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

<table>
<thead>
<tr>
<th>Superintendent’s Priorities</th>
<th>District Initiatives</th>
<th>Local School Key Actions: (List as many actions as needed in each box.)</th>
<th>Measured by:</th>
<th>Results of Key Actions from last year’s plan: (Due September 1)</th>
</tr>
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<tr>
<td>Simplify the foundation of teaching and learning to prepare for innovation.</td>
<td>Ensure all teachers prioritize standards.</td>
<td>Content teachers will prioritize standards using state and county assessment data from student performance in content domains. Teachers will meet weekly to ensure that prioritized standards are still in line with student learning goals and targets, and that instructional goals are aligned with these standards.</td>
<td>Collaborative team agendas, lesson plans, formal and informal observations, unit plans, school wide TKES results. Discussion points will be documented in meeting agendas, weekly lesson plans, and through formal and informal observations for TKES.</td>
<td>Teachers conducted and actively monitored the implementation of weekly Professional Learning Communities in all contents, grade levels, and Connection classes. Results= In Progress</td>
</tr>
<tr>
<td></td>
<td>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</td>
<td>Content and team teachers will meet weekly to plan for learning. Teachers will use a lesson plan template that considers the 4 critical questions. Teachers will continue with progress monitoring as they evaluate student performance in quadrants three and four of the 4 critical questions (How will we respond to students who don’t get it-remediation, and How do we respond to students who do get it-enrichment).</td>
<td>Collaborative team agendas, Lesson plans Formal and informal observations unit plans, observations School wide TKES results</td>
<td></td>
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</tbody>
</table>
**Board Goal 2: Differentiate resources for students based on needs.**

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<td>Use data to make decisions.</td>
<td><strong>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</strong></td>
<td>Teachers will analyze and monitor students’ academic progress in content and Connection classes by creating and administering common formative and summative assessments through the use of CTLS Assess. Teachers will analyze student performance data in CTLS to plan for future instruction, enrichment and remediation and address individual students’ needs based on formative and summative assessments.</td>
<td>Reports in CTLS Access as generated by teacher</td>
<td>Teachers analyzed and monitored students’ academic progress in content and Connection classes by creating and administering common formative and summative assessments through the use of CTLS Assess. Results= In Progress</td>
</tr>
<tr>
<td></td>
<td><strong>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</strong></td>
<td>Teachers will implement and analyze students’ Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), District ELA/Math Touchstones, and student Lexile results to differentiate students’ learning experiences. Teachers will provide additional enrichment and support to students during Saturday Acceleration to address student performance data from Universal Screeners.</td>
<td>Analyze SR II and SMI data. Provide Lexile tiered learning opportunities for students. Schedule students for appropriate support classes as needed.</td>
<td>Implemented and analyzed students’ Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), and District ELA/Math Touchstone to adjust instruction. Results= In Progress</td>
</tr>
</tbody>
</table>
| Increase percentage of students performing at grade level in reading and math. | Teachers will utilize the RTI process to gather data, design and provide interventions, and monitor students’ academic performances in Reading and Math.  
Lindley Middle School will create a flexible schedule that allows students to get additional reading and math support in a 50 minute blocks daily.  
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.  
Lindley Middle school will add an additional reading teacher to target students whose Lexile scores are below target.  
Lindley will provide additional Math support classes to students who scored Level 1 on the 2017 EOG assessment. | Use of student performance data through CCRPI to address academic concerns in Reading and Math.  
Monitor student writing data from Writing Wednesdays to address literacy (writing) concerns | Used and implemented Read 180 and Systems 44 for most at risk 7th and 8th grade students in order to increase Lexile levels of students. Results= In Progress  
Implemented Math Support Connection classes for students who scored Level 1 on the 2016 EOG assessment. Results= In Progress  
Utilized the RTI process to differentiate instruction, provide interventions, and monitor students’ academic and behavior performances. Results= In Progress |
**Lindley Middle School 2018-2019 Strategic Plan**

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

| Superintendent’s Priorities | District Initiatives | Local School Key Actions: (List as many actions as needed in each box.) | Measured by: Climate Survey Results Internal Parent Surveys/Feedback | Results of Key Actions from last year’s plan: Created surveys and analyzed data from a variety of stakeholders in order to improve Lindley Middle Schools’ organizational processes:  
- Teachers surveys  
- Principal Advisory Council (PAC)  
- School Council  
- PTSA  
- Lindley Middle School Leadership Team  
- Climate Survey results  
Results: In Progress |
|---|---|---|---|---|
| Make Cobb the best place to teach, lead, and learn. | *Utilize stakeholder input to improve school processes.* | Provide opportunities for stakeholders to give feedback, review, and develop the School Strategic and School Improvement Plans.  
LMS will increase its use of Twitter, Instagram, and new a new Lindley App to increase its digital presence and connect with more stakeholders.  
LMS will employ the assistance of the Title III ESOL Parent Facilitator to disseminate information to our Spanish speaking parents.  
LMS will continue to do weekly call outs to parents to share pertinent school information. | | |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. | LMS will provide programs to enhance parental involvement that reflect the needs and interests of students and their families.  
- Hispanic Heritage Night  
- Black History Program  
- Career Fair  
- Math Festival  
- College Day  
- 7th Grade Articulation  
- Conference Week  
- ESOL Night  
- Exceptionalities Night | Climate Survey Results Internal Parent Surveys/Feedback | |

| Local School Key Actions: (List as many actions as needed in each box.) | Measured by: Climate Survey Results Internal Parent Surveys/Feedback | Results of Key Actions from last year’s plan: Created surveys and analyzed data from a variety of stakeholders in order to improve Lindley Middle Schools’ organizational processes:  
- Teachers surveys  
- Principal Advisory Council (PAC)  
- School Council  
- PTSA  
- Lindley Middle School Leadership Team  
- Climate Survey results  
Results: In Progress |
|---|---|---|---|
| Make Cobb the best place to teach, lead, and learn. | *Utilize stakeholder input to improve school processes.* | Provide opportunities for stakeholders to give feedback, review, and develop the School Strategic and School Improvement Plans.  
LMS will increase its use of Twitter, Instagram, and new a new Lindley App to increase its digital presence and connect with more stakeholders.  
LMS will employ the assistance of the Title III ESOL Parent Facilitator to disseminate information to our Spanish speaking parents.  
LMS will continue to do weekly call outs to parents to share pertinent school information. | | |
| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. | LMS will provide programs to enhance parental involvement that reflect the needs and interests of students and their families.  
- Hispanic Heritage Night  
- Black History Program  
- Career Fair  
- Math Festival  
- College Day  
- 7th Grade Articulation  
- Conference Week  
- ESOL Night  
- Exceptionalities Night | Climate Survey Results Internal Parent Surveys/Feedback | LMS created programs and practices that supported and enhanced parental engagement and involvement and reflected the needs of students and their families.  
Results: In Progress |
### Lindley Middle School 2018-2019 Strategic Plan

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

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<td>Make Cobb the best place to teach, lead, and learn.</td>
<td>Develop teacher leaders.</td>
<td>Will develop the LLI (Lindley Leadership Intern) position that allows teacher leader to get mentorship and experience in critical areas to support their leadership capacity. LMS will encourage more teachers to apply for Teacher Leader Academy and provide support for those who are currently in the program. LMS will promote additional certification opportunities (Gifted, Reading, ESOL endorsement, etc.) to teachers to ensure their instruction remains differentiated for various learners and abilities.</td>
<td>Professional Development Plan Teacher End of the Year Survey</td>
<td>Invested in teacher professional growth by sending teachers to local, state and country wide Professional Development opportunities. Results = In Progress</td>
</tr>
</tbody>
</table>

**Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.**

LMS will provide ongoing professional development that addresses teachers’ needs and local and District initiatives:

- Cobb Collaborative Communities
- 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

| Walkthrough Data from Academic Coaches Walkthrough Data from District Academic Coaches Peer Walk Data Information | Completed TKES compliance and peer walks to collect data, and provide transparency and feedback to teachers. Results = In Progress |