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

<table>
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<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: Collaborative team agendas, unit plans, observations TKES results</th>
<th>Results of Key Actions from last year’s plan: (Due September 1)</th>
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<tbody>
<tr>
<td>Simplify the foundation of teaching and learning to prepare for innovation.</td>
<td>Ensure all teachers prioritize standards.</td>
<td><strong>Utilize</strong> EOG, MI/RI data - to identify priority standards and develop a curriculum map for pacing and instructional delivery.</td>
<td><strong>Assess</strong> and <strong>use</strong> the common assessment data to identify priority standards, plan and guide instructional practices/delivery.</td>
<td>Consistently all teachers utilize some form of flexible assessment to monitor student progress. <strong>IP</strong> - Will continue next year because we are a one grade level school.</td>
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<td>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</td>
<td>Provide and <strong>protect</strong> designated planning time for teachers to implement effective PLCs.</td>
<td>Collaborative team Agendas – Notes Unit plans, Observations PLC Surveys</td>
<td><strong>FO</strong> - Will continue next year because we are a one grade level school. Designed days were defined for PLCs. Teachers continue to grow and expand their skills in this area.</td>
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**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><strong>TTIS will provide</strong> training and support in the usage of CTLS-Teach/CTLS-Assess.</td>
<td><strong>Generated reports CTLS ASSESS, generated by teacher or subject</strong></td>
<td>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.</td>
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**Lindley Sixth Grade Academy 2018-2019 Strategic Plan**

| Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI). | **Administer and use** data from MI/RI universal screeners to identify students needing acceleration and enrichment.  
**Create and Use** flexible formative assessments to monitor student progress and guide instructional planning.  
**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. | **RI and MI data**  
**PLC Data Notes**  
RI was administered 3 times a year and students placed in support classes as needed  
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.  
Consistently all teachers utilize some form of flexible assessment to monitor student progress  
**FO** - Will continue next year because we are a one grade level school |
Increase percentage of students performing at grade level in reading and math.

**Administer** and **use** data from MI/RI universal screeners to identify students needing acceleration and enrichment.

**Sustain** usage of READ 180 intervention program to address students within the bottom quartile with EOG Lexile’s.

**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.

**Use CCRPI data**

READ 180, Math Connections, Enrichment Wednesday, before and after school tutoring were implemented school wide

FO—Will continue next year because we are a one grade level school

Average Growth Measure

MI – 24% increase of students moving from basic to proficient

RI – 12% increase of students moving from basic to proficient

2017=2018 EOG percentage of students in Level II & III
Math
- Level II – 46%
- Level III – 21%
Reading
- Level II – 38%
- Level III – 22%

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

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## Lindley Sixth Grade Academy 2018-2019 Strategic Plan

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<th>Make Cobb the best place to teach, lead, and learn.</th>
<th>Utilize stakeholder input to improve school processes.</th>
<th>Utilize stakeholder data from School Improvement Survey, Title I Parent Survey, and Staff and student feedback to enhance school services</th>
<th>GA Climate Survey data Informal Parent Meetings</th>
</tr>
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<td>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</td>
<td><strong>Provide</strong> on-going Parent workshops during school and after school (technology workshops, ParentVue), <strong>Provide</strong> more social activities for parents to participate with students – Hispanic Night, International Night, <strong>Ensure</strong> we are using bi-lingual materials/communications for our non-English speaking parents</td>
<td>Data is used to adjust operational procedures to ensure a satisfactory experience for all stakeholders</td>
<td></td>
</tr>
</tbody>
</table>
| Spring 2018 - Offered a Parent University that provided various training /support to parents including:  
  - college readiness – Parents/Students  
  - Anti-Bullying  
  - Immigration Policy  
  - Interview Skills/Professional resume Writing  
  - Test Prep/Understanding Lexile Scores  
  - Parenting | Collect attendance and survey data |
| All activities were offered as outlined |
| Spring 2018 - Offered a Parent University that provided various training /support to parents including:  
  - college readiness – Parents/Students  
  - Anti-Bullying  
  - Immigration Policy  
  - Interview Skills/Professional resume Writing  
  - Test Prep/Understanding Lexile Scores  
  - Parenting | All activities were offered as outlined |
| FO - Will continue next year because we are a one grade level school | FO - Will continue next year because we are a one grade level school |
## Lindley Sixth Grade Academy 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>Provide opportunities for teachers to assume leadership roles through facilitation of trainings, teacher mentoring, and support.</td>
<td>Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan</td>
<td>(Due September 1)</td>
</tr>
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<td>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</td>
<td>Pull and review TKES Summative Data Report &amp; self-reflection report, and interest inventory, to determine professional learning needs and plan appropriate professional learning to meet the needs of teachers</td>
<td>TKES and LKES evaluations&lt;br&gt;Summative Data report Interest Inventory</td>
<td>Content areas pursued professional learning opportunities based on reflection and needs of summative data&lt;br&gt;• Six math teachers participated in a technology conference to support flipped model math instruction&lt;br&gt;• All ELA teachers participated in ongoing springboard curriculum training.&lt;br&gt;• All science teachers participated in a local science conference to enhance skills and knowledge&lt;br&gt;• All Social Studies teachers participated in various district level training throughout the year</td>
<td>IP-Will continue next year because we are a one grade level school</td>
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