



Lindley Sixth Grade Academy 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)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<p>Utilize EOG, MI/RI data - to identify priority standards and develop a curriculum map for pacing and instructional delivery.</p> <p>Assess and use the common assessment data to identify priority standards, plan and guide instructional practices/delivery.</p>	<p>Collaborative team agendas, unit plans, observations TKES results</p>	<p>Consistently all teachers utilize some form of flexible assessment to monitor student progress</p> <p>IP-Will continue next year because we are a one grade level school</p>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>Provide and protect designated planning time for teachers to implement effective PLCs.</p>	<p>Collaborative team Agendas –Notes Unit plans, Observations PLC Surveys</p>	<p>FO-Will continue next year because we are a one grade level school</p> <p>Designed days were defined for PLCs</p> <p>Teachers continue to grow and expand their skills in this area</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>	TTIS will provide training and support in the usage of CTLS-Teach/CTLS-Assess.	Generated reports CTLS ASSESS, generated by teacher or subject	50% of our teachers consistently utilized common assessments and data to drive instructional practices IP-Will continue next year because we are a one grade level school



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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>Administer and use data from MI/RI universal screeners to identify students needing acceleration and enrichment.</p> <p>Create and Use flexible formative assessments to monitor student progress and guide instructional planning.</p> <p>Focus on integration of reading, writing, vocabulary development, speaking/presenting, research/inquiry, critical thinking and project-based learning with an emphasis on STEAM through project based learning as central aspects to all content area instruction.</p>	<p><i>RI and MI data PLC Data Notes</i></p>	<p>RI was administered 3 times a year and students placed in support classes as needed</p> <p>RI data reflects the total number of students performing at the advance level increased by 7 percentage points, and by 5 percentage points at the proficient level. The number of students at Basic decreased by 1 percentage point, and by 12 percentage points in the Below Basic.</p> <p>Consistently all teachers utilize some form of flexible assessment to monitor student progress</p> <p>FO - Will continue next year because we are a one grade level school</p>
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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Administer and use data from MI/RI universal screeners to identify students needing acceleration and enrichment.</p> <p>Sustain usage of READ 180 intervention program to address students within the bottom quartile with EOG Lexile's.</p> <p>Focus on integration of reading, writing, vocabulary development, speaking/presenting, research/inquiry, critical thinking and project based learning with an emphasis on STEAM through project based learning as central aspects to all content area instruction.</p>	<p><i>Use CCRPI data</i></p>	<p>READ 180, Math Connections, Enrichment Wednesday, before and after school tutoring were implemented school wide</p> <p>FO-Will continue next year because we are a one grade level school</p> <p>Average Growth Measure</p> <p>MI – 24% increase of students moving from basic to proficient</p> <p>RI – 12% increase of students moving from basic to proficient 2017=2018 EOG percentage of students in Level II & III</p> <p>Math</p> <ul style="list-style-type: none"> • Level II – 46% • Level III – 21% <p>Reading</p> <ul style="list-style-type: none"> • Level II – 38% • Level III – 22%
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p>Superintendent's Priorities</p>	<p>District Initiatives</p>	<p>Local School Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>
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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>Utilize stakeholder data from School Improvement Survey, Title I Parent Survey, and Staff and student feedback to enhance school services</p>	<p>GA Climate Survey data</p> <p>Informal Parent Meetings</p>	<p>Data is used to adjust operational procedures to ensure a satisfactory experience for all stakeholders</p> <p>FO -Will continue next year because we are a one grade level school</p> <p>Spring 2018 -Offered a Parent University that provided various training /support to parents including:</p> <ul style="list-style-type: none"> • college readiness – Parents/Students • Anti-Bullying • Immigration Policy • Interview Skills/Professional resume Writing • Test Prep/Understanding Lexile Scores • Parenting
	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>1. Provide on-going Parent workshops during school and after school (technology workshops, ParentVue,</p> <p>2. Provide more social activities for parents to participate with students – Hispanic Night, International Night,</p> <p>Ensure we are using bi-lingual materials/communications for our non-English speaking parents</p>	<p>Collect attendance and survey data</p>	<p>All activities were offered as outlined</p> <p>FO -Will continue next year because we are a one grade level school</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>	Provide opportunities for teachers to assume leadership roles through facilitation of trainings, teacher mentoring, and support.	<i>Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan</i>	
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	Pull and review TKES Summative Data Report & self-reflection report, and interest inventory, to determine professional learning needs and plan appropriate professional learning to meet the needs of teachers	<i>TKES and LKES evaluations</i> <i>Summative Data report</i> <i>Interest Inventory</i>	Content areas pursued professional learning opportunities based on reflection and needs of summative data <ul style="list-style-type: none"> • Six math teachers participated in a technology conference to support flipped model math instruction • All ELA teachers participated in ongoing springboard curriculum training. • All science teachers participated in a local science conference to enhance skills and knowledge • All Social Studies teachers participated in various district level training throughout the year <p>IP-Will continue next year because we are a one grade level school</p>