# Lindley Middle School 2018-2019 Strategic Plan

## 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>
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<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>
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Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.

Content and team teachers will meet weekly to plan for learning. Teachers will use a lesson plan template that considers the 4 critical PLC 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).

Collaborative team agenda, lesson plans, formal and informal observations, unit plans, observations, and School wide TKES results

Teachers conducted and actively monitored the implementation of weekly Professional Learning Communities in all contents, grade levels, and Connection classes. Results= In Progress

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

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<td>Use data to make decisions.</td>
<td>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</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, remediation, and address individual students’ needs based on formative and summative assessments.</td>
<td>Reports in CTLS Access as generated by teacher Use CTLS Access data to develop common assessments to inform instruction and student performance data</td>
<td>Teachers analyzed and monitored students’ academic progress in content and Connection classes by creating and administering common formative and summative assessments using CTLS Assess. Results= In Progress Teachers met as collaborative teams on designated days to complete data analysis process on the most current student performance data.</td>
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<th>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</th>
<th>Teachers will implement and analyze students’ Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), District ELA/Math Touchstones, and student Lexile levels 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.</th>
<th>Analyze SRI and SMI data. Provide Lexile tiered learning opportunities for students. Schedule students for appropriate support classes as needed.</th>
<th>Implemented and analyzed students’ Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), and District ELA/Math Touchstone to adjust instruction. Results= In Progress</th>
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<td>Increase percentage of students performing at grade level in reading and math.</td>
<td>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 to increase students’ academic performance. Lindley Middle school will add an additional reading teacher to target students whose Lexile scores are below grade level. Lindley will provide additional Math support classes to students who scored Level 1 on the 2017 EOG assessment.</td>
<td>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</td>
<td>Used and implemented Read 180 and Systems 44 for most at risk 7th and 8th grade students 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</td>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

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## Lindley Middle School 2018-2019 Strategic Plan

| 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. | Climate Survey Results Internal Parent Surveys/Feedback | Created surveys and analyzed data from a variety of stakeholders to improve Lindley Middle School’s organizational processes:  
- Teachers surveys  
- Principal Advisory Council (PAC)  
- School Council  
- PTSA  
- Lindley Middle School Leadership Team  
- Climate Survey results  
Results= In Progress |
| --- | --- | --- | --- | --- |
| 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 in English and Spanish to parents to share pertinent school information. | 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 |
| 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 |

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

**Make Cobb the best place to teach, lead, and learn.**

#### District Initiatives

**Develop teacher leaders.**

- Will develop the LLI (Lindley Leadership Intern) position that allows teacher leaders 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.

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

- LMS will provide on-going professional development that addresses teachers’ needs as well as 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

#### Key Actions:

(List as many actions as needed in each box.)

#### Measured by:

- Professional Development Plan
- Teacher End of the Year Survey

#### Results of Key Actions from last year’s plan:

Due September 1

- Invested in teacher professional growth by sending teachers to local, state and country wide Professional Development opportunities. Results = In Progress