</p>		
<p>Other: (Priorities specific to school.)</p>	<p>Continue the implementation of the PBIS framework to decrease student discipline referrals.</p>	<p>Discipline data reports</p>	<p>Teachers</p> <p>Staff</p> <p>Administrators</p>	<p>Partnerships and continuous funding for incentives and rewards for students and teachers</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>Provide on-going professional development that addresses teachers' needs and Lindley Middle School and District initiatives:</p> <ul style="list-style-type: none"> • Professional Learning Community • TKES Standards • Student Learning Objectives, Scholastic Reading Inventory, Scholastic Mathematic Inventory, and Milestone Assessments • CTLS Teach • CTLS Assess • iRespond • Differentiation of Instruction • Conference Week • RTI • Vertical Team Planning 	<p>1. Professional Development Calendar</p> <p>2. PD teacher and staff participation</p> <p>3. Walkthroughs and classroom observations</p>	<p>Teachers Staff</p> <p>Administrators</p>	<p>CCSD Support and Resources</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<p>Provide Professional Development on TKES standards:</p> <ul style="list-style-type: none"> • Differentiated Instruction • Instructional Strategies 	<p>TKES results</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Administrators</p>	<p>CCSD Academic Coaches</p> <p>Administrators</p>		
<p>Other: (Specific to school.)</p>						



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