



Bryant Elementary School 2017-18 Cobb Strategic Plan

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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p>Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>1. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Meet in weekly PLCs to organize, analyze and examine data as a grade level</p> <p>Complete the 5-step data team process based on the data in order to adjust instruction as needed based on SMART goals and identified instructional strategies</p>	<p>Math and Reading- pre and posttests from Reading Inventory, Math Inventory, Touchstones, and common assessments</p> <p>The 5-step data team process will be monitored in PLC meeting notes</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Administration</p>	<p>Ongoing professional development for PLCs</p>		
<p>2. <i>Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>	<p>Utilize the common formative assessments from CTLS (mini-touchstones) and administer to all students. All students in grades 1-5 will use the full touchstones at the end of each quarter and will use the mini-touchstones as checkpoints throughout the quarter.</p>	<p>Touchstones assessment data</p> <p>PLC meeting notes</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Administration</p>	<p>Collaborative planning time to analyze data and plan for enrichment and extension lessons</p>		



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<p>3. <i>Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<p>Conduct professional learning during grade level PLCs to address literacy instruction, specifically guided reading, the Reading Workshop Model, and the new Benchmarks ELA adoption</p>	<p>Increase in student achievement as determined through the collection of data from data teams and RI assessment</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration</p>	<p>Ongoing professional development on the ELA adoption and the PLC process</p>		
<p>4. <i>Increase percentage of students reading on grade level. (S)</i> <i>(Based on CCRPI Reading Scores)</i></p>	<p>Track the reading levels of scholars as part of our literacy data collection</p> <p>Meet with teachers during PLCs to monitor the data and determine strategies for students who are not making adequate progress</p>	<p>Track students' reading levels through PLCs, using Reading Inventory, DRA progress monitoring, and READ 180</p> <p>A data wall we be placed in the academic coaches' office</p>	<p>Classroom Teachers EIP teachers SPED teachers Academic Coaches</p>	<p>Professional development on administering and analyzing and using running records</p>		



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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>Collect math data based on the critical areas in math for each grade level by following the 5-step data team process</p>	<p>Track students' math progress by using the Math Inventory and the mini-touchstone assessments in CTLS as part of the math data teams</p>	<p>Classroom Teachers EIP teachers SPED teachers Academic Coaches</p>	<p>N/A</p>		
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Track student data on a continuous basis in order to ensure that students are making adequate progress and to adjust instruction as needed to increase student achievement</p> <p>Utilize the RTI process in order to ensure that students are receiving the tier of instruction that is appropriate for their individual development. Updates of CSIS data will occur during PLCs</p>	<p>≤10% increase from one year to the next by tracking data from Reading and Math Inventory, READ 180, System 44, and CTLS</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches School Counselors</p>	<p>N/A</p>		
<p>7. Other: (Priorities specific to school.)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		

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

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<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<p>Utilize the science lab to give students additional time with grade level standards in order to meet their individual learning needs.</p> <p>Utilize grade level and content specific Academic Coaches to teach work in the classrooms, model lessons, and provide ongoing professional learning during PLCs</p>	<p>Increase in fifth grade science EOG scores</p> <p>Increase in reading and math data (RI/MI, CTLS, and READ 180)</p>	<p>Classroom Teachers Enrichment teachers Academic Coaches</p>	<p>Ongoing professional development for READ 180</p>		
<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S) 	<p>Utilize the following programs to increase math achievement for identified students and for students at-risk of failing a grade: RTI, EIP, Tutoring, CTLS, Imagine Learning, and Academic Coaches</p>	<p>Data from RI/MI, CTLS, and RTI Data</p>	<p>Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Admin</p>	<p>N/A</p>		
<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)</p>	<p>Utilize the following programs to increase opportunities for advanced learners: Talent Development, Project Based Learning for Science and Math, and Documented Based Questions for Social Studies</p>	<p>Data from RI/MI and CTLS</p>	<p>Classroom Teachers, EIP Teachers, Academic Coaches, and Admin</p>	<p>Professional Learning for PBL and DBQ</p>		
<p>Other: (Priorities specific to school.)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		

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

<p>District Focus Priorities 2016-2019</p>	<p>2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>
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Utilize stakeholder input to improve school processes. (AdvED)	<p>Offer clubs/activities for students to participate in outside of the school day to challenge students, along with activities that involve the parents such as Parents Night Out, Parent Information Meetings, and other social gatherings.</p> <p>Promote the communication of school events through school-wide callouts, the school Twitter page, and flyers that will be sent home</p>	Increase in the number of clubs/activities students and parents that attend the events	Classroom Teachers EIP teachers SPED teachers ESOL teachers Academic Coaches Admin Parent Facilitator PTA	N/A		
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Invite parents to become room parents, create activities and things parents can do at the school during the day, offer times for parents to come in and do volunteer hours in and out of the classroom	Feedback from parent surveys and questionnaires	Admin Parent Facilitator PTA	N/A		
Other: (Priorities specific to school.)	N/A	N/A	N/A	N/A		

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

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)
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Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Develop a school-wide professional development plan with a focus on reading, in order to ensure that all teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring, based on their specific needs, , and grade levels, which will occur during PLCs	Increase in student achievement as determined through the collection of data from RI/MI, READ 180, CTLS, and RTI Data	Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration	N/A		
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Use the data from last year's TKES and LKES to further plan for grade level, small group, and individual professional development in the area of reading	Increase in student achievement as determined through the collection of data from RI/MI, READ 180, CTLS, RTI Data, and data from TKES and LKES	Classroom Teachers EIP teachers SPED teachers ESOL teachers Enrichment teachers Academic Coaches Administration	N/A		
Other: (Specific to school.)	N/A	N/A	N/A	N/A		