

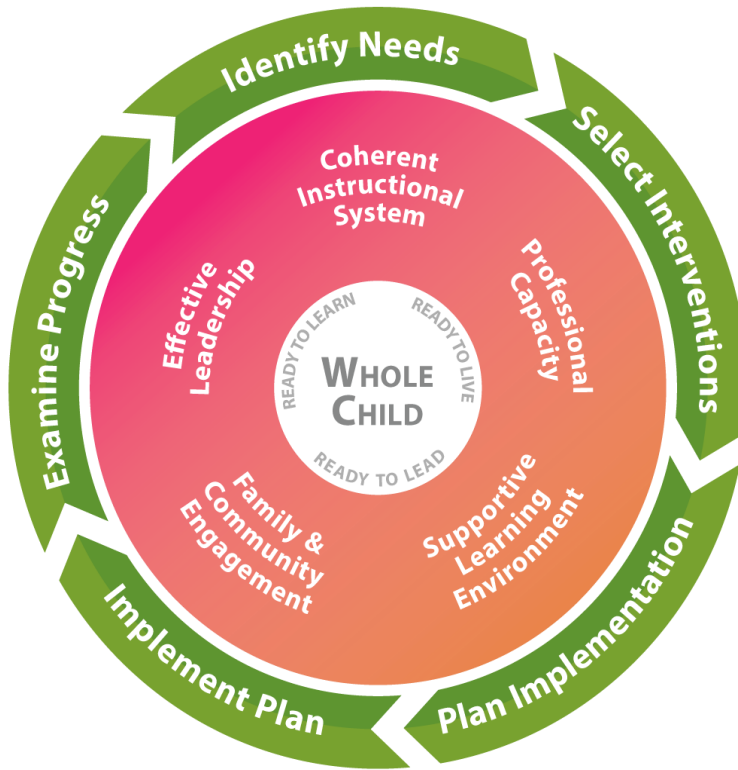


School Improvement Plan 2021-2022 Action Plan

Submitted: June 30, 2021

Revised:

Lindley Middle School



Lindley Middle School 7th/8th

Date Submitted: 6/29/2021



TITLE I

ASSESS. ACHIEVE. SUCCEED.



TITLE I

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COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	By the end of the 2021- 2022 school year, increase the percentage of students performing on or above proficiently level by 5% as measured by the ELA EOG.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
Teachers will utilize Lindley ELA/Reading Frameworks and “I can statement” when planning and implementing ELA/Reading workshop that includes small group instruction (ie: Guided Practiced or Strategy groups) and individual conferences during the work sessions.	None	August 2021	Implementation: FY 2021-2022 Impact: To increase students’ achievement . Artifacts/Evidence: Lesson Plans/Walkthroughs/Observations	Admin Team Academic Coach Content Leads
Teachers will participate in regular data team meetings facilitated by an administrator/ instructional coach or content lead and use the Touchstones and other assessment data to identify and address specific needs and track student growth. Data from IXL, Study Island, USA prep, and Fast Forward reports.	None	August 2021	Implementation: FY 2021-2022 Impact: To identify and address specific needs to create small groups to meet the needs of students. Artifacts/Evidence: Data meetings minutes/Students’ tracking form	Content Leads Admin Team Academic Coach
Teachers will receive training and use research based instructional strategies, focusing on increasing student engagement and higher-order thinking skills through effective questioning. Literacy Coach will facilitate trainings about effective questioning during Wednesday’s PD sessions.	Title 1	August 2021	Implementation: FY 2021-2022 Impact: To improve teachers’ instructional practice and to improve student outcomes. Artifacts/Evidence: PD’s Sign-in Walkthrough data	Academic Coach Admin Team
Teachers will identify student deficits and adjust instruction to align to students’, misconceptions, create skills-based lessons to support readers during class, Falcon Focus Time and intervention programs Teachers will use data from unit tests, IXL, Study Island/Fast Forward and USA Prep results	None	August 2021	Implementation: FY 2021-2022 Impact: To adjust instructional practices to meet the needs of students Artifacts/Evidence: Lesson Plans/Walkthroughs Weekly Assessment Data	Teachers Academic Coach Admin Team



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The Academic Coach and Administration Team will conduct walkthroughs to determine teachers' effectiveness with questioning. Feedback will be provided to teachers (both verbal and written) Academic Coach and Admin. Team will use an iPad to collect data	None	August 2021	Implementation: FY 2021-2022 Impact: To support teachers' instructional practice. Artifacts/Evidence: Walkthroughs/Lesson Plans Observations	Academic Coach Admin Team
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TITLE I

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EFFECTIVE LEADERSHIP

GOAL #1	By the end of the 2021- 2022 school year, increase the percentage of students performing on or above proficiently level by 5% as measured by the ELA EOG.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
Literary Consultant, Academic Coach, and ELA teachers will create and share school-wide reading/writing norms to promote writing across the curriculum to help increase student literacy (reading and writing)	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Data Writing folders	Literary Consultant Academic Coach ELA Teachers Admin. Team
Ensure high quality instruction occurs in all ELA classrooms by conducting walkthroughs and provide specific feedback to teachers (Glows and Grows for Instruction) Admin. Team/Academic Coach will use an iPad to collect data	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Walkthroughs Form with feedback/Data	Admin. Team Academic Coach
Utilize the Academic Coach and teacher leader to model lessons. Train teachers to use computerized reading programs to promote student engagement. (IXL, USA Prep, and Study Island)	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Walkthroughs Data/Data	Academic Coach ELA Teachers
Academic Coach will provide support and PL for specific areas of concern based on walk-through data.	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Lesson Plans/Data	Admin. Team Academic Coach
Teachers will learn strategies to promote an increase in students' writing proficiency (Organization and Ideas). Literacy Consultant will deliver explicit writing instruction to students while teachers observe. Teachers will implement observed strategies and Literacy Consultant will observe and provide feedback.	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Lesson plans/Walkthroughs Data	Literacy Consultant Teachers Admin. Team Academic Coach



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PROFESSIONAL CAPACITY				
GOAL #1	By the end of the 2021- 2022 school year, increase the percentage of students performing on or above proficiently level by 5% as measured by the ELA EOG.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
Academic Coach will develop PDs based on walkthroughs feedback, data, and ELA teachers (PD focus will be engagement and small group instruction).	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Walkthroughs/Sign-in sheets/Lesson Plans/Data	Academic Coach Admin Team Teachers
Teachers will attend “National Council of Teachers of English National” conference to learn research-based strategies on site.	Title 1	Nov. 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Agenda/Sign in Sheets	Academic Coach Admin Team Teachers
Provide on-going vertical alignment with feeder schools to discuss and ensure best practices.	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: CCC’s minutes/Lesson plans/Data	Academic Coach Teachers Admin. Team
Teachers will receive professional development on how to implement effective reading/ELA strategies in and out content. Discovery Education trainers will offer professional development to teachers showing effective ways to engage students in deep thinking lessons and make real-world applications to learning, as well as to strengthen teachers’ instructional practices.	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Walkthroughs/Lesson Plans	Discovery Ed Discovery Education Consultant, Teachers Admin. Team Academic Coach



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Hire a Reading Interventionist to address students' deficits in reading.	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: SRI Data, formative assessments, teacher anecdotal records	Admin. Team Reading Interventionist
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	By the end of the 2021- 2022 school year, increase the percentage of students performing on or above proficiently level by 5% as measured by the ELA EOG.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
Celebrate students/teachers scoring 80% or higher on touchstone assessment and showing growth on SRI with student recognition by teacher and school.	None	August 2021	Implementation: FY 2021-2022 Impact: To improve student outcomes. Artifacts/Evidence: Teacher SRI data/Touchstone Assessments	Teachers Admin. Team Academic Coach
Implement RTI process with fidelity by identifying specific strategies to support students at each tier.	None	August 2021	Implementation: FY 2021-2022 Impact: To identify teaching strategies to support students at each tier. Artifacts/Evidence: Teacher Datta, RTI Portal, RTI CCC meeting minutes, Lesson Plans	Teachers Academic Coach Admin. Team Counselors
Counselors will meet monthly to review student progress, discuss interventions, and track intervention progress. We will disaggregate the data into subgroups and analyze student performance (Triple Stars- Support Program). This program supports learners who fall into our school's subgroups.	None	August 2021	Implementation: FY 2021-2022 Impact: To support student achievement. Artifacts/Evidence: CCC logs, student performance data	Counselors Teachers Academic Coach Admin Team
Implement the following intervention programs to support student learning Homework Hotline Afterschool Tutorial Program Saturday School Tutorial Teachers will use unit tests, IXL ,Study Island, and USA Prep data. Students will use laptops to assist them in completing the task.	Title 1	August 2021	Implementation: FY 2021 -2022 Impact: To improve student achievement and assist them with achievement gaps Artifacts/Evidence: SRI Data, formative assessments, attendance records, homework completion	Academic Coach Admin. Team Teachers



TITLE I

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<p>Provide additional research-based interventions to support student learning at each 4 ½ week grading period.</p> <p>Teachers will contact parents of students not making adequate progress at each marking period</p> <p>Implement PBIS</p>	None	August 2021	<p>Implementation: FY 2021-2022</p> <p>Impact: To support students and parents in improving student achievement Implement PBIS to support behaviors and support learning environment</p> <p>Artifacts/Evidence: Data, Progress Reports, Report Cards</p>	<p>Teachers</p> <p>Academic Coach</p> <p>Admin Team</p> <p>Counselors</p>
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FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	By the end of the 2021- 2022 school year, increase the percentage of students performing on or above proficiently level by 5% as measured by the ELA EOG.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
Host APTT sessions (Math) for families and students to discuss an overview of courses, resources, etc. ELA teachers will support math teachers with APTT sessions	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Parent and Student Feedback form, Sign-in sheets	Parent Facilitator Academic Coach Teachers Admin. Team
Require all ELA teachers to have a website with resources for parents to support students at home.	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Blog resources	Teachers Academic Coach Media Specialist Admin. Team
Conduct family meetings for students who failed 2 or more classes each progress report	None	August 2021	Implementation: FY 2021- 2022 Artifacts/Evidence: Progress Report Sign in Sheets	Teachers Admin. Team Academic Coach Counselors
Parent Facilitator meets with feeder school Parent Facilitators to plan for seamless transitions into the subsequent school year transitions (LSGA and Pebblebrook HS)	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Parent Facilitator Artifacts	Parent Facilitator Admin. Team Teachers Counselors
Utilize school Parent Facilitator and IWC liaison to coordinate family engagement events	Title 1	August 2021	Implementation: FY 2021 -2022 Artifacts/Evidence: Parent Feedback Form Administrative Feedback Form	Parent Facilitator/Teachers Admin. Team IWC Liaison



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STUDENT GROUPS					
Goal #1	By the end of the 2021- 2022 school year, increase the percentage of students performing on or above proficiently level by 5% as measured by the ELA EOG.				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation/Impact • Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> • Lead (bold) • Support
Economically Disadvantaged	Teachers will use SRI and common assessments data to adjust instruction to meet needs of all students. Provide literature for students to read at home and online reading- SORA. Sora is a user-friendly app that students can access through a laptop, phone or tablet. Students are empowered to read and enjoy eBooks and audiobooks from their schools (assigned and leisure reading). Students will have access to use Study Island, iXL to increase reading fluency and comprehension skills.	Title 1	FY 2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Teacher Feedback SRI Data Parent Survey	Teachers Media Specialist Social Worker Counselors Academic Coach
English Learners	ESOL Department and PLC's will develop a plan to identify and support high risk reading Use research-based strategies that promote engagement of all students. Provide professional development on culturally responsive teaching. Students will receive additional reading support (improved English proficiency), through Imagine Learning. Students will have the opportunity to attend after-school tutorial to address the achievement gaps due to Covid-19. Teachers will receive additional strategies in content CCCs on how to address EL students'	None	FY 2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Teacher Feedback Parent Survey Sign-in Sheets	Teachers ESOL Leads Admin Team Academic Coach



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	proficiency levels and use <i>Can Do Descriptors and Model Proficiency Indicators.</i>				
Race / Ethnicity	Monitor the use of reading norms within each subgroup. Provide students with culturally responsive class library. Provide literacy focused extension activities to enhance learning. Students will have the opportunity to attend after-school tutorial to address learning loss (achievement gaps) due to Covid-19.	None	FY 2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Parent Survey Teacher Feedback	Teachers Academic Coach
Foster and Homeless	Enlist the help of the social worker, case manager, or Communities in Schools to give teachers general information on how to support foster/homeless students in the classroom. Social worker will check on status of families to determine their academic and physiological needs. Social worker will share needs with designated staff who serve students.	None	FY 2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Parent Survey Documentation Forms	Social Worker Counselors
Migrant	Parent Facilitator will develop a welcome protocol for all migrant students and their families. Parent Facilitator will host meeting with our migrant families to discuss overview/expectations of school and determine families' needs. Teachers will receive instructions on how to interpret ELA Touchstone results in order to provide the most appropriate intervention.	None	FY 2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Parent Survey Documentation Forms	Parent Facilitator Counselors IWC Liaison Social Worker



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Students with Disabilities	SSA and Academic Coach will provide monitoring and feedback cycles to co-teaching pairs. Students will receive specialized instruction from case managers during Advisement and Falcon Focus (Intervention/Enrichment)	None	FY 2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Teacher Feedback Lesson Plans Walkthroughs Data	SSA Academic Coach Teachers Admin Team
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TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #2	To increase the percentage of students scoring on level (level 3) or above level (level 4) by 5% on the math End of Grade assessment.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
<p>Teachers will utilize Lindley Math Frameworks and “I can statement” when planning and implementing Math workshop that includes small group instruction (ie: Guided Practiced or Strategy groups) and individual conferences during the work sessions.</p> <p>Teachers will use evidence-based instructional and writing strategies relevant to the content to engage students. (R.A.C.E. Strategy, 3-Read Protocol, My Favorite “No”)</p>	None	August 2021	<p>Implementation: FY 2021-2022</p> <p>Impact: To improve teachers' instructional practices</p> <p>Artifacts/Evidence: Walkthroughs/ Lesson Plans</p>	<p>Academic Coach</p> <p>Admin. Team</p>
Teachers will participate in regular data team meetings facilitated by an administrator instructional coach or content lead and use the Touchstones and other assessment data to identify and address specific needs and track student growth.	None	August 2021	<p>Implementation: FY 2021-2022</p> <p>Impact: To improve students' math skills by identifying and addressing specific needs and track student growth.</p> <p>Artifacts/Evidence: Data Meeting Form, Student tracking form, Data</p>	<p>Academic Coach</p> <p>Admin. Team</p>
<p>Incorporate a block (Falcon Focus) into daily schedule to allow remediation/enrichment based on data</p> <p>Students will be grouped based on domains need.</p> <p>Data : EOG, IXL, Study Island and USA Prep</p>	None	August 2021	<p>Implementation: FY 2021-2022</p> <p>Impact: To improve students' achievement by differentiating instruction to meet the needs of students.</p> <p>Artifacts/Evidence: Weekly assessment data</p>	<p>Teachers</p> <p>Academic Coach</p> <p>Admin. Team</p>



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Engage students in daily number talks to develop number sense and mathematical thinking. Demonstrate to students how to effectively use manipulatives to solve math problems	None	August 2021	Implementation: FY 2021-2022 Impact: To improve students' achievement in math. To assist in closing the math gap Artifacts/Evidence: Walkthrough's data/Lesson plans	Teachers Academic Coach Admin. Team
The academic coach will meet with grade level teams during their planning time to discuss math lessons for the upcoming week. Resources and teaching strategies discussion to help teachers successfully plan for next week's lessons. Provide appropriate instruction with differentiated instruction and scaffolding techniques to increase student engagement	None	August 2021	Implementation: FY 2021-2022 Impact: To improve teachers' instructional practices so that teachers will be able to differentiate instructions for students. Artifacts/Evidence: Minutes/Lesson Plans	Academic Coach Admin. Team Teachers



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EFFECTIVE LEADERSHIP				
GOAL #2	To increase the percentage of students scoring on level (level 3) or above level (level 4) by 5% on the math End of Grade assessment.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Monitor student progress on common assessment to ensure proper interventions are being offered.	None	August 2021	Implementation: FY2021-2022 Artifacts/Evidence: Data form/Lesson plans	Academic Coach Admin. Team Teachers
Teachers complete walkthroughs of peers and provide feedback for engagement, rigor, interdisciplinary connections.	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Walkthroughs Form	Academic Coach Admin. Team
Ensure high quality instruction in all classrooms with weekly walkthroughs with academic focus on engagement and rigor using the Balanced Instructional Math Model Workshop.	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Walkthroughs /Lesson Plans	Academic Coach Admin. Team Teachers
Utilize the academic coach and teacher leaders to model math lessons. Train teachers to use computerized math programs to promote student engagement. (IXL, Study Island, USA Prep, and Delta Math)	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Data Results	Academic Coach Admin. Team Teacher Leader
Establish school-wide instructional expectations to plan for interventions/enrichments to drive students' progress in math	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Lesson Plans/feedback	Academic Coach Admin. Team Teachers



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PROFESSIONAL CAPACITY

GOAL #2	To increase the percentage of students scoring on level (level 3) or above level (level 4) by 5% on the math End of Grade assessment.				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support	
Academic Coach will develop PDs based on walkthroughs feedback data before, during or after school.	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: PDs	Academic Coach Admin. Team Teachers	
Teachers will attend local and national conferences and trainings to learn research-based strategies on site. Conferences Rock Eagle Math Conference National Mathematics Council Discovery Education ASCD Annual Conference	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Attend Conferences and present to content .	Academic Coach Admin. Team Teachers Discovery Education	
Implementation of CCC meetings focused on standards, data, and students’ engagement (higher-order questioning). Discovery Education trainers will offer professional development to teachers showing effective ways to engage students in deep thinking lessons and make real-world applications to learning, as well as to strengthen teachers' instructional practices.	None	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: CCC’s minutes Data/Discovery Education	Academic Coach Admin. Team Teachers Discovery Education Trainers	



TITLE I

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Teachers will receive professional development on how to implement effective math strategies in and on analyzing data to develop skills-based, flexible groups. (Before, during , and after school)	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: Sign in Sheets/Report to district	Academic Coach Admin. Team Teachers
Utilize our school website and family engagement coordinator to share math resources with parents	Title 1	August 2021	Implementation: FY 2021-2022 Artifacts/Evidence: School website/CTLS Parent	Academic Coach Admin. Team Teachers Media Specialist



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SUPPORTIVE LEARNING ENVIRONMENT

GOAL #2	To increase the percentage of students scoring on level (level 3) or above level (level 4) by 5% on the math End of Grade assessment.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Celebrate students/teachers scoring 70% or higher on touchstone assessments (teacher) and showing growth on SMI with student recognition by school.	Title 1	August 2021	Implementation: FY 2021-2022 Impact: To increase students' achievement on the SMI Artifacts/Evidence: Data/School Announcements	Academic Coach Admin. Team Teachers
Implement RTI process with fidelity by identifying specific strategies to support students at each tier.	None	August 2021	Implementation: FY 2021 -2022 Impact: To differentiate instruction for students. Artifacts/Evidence: RTI paperwork/data	Academic Coach Admin. Team Teachers Counselors
Counselors will meet monthly to review student progress, discuss interventions, and track intervention progress	None	August 2021	Implementation: FY 2021-2022 Impact: To support students in their classes Artifacts/Evidence: Track intervention form	Academic Coach Admin. Team Teachers Counselors
Implement the following intervention programs to support students' learning Homework Hotline Afterschool Tutorial Program Saturday School March Madness Implement PBIS	Title 1	August 2021	Implementation: FY 2021-2022 Impact: To support students' achievement through intervention programs to assist in closing the gap Implement PBIS to support behavior and learning environment Artifacts/Evidence: Data/Sign in sheets	Academic Coach Admin. Team Teachers
Provide students with a variety of strategies to solve math problems 1) Foldable folder 2) Flashcards	Title 1	August 2021	Implementation: FY 2021-2022 Impact: To support students in notetaking and studying for a standard Artifacts/Evidence: Foldable folder/flashcards	Academic Coach Admin. Team Teachers



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FAMILY AND COMMUNITY ENGAGEMENT

GOAL #2	To increase the percentage of students scoring on level (level 3) or above level (level 4) by 5% on the math End of Grade assessment.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
<p>Host APTT sessions for families and students to discuss an overview of courses, resources, etc.</p> <p>Showcase student work and projects related to demonstrate mastered content.</p>	None	October 2021	<p>Implementation: FY 2021-2022</p> <p>Artifacts/Evidence: Handouts, flyer/sign in sheets</p>	<p>Academic Coach Admin. Team Math Teachers Parent Facilitator</p>
Require all math teachers to have a website with resources for parent to support students.	None	August 2021	<p>Implementation: FY 2021-2022</p> <p>Artifacts/Evidence: Teachers' Website</p>	<p>Academic Coach Admin. Team Teachers Parent Facilitator Media Specialist</p>
<p>Teacher will notify parents of student who are failing math at each progress report/quarterly grading period.</p> <p>Conference with parents of students who are at-risk of failing (mid-year)</p>	None	August 2021	<p>Implementation: FY 2021-2022</p> <p>Artifacts/Evidence: Progress reports/Minutes</p>	<p>Academic Coach Admin. Team Teachers Parent Facilitator Counselors</p>
Parent Newsletters will be sent home, emailed, and posted on website for each unit to capture lessons resources and activities for students and parents.	None	August 2021	<p>Implementation: FY 2021-2022</p> <p>Artifacts/Evidence: Newsletters</p>	<p>Academic Coach Admin. Team Math Support Teachers Parent Facilitator</p>
Host Parent University quarterly to teach parents math strategies	Title 1	August 2021	<p>Implementation: FY 2021-2022</p> <p>Artifacts/Evidence: Flyers</p>	<p>Academic Coach Admin. Team Math Support Teachers Parent Facilitator</p>



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STUDENT GROUPS					
Goal #2	To increase the percentage of students scoring on level (level 3) or above level (level 4) by 5% on the math End of Grade assessment.				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged	Academic Coach will develop, seek, and implement specific PL on evidence-based strategies for supporting ED students. Teachers will use common assessments data to adjust instruction to meet the needs of all students	Title 1	FY 2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Sign in Sheets/Data	Teachers Academic Coach Admin. Team Math Support
English Learners	Provide professional development on culturally responsive teaching. Teachers will receive additional strategies in content CCCs on how to address EL students' proficiency levels.	Title 1	FY 2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Teacher feedback Sign in sheets Data	Teachers ESOL Leads Admin Team Academic Coach Math Support
Race / Ethnicity	Provide professional development on culturally responsive teaching, use research-based strategies to promote student engagement. Teachers will place emphasis on various cultures represented in our student population by exposing students to various genres, authors, music, etc. Administer a survey to families to gather ideas on best ways to equip parents with skills to support their students at home.	Title 1	FY 2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Teacher Feedback Parent Survey	Teachers Academic Coach Math Support Admin Team
Foster and Homeless	Meet with school social worker to identify initiatives that encourage students' attendance. Students will be recognized (monthly) for exhibited characteristics which align to our school-wide conduct plan (Falcon Five).	None	FY2021-2022	Implementation/Impact: FY 2021-2022 Artifacts/Evidence: Parent Survey Documentation Forms	Social Worker Counselors Admin. Team Parent Facilitator



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Migrant	<p>Parent Facilitator will develop a welcome protocol for all migrant students and their families to discuss overview and expectations of school and determine families' needs</p> <p>Teachers will receive instructions on how to interpret Math Touchstone results in order to provide the most appropriate intervention</p>	None	FY 2021-2022	<p>Implementation/Impact: FY 2021-2022</p> <p>Artifacts/Evidence: Parent Survey Documentation Forms</p>	<p>Parent Facilitator Counselors IWC Liaison Social Worker</p>
Students with Disabilities	<p>Sp. Ed. Teachers will plan regularly with their co-teacher to ensure lesson plans include accommodations to address SWD instructional needs. Sp. Ed. Teachers will serve their caseload students during our Intervention/Enrichment Class (Falcon Focus)</p>	None	FY 2021-2022	<p>Implementation/Impact: FY 2021-2022</p> <p>Artifacts/Evidence: Teacher Feedback Lesson Plans</p>	<p>Teachers SSA Lead Academic Coach</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #3				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP

EFFECTIVE LEADERSHIP				
GOAL #3				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



TITLE I

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PROFESSIONAL CAPACITY

PROFESSIONAL CAPACITY				
GOAL #3				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL #3				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	
			Implementation: Impact: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #3				
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation (Frequency)• Method for Monitoring Impact (Frequency)• Artifacts/Evidence	<ul style="list-style-type: none">• Lead (bold)• Support
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	
			Implementation: Artifacts/Evidence:	



TITLE I

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS					
Goal #3					
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none">• Method for Monitoring Implementation/Impact• Artifacts/Evidence to verify implementation	<ul style="list-style-type: none">• Lead (bold)• Support
Economically Disadvantaged				Implementation/Impact: Artifacts/Evidence:	
English Learners				Implementation/Impact: Artifacts/Evidence:	
Race / Ethnicity				Implementation/Impact: Artifacts/Evidence:	
Foster and Homeless				Implementation/Impact: Artifacts/Evidence:	
Migrant				Implementation/Impact: Artifacts/Evidence:	
Students with Disabilities				Implementation/Impact: Artifacts/Evidence:	



FY22 TITLE I SIP REQUIRED QUESTIONS

CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA

References: Schoolwide Checklist (3.a., 3.c., 3.d.)

Statement #1: The School Improvement Plan is developed during a one-year period (**Grant Year**) as outlined in **Sec. 114(b) (1-5) of ESSA**.

Statement #2: (Monitoring) The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

Statement #3: (SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Statement #4: (Coordination and Integration of Funds) Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.



Question #1: Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers' district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)

Falcon Talks -New teachers to Lindley will meet weekly to discuss issues or concerns at the "Green Table".

Teacher Talks- New teachers and mentors will meet monthly. Mentors will provide workshops on different topics.

- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

Lindley Middle School will provide on-going learning opportunities for all staff through professional development based on the teams' needs. The academic coach or admin team will organize or conduct professional development at school, through faculty meetings, professional development days on Wednesdays, smaller department presentations or afterschool) Also, teachers, paraprofessionals, and other school personnel will be required to participate in district professional development throughout the year as it is being offered. The staff will also have opportunities to



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attend local, state, and national professional development conferences and professional growth workshops.

Administrative teams will meet with teachers weekly within departments to review common formative assessments and focus on specific standards to increase student proficiency.

Data teams will also meet weekly to assess student work, and review lesson plans to ensure that the standards are being taught with fidelity, instruction is being regularly adjusted to meet students' current needs and that student learning is being assessed daily as reviewed through informal and formal walkthroughs.

Question #2: Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

References: Schoolwide Checklist (2.iii.d)



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All students at _____ will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

(Local School)

At _____ we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.

(Local School)

All students at LMS will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

(Local School)

At Lindley Middle School we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. Teachers who are new to Lindley, as well as new to teaching (less than 3 years experience), will be required to participate in the mentoring program. We will set aside specific times for mentors to meet with their teachers for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas, as well as tips to maintain effective classroom management and high levels of student engagement.



Question #3: Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

(Local School)

Lindley Middle School is utilizing FY22 Title I Funds for a variety of purposes.

Title I funds will be used to hire one academic coach to provide professional learning to all staff members. The academic coach will work with all content areas; however, he/she will focus in the subjects of Math and English which were identified as areas that need improvement based upon our SIP Goals.



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One reading teacher will be hired to teach students who are at-risk and needing additional support to help improve their vocabulary, writing, and reading levels. The teacher will teach Read 180 to 7th and 8th grade students during Connections (double-instruction).

The Parent Facilitator will work with parents and students to provide support to families. Throughout the year, he/she will educate parents on the curriculum and ways to help their students at home.

Students will receive opportunities to remediate and accelerate skills through after school tutoring, homework hotline, and Saturday School tutorial. Transportation will be provided for Saturday School tutorial)

Professional Learning Opportunities will be provided/offered to teachers focusing on student engagement, strategies to implement rigor in the classroom, and creating higher level activities. TKES Walkthrough data will be analyzed and utilized to develop additional training based on the needs of the teachers.

Question #4: Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Homebound Program

Afterschool Programs

Saturday School

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Question #5: Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**

(Local School)

Lindley Middle School actively practices Positive Behavior Interventions and Support (PBIS). These techniques allow us to focus on the positives of student behavior with open praise and acknowledgment of wanted behaviors. The 2021-2022 school year will be the fourth year of our Hands Off, Minds On Program. This program allows students to lower their discipline by attending meetings (a two-hour program), along with their parents, that helps them make better choices. It provides de-escalation techniques to students and gives parents conversation starters and "look-fors" for signs that their student may be facing certain challenges at school. Additionally, a paraprofessional has been hired to support students with self-regulation, self-efficacy and focus on increasing academic performance in classes. Teachers will recommend students to visit the 'Calming Room' when they observe the escalation of behaviors that do not comply with our Falcon Five Conduct Plan. The paraprofessional will utilize the 5 SEL Competencies and self-reflection strategies to support students. We have created a classroom that will serve as a safe space for students to visit to 'regroup' themselves in order to return to class. This specialized class will serve as an intervention, in lieu ISS and OSS.

**Question #6:****Transition:**

ES: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(v)]**

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

References: Schoolwide Checklist 4c

**(Local School)**

Lindley Middle School is building and strengthening its articulation process with Pebblebrook High School which includes ensuring a strong vertical alignment between Teachers, Counselors, and Administrators. This is done to ensure students, parents and teachers have a solid understanding of the academics, social programs available and criteria, pre-requisite skills needed to matriculate to each grade level. Programs created to facilitate effective transitions from middle school to high school include the 8th Grade Road Show that is implemented by Pebblebrook where students get to visit for half a day and get a first-hand glimpse of academics, clubs, and organizations.

Students at Lindley Middle School complete a Personal Learning Plan that is integrated with the Career Cruising guidance system. Career Cruising is an internet-based career exploration and planning tool students use to explore careers and college options. The Professional School Counselors provide Lindley Middle School students with an opportunity to think about post-secondary options and assist them in creating an academic plan that assists them with reaching their goals.

Cobb County School District has 6 Magnet Programs, which have a concentrated focus on Performing Arts, Science, Mathematics, Business and Technology, International Studies, Research and Medical Science, and the International Baccalaureate Program. Coordinators from the various magnet programs speak with the 8th-grade students and inform them of the requirements needed for entrance and acceptance into them. On-going District support and Lindley's 8th Grade Counselor assists students with obtaining the necessary documents, recommendations and support with the application process.

We will conduct 4 APTTT sessions to enhance students' and parents' understanding of grade-level standards in math. This will also help with building a home school connection with teachers, parents and students.

Question #7: If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

**(Local School that is TA Schools Only)**

A lack of limited pre-requisite skills and basic literacy and math competency , for some learners, contributes to unsuccessful academic performance at Lindley Middle School. Therefore, intervention elective courses (Connections) in Reading and Mathematics are offered to support students who have deficits in those areas. The identification of these students is a collaborative effort of the Administration team, Department Chairs, Teachers, Counselors, and also parents. Students are identified through various data sources and recommended for targeted assistance in Mathematics and/or English. The criteria for support classes include the following:

Reading

- (1) Low grades in English Language Arts during the previous year
- (2) Touchstone Assessments
- (3) Reading Lexile Score – Below Grade Level
- (4) Scholastic Reading Inventory Assessment Results
- (5) Grade retention and placement
- (6) Parent recommendation
- (7) EOG Data

Math

- (1) Low grades in math during the previous year
- (2) Touchstone Assessments
- (3) Scholastic Math Inventory Assessment Results
- (4) EOG Data
- (5) Grade retention and placement
- (6) Parent recommendation



Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

(Local School)

Under the Follett database, using the Destiny Library Manager, resources are cataloged in allowing access to school resources strengthening the crucial bond between library, classroom, and home. Destiny provides one interface for accessing most school resources and allots the opportunity to maintain and update inventory lists on a voluntary basis. Equipment is checked out and used for all educational needs through flexible level scheduling.



ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

Required Question:

Describe how the SIP is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable (Added to the Plan Additional Information section)