

Bryant 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>	<ul style="list-style-type: none"> • Determine focus standards based on the standards that are in need of remediation at the end of each quarter, based on data from touchstones. • Use Super Specials days, each month, to develop lessons based on the focus standards determined and provide enrichment or remediation. 	<p><i>-Use collaborative team agendas, unit plans, and observations</i></p> <p><i>-Data in CTLS</i></p>	N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> • Meet weekly with teachers to collaborate on the four questions based on the following schedule: <ul style="list-style-type: none"> ○ Tuesday – ELA ○ Thursday – Math 	<p><i>-Use collaborative team agendas, unit plans, observations, and/or notes</i></p>	<p>Teachers met weekly for data teams utilizing CTLS assessments</p> <p><i>For continuous improvement, teams will continue to implement the PLC process</i></p>

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>	<ul style="list-style-type: none"> Develop a Touchstone Calendar for the school year. Assign a teacher on each team to be the lead for each subject area Utilize CTLS in all Tuesday/Thursday collaborative meetings when developing common formative assessments Provide ongoing training in use of CTLS assess (TTIS Support) 	<p>-Use reports in CTLS ASSESS, generated by teacher or subject</p> <p>-Training calendar</p>	Teachers used CTLS assessments, along with creating their own grade level common formative assessments <i>Moving forward, teachers will begin to implement the assessments on a more frequent basis with the academic coaches working on a calendar to support implementation</i>
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ul style="list-style-type: none"> Continuation of guided reading small groups at all grade levels Continuation of guided math small groups at all grade levels 	<p>-Use RI and MI data</p> <p>-Small group lesson plans</p>	Teachers implemented guided reading and math groups as evidenced by lesson plans. Teachers also turned in lesson plans throughout the year for feedback from administration <i>Moving forward, small group lesson plans will be kept in teachers' data notebooks</i>
	<i>Increase percentage of students performing at grade level in reading and math.</i>	<ul style="list-style-type: none"> Use of Teacher data notebooks to conference with scholars in reading and math Consistently implement Number Talks Implement the Literacy Initiative Phonics Program in Kindergarten Provide all scholars with access to IXL; currently using in 3rd, 4th and 5th Use of Read 180, EIP Support, Tutoring and System 44 	<p>-Use CCRPI data</p> <p>-Use Benchmark Phonics assessment data</p> <p>-Use data from IXL reports</p> <p>-Conference notes in data notebook</p> <p>-Read 180, System 44 data</p>	Reading levels were tracked based on Lexile levels using the reading inventory. A slight increase in CCRPI data indicates an increase in reading scores. At the end of the 2017-2018 school year our scholars performed in the following categories on the Reading Inventory Advanced = 9% Proficient = 29% Basic = 32% Below Basic = 29%

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

<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: <u>(Due September 1)</u>
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"> • Compile results from the GA Climate Survey to determine areas of focus • Utilize data from Conference Week surveys to update current practices • Discuss data with parents at Title I meetings • Discuss and collect input from parents at School Council and PTA meetings • Provide parents with access to CTLS Parent and PVUE 	<ul style="list-style-type: none"> -GA Climate Survey data -Conference Week Survey Data -School Council minutes -PTA meeting minutes -Reports of parent use from CTLS 	School activities were held with families to provide input on school practices to include: Coffee with Cline, School Council Meetings, PTA Meetings and Parent Forums/Workshops conducted by our Parent Facilitator. Data from parent surveys was shared in meetings as well as data from Conference Week as evidence by Title I documentation and School Council minutes.
	<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"> • Host sessions for parents to include: Literacy lessons, Math lessons, Parental Involvement, etc. • Host Curriculum Days and Family Academic Nights • Provide parents a list of ways they can be involved and the appropriate contact for each committee • Provide parent training opportunities on PVUE 	<ul style="list-style-type: none"> -Collect data at local school -Title I Documentation -Parent sign-in sheets at functions 	<p>The Parent Volunteer room was established and 30 parents consistently participated. Workshops were also conducted for parents to attend during and after school.</p> <p>Six parent workshops were held and parents were given 2 opportunities to attend class with their scholars during the school year with a focus on ELA/Math. We had the biggest turnout for Read Across America Week, where 48 parents attended and read to classes.</p>



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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	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)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> • Conduct monthly trainings for Teacher Leaders (Building Leadership Team) • Continue monthly meetings for New Teacher Institute • Develop Committees of interest for Staff to contribute to the school environment • Recommend teacher leaders for District Academies • Administer the Teacher Leader Self-Assessment Survey to the Building Leadership Team twice a year 	<ul style="list-style-type: none"> -<i>Use of BLT Meeting minutes</i> -<i>Committee Lists and Activities developed this year</i> -<i>Use new Teacher Leader Self-Assessment Survey</i> -<i>Acceptance of teachers into District Academies</i> 	An Aspiring Leaders group was developed that met 5 times during the year. A New Teacher Institute met monthly and were trained by Academic Coaches. Mentors were assigned to new teachers.
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ul style="list-style-type: none"> • Collect Data from TKES/LKES evaluations to determine areas for growth • Contact District personnel to help support training needs in the building 	<ul style="list-style-type: none"> -<i>Training calendar for the year</i> -<i>Results from TKES/LKES evaluations</i> 	Grade level teams met and received grade level specific professional development. TKES Formative Data was presented to staff and used to develop the next year's professional development plan.