

Brumby Elementary 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>*Teachers will work together as teams during collaborative planning every Wednesday for an 80-minute planning period to prioritize math standards for this year and review reading and writing from 2017-18 school year.</p> <p>*Teachers will work as vertical teams once every nine- week period with the grade below and the grade above their grade level to align math standards between grade levels.</p> <p>*Teachers will work once per month with their "HYPE" team to plan vertically by subject area. This is a K-5 initiative.</p> <p>*Administrators and coaches will provide support when needed on a weekly basis</p>	<p>*Collaborative team agendas and meeting minutes.</p> <p>* Unit plans, observations, and/or TKES results.</p>	Teams met weekly to prioritize Language Arts standards during the Spring semester last year as well as vertically to align standards throughout the grade levels. These will be reviewed for revisions as needed.

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	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>*Teachers will collaborate every Wednesday as a grade level to analyze student data, discuss instructional plans and to determine needed adjustments based on the 4 critical questions.</p> <p>Academic coaches will work with teams to determine strategies, adjustments in instruction, etc. as students need TEIR interventions.</p> <p>*Administrators and coaches will provide support when needed on a weekly basis.</p>	<p>*Collaborative team agendas and meeting minutes.</p> <p>* Unit plans, observations, and/or notes, TKES.</p>	Grade level teams met collaboratively to monitor student progress through data analysis and to make adjustments in instruction.
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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>	<p>*Teachers will use CTLS Assess to develop formative assessments as a grade level team during their 80-min. planning period on a weekly basis.</p> <p>*Teachers will deliver both Touchstones and teacher made assessments to their students using an agreed upon schedule.</p> <p>*Teachers will analyze both formative and summative student data to determine and adjust instruction and remediation/acceleration using the 4 questions during their CCC planning sessions.</p>	*CTLS ASSESS, generated by teacher or subject.	Teachers met weekly to develop common formative assessments. These need to be revised or reviewed to meet the needs of our current student population through data analysis.

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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>*Teachers will administer the Reading Inventory as a universal screener at the beginning of the school year, mid-year and at the end of the school year. Data collected and analyzed by each team will be used to adjust instruction as teachers plan weekly.</p> <p>*At this time, teachers will not administer the Math Inventory. Brumby will administer a beginning of the year screener using the Mathletics program. Teachers will use student data to adjust nstruction/remediation.</p>	<p><i>RI data</i> <i>Mathletics Data</i></p> <p><i>Minutes from CCC meetings</i> <i>RTI data</i></p>	<p>Teachers administered the Universal Screener three times during the 17-18 school year. They analyzed the reports (RI, MI) to determine next steps for instruction.</p>
<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>*Provide Orton-Gillingham Instructional Strategies Training through REAP for teachers in grades K-3.</p> <p>*Provide guided reading instruction for all students.</p> <p>*Provide guided math instruction for all students.</p> <p>*Teachers will be trained in the GLOSS assessment strategies during the first semester.</p> <p>*Teachers will be trained in the administration of the Mathletics program.</p> <p>Implement small group instruction specific to students needs such as I-READ, Read 180, and systems 44.</p> <p>Implement strategies and administer assessments for grade 1 under the Early Literacy Initiative Cohort 3</p> <p>Weekly tutoring by retired teachers, Everybody Wins volunteers, and specific programs in ESOL and SPED.</p> <p>Interventions for students that are not performing at grade level will be built into the teachers' daily schedule.</p> <p>Administer common formative assessments in both math and language arts.</p> <p>Provide enrichment and advanced content for students that are above grade level.</p>	<p><i>CCRPI data</i> <i>Common Formative Assessments</i> <i>RI</i> <i>Mathletics</i> <i>TKES</i> <i>IREAD, 180, Systems 44 assessments.</i> <i>Early Literacy Assessment</i></p>	<p>Reading Milestones Assessment: Students scoring at Grade Level or Above in Reading on 2018 EOG.</p> <p>*Grade 3-50%</p> <p>*Grade 4-64%</p> <p>*Grade 5-62%</p> <p>Math Milestones Assessment: Students on Level 3 and 4 in the Math EOG</p> <p>*Grade 3-23%</p> <p>*Grade 4-46%</p> <p>*Grade 5-15%</p>

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



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Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<ul style="list-style-type: none"> *Encourage parent participation on the Georgia Climate Survey *Title I nights for parents, families, and teachers *Parent and family school orientation *PTA meetings *Foundation meetings *School Council meetings *Community Input meetings *School communication avenues-social media, call outs, text, website, DOJO, e-mail. 	<p><i>Georgia Climate Survey</i></p> <p><i>PTA, Foundation, and School Council meeting minutes</i></p> <p><i>Title I Needs Assessment</i></p>	<p>Revised website and added Twitter.</p> <p style="text-align: center;">Climate Survey Results</p>
	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	<ul style="list-style-type: none"> *Title I informational meetings. *PTA events and programs for parents. *Student performances. *28 after school clubs and lessons for students. *Work with the community organizations and churches to provide for families in need-Food Bank, Uniforms, Backpacks. *Uniform program *School Store 	<p><i>Title I meeting minutes</i></p> <p><i>Local School Surveys</i></p> <p><i>Teacher input</i></p> <p><i>Social Worker and Counselor questionnaires</i></p>	<p>We analyze the needs of our community and families each year and adjust as needed.</p>

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



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Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<p>Surveys sent out to the staff in the form of a needs assessment at the beginning of the school year will be used to determine needs in specific areas.</p> <p>The Guiding Coalition will meet each month. Made up of a teacher from each grade level and each department within our school. 15 members total.</p> <p>Support teachers seeking professional development in leadership areas as well as advanced degrees.</p> <p>All Teachers at Brumby will be MIE certified by May 2018.</p>	<p><i>*Teacher Leader Self-Assessment Survey</i></p> <p><i>*Professional Development Plan</i></p> <p><i>*Technology Plan</i></p> <p><i>*MIE assessments</i></p> <p><i>*Guiding Coalition meeting minutes.</i></p>	NA
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<p>*Provide professional learning in technology through MIE certification throughout the year.</p> <p>*Provide Orton-Gillingham training for specific teachers.</p> <p>*Provide GLOSS training for all teachers k-5.</p> <p>*Provide training in specific need areas as new teachers are inducted.</p>	<p><i>TKES and LKES evaluation</i></p> <p><i>Needs Assessments from staff</i></p>	NA