



# Lindey Sixth Grade Academy 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</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 from last year's plan: (Due September 1)</b></p>	<p><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p><b>Utilize</b> CTLS, CTLS-Teacher and CTLS-Assess and <b>use</b> the common assessment data to plan and guide instructional practices/delivery</p>	<p>CTLS Usage</p> <p>Common Assessments</p> <p>Lesson Plans reflecting diverse instructional practices and strategies</p> <p>Observation Walkthroughs</p>	<p>Teachers</p> <p>Admin</p>	<p>CTLS Training</p>		
<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. <b>(S)</b></p>	<p><b>Create</b> and <b>Use</b> flexible formative assessments to monitor student progress</p>	<p>Touchstones</p> <p>CTLS Assess</p> <p>Lesson Plans reflecting differentiation</p>	<p>Teachers</p> <p>Academic Coach</p> <p>Administrators</p>	<p>Professional Learning on CTLS</p>		
<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. <b>(LD)</b></p>	<p><b>Provide</b> and <b>protect</b> designated planning time for teachers to implement effective PLCs</p> <p><b>Provide</b> on-going differentiated professional development opportunities to enhance teacher skills in the areas of differentiation, PBL, technology, assessment, Rigor and literacy.</p>	<p>PLC Minutes</p> <p>Observations</p> <p>Implementatio n of strategies</p> <p>Lesson Plans</p>	<p>Teachers</p> <p>Administrators</p>	<p>Professional Learning in the areas of DI, PBL, technology, assessment, Rigor, Literacy-Close reading</p>		



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<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p><b>Administer</b> and <b>use</b> data from RI universal screener to identify students reading below level</p> <p><b>Focus</b> on <b>integration</b> of reading, writing, vocabulary development, speaking/presenting, research/inquiry, critical thinking and project based learning with an emphasis on STEM as central aspects to all content area instruction</p>	<p>RI Data Appropriate Academic Interventions</p> <p>Lesson Plans</p>	<p>Teachers Academic Coach Administrators</p>	<p>RI Data</p>		
<p>5. 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><b>Use</b> a comprehensive balanced assessment approach in math to monitor students' mastery of the content</p>	<p>CTLs-Assess Touchstones Formative and Summative Assessments Quarter Grade Profile</p>	<p>Math Teachers</p>	<p>Assessment Training</p>		
<p>6. Increase number of students academically completing every grade.<b>(S)</b></p>	<p><b>Develop</b> and <b>Implement</b> a system of interventions to ensure students receive the appropriate support to succeed</p>	<p>School wide system of interventions Differentiated Instruction/Assessment Tiered Support Improved student performance on classwork and assessments</p>	<p>Teachers</p>	<p>Differentiated training  CTLs-Assess training</p>		
<p><b>7. Other:</b> (Priorities specific to school.)</p>						



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

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	<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 from last year's plan:</b> (Due September 1)</p>	<p><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. <b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b></p>	<p><b>Utilize</b> the Flip Classroom model to enhance math performance</p>	<p>Lesson Plans Improved Student Performance on classroom and assessments</p>	<p>Math Teachers</p>	<p>Flip Classroom Training</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 CCRPI Math/Algebra scores)</li> <li>3. Not on-track for graduation <b>(S)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Provide</b> support before, during, and after school using READ 180</li> <li>2. <b>Provide</b> math support before, during, and after school using tutors, MobyMax,</li> <li>3. N/A</li> </ol>	<p>RI Data</p> <p>MI Data</p>	<p>Teachers Academic Coach</p>	<p>20 Day Funds</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>Use</b> EOG data and MI &amp; RI data to identify students for Advance Content Classes</p>	<p>Number of students placed on AC classes</p>	<p>C&amp;I AP Teachers</p>	<p>EOG Data RI &amp; MT Data</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>						



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

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Utilize stakeholder input to improve school processes. <b>(AdvED)</b>	<b>Utilize</b> stakeholder data from School Improvement Survey, Title I Parent Survey, and Staff and student feedback to <b>enhance</b> school services	Response to data – programs and/or initiatives implemented	All Staff	Survey Data		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b>	<ol style="list-style-type: none"> <li>1. <b>Provide</b> on-going Parent workshops during school and after school (technology workshops, ParentVue,</li> <li>2. <b>Provide</b> more social activities for parents to participate with students – Hispanic Night, International Night,</li> <li>3. <b>Ensure</b> we are using bi-lingual materials/communications for our non-English speaking parents</li> </ol>	Parent Sign-In Logs  Parent participation in conference week/open House, workshops	Parent Facilitator Teachers Administrators			
<b>Other:</b> (Priorities specific to school.)						

## Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*



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Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>	<b>Provide</b> on-going content support in the areas of learning engagement strategies; formative assessments, and student progress monitoring	Lesson Plans Observations/ walkthroughs Formative Summative Results	Administrators Academic Coach	Targeted Professional Learning		
Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>	<b>Pull and review</b> Summative Data Report & self-reflection reports to determine professional learning needs and <b>plan</b> appropriate professional learning to meet the needs of teachers	Local School Professional Learning Offerings  Lesson Plans Instructional Practices	Academic Coach Administrators Teachers	TKES/LKES Reports		
<b>Other:</b> (Specific to school.)						