

Lindley 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: <u>(Due September 1)</u>
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<p>Content teachers will prioritize standards using state and county assessment data from student performance in content domains.</p> <p>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.</p>	<p>Collaborative team agendas, lesson plans, formal and informal observations, unit plans, school wide TKES results.</p> <p>Discussion points will be documented in meeting agendas, weekly lesson plans, and through formal and informal observations for TKES.</p>	
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>Content and team teachers will meet weekly to plan for learning. Teachers will use a lesson plan template that considers the 4 critical questions.</p> <p>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).</p>	<p>Collaborative team agendas, Lesson plans Formal and informal observations unit plans, observations School wide TKES results</p>	<p>Teachers conducted and actively monitored the implementation of weekly Professional Learning Communities in all contents, grade levels, and Connection classes. Results= In Progress</p>

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

<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)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<p>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.</p> <p>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.</p>	<p>Reports in CTLS Access as generated by teacher</p> <p>Use CTLS Access data to develop common assessments to inform instruction and student performance data</p>	<p>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</p> <p>Teachers met as collaborative teams on designated days to complete data analysis process on the most current student performance data. Results= In Progress</p>
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<p>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.</p> <p>Teachers will provide additional enrichment and support to students during Saturday Acceleration to address student performance data from Universal Screeners.</p>	<p>Analyze SRI and SMI data.</p> <p>Provide Lexile tiered learning opportunities for students.</p> <p>Schedule students for appropriate support classes as needed.</p>	<p>Implemented and analyzed students' Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), and District ELA/Math Touchstone to adjust instruction. Results= In Progress</p>



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Teachers will utilize the RTI process to gather data, design and provide interventions, and monitor students' academic performances in Reading and Math.</p> <p>Lindley Middle School will create a flexible schedule that allows students to get additional reading and math support in a 50 minute blocks daily.</p> <p>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.</p> <p>Lindley Middle school will add an additional reading teacher to target students whose Lexile scores are below target.</p> <p>Lindley will provide additional Math support classes to students who scored Level 1 on the 2017 EOG assessment.</p>	<p>Use of student performance data through CCRPI to address academic concerns in Reading and Math.</p> <p>Monitor student writing data from Writing Wednesdays to address literacy (writing) concerns</p>	<p>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</p> <p>Implemented Math Support Connection classes for students who scored Level 1 on the 2016 EOG assessment. Results= In Progress</p> <p>Utilized the RTI process to differentiate instruction, provide interventions, and monitor students' academic and behavior performances. Results= In Progress</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: (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<p>Provide opportunities for stakeholders to give feedback, review, and develop the School Strategic and School Improvement Plans.</p> <p>LMS will increase its use of Twitter, Instagram, and new a new Lindley App to increase its digital presence and connect with more stakeholders.</p> <p>LMS will employ the assistance of the Title III ESOL Parent Facilitator to disseminate information to our Spanish speaking parents.</p> <p>LMS will continue to do weekly call outs to parents to share pertinent school information.</p>	<p>Climate Survey Results</p> <p>Internal Parent Surveys/ Feedback</p>	<p>Created surveys and analyzed 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>Results= In Progress</p>
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<p>LMS will provide programs to enhance parental involvement that reflect the needs and interests of students and their families.</p> <ul style="list-style-type: none"> • Hispanic Heritage Night • Black History Program • Career Fair • Math Festival • College Day • 7th Grade Articulation • Conference Week • ESOL Night • Exceptionalities Night 	<p>Climate Survey Results</p> <p>Internal Parent Surveys/Feedback</p>	<p>LMS created programs and practices that supported and enhanced parental engagement and involvement and reflected the needs of students and their families.</p> <p>Results = In Progress</p>



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

<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: (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<p>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.</p> <p>LMS will encourage more teachers to apply for Teacher Leader Academy and provide support for those who are currently in the program.</p> <p>LMS will promote additional certification opportunities (Gifted, Reading, ESOL endorsement, etc.) to teachers to ensure their instruction remains differentiated for various learners and abilities.</p>	<p>Professional Development Plan</p> <p>Teacher End of the Year Survey</p>	<p>Invested in teacher professional growth by sending teachers to local, state and country wide Professional Development opportunities.</p> <p>Results = In Progress</p>
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<p>LMS will provide on-going professional development that addresses teachers' needs and local and District initiatives:</p> <ul style="list-style-type: none"> • 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 	<p>Walkthrough Data from Academic Coaches</p> <p>Walkthrough Data from District Academic Coaches</p> <p>Peer Walk Data Information</p>	<p>Completed TKES compliance and peer walks to collect data, and provide transparency and feedback to teachers.</p> <p>Results = In Progress</p>