30 – 60 – 90 Plans
That Support Bibb County Strategic Priorities and Brookdale Elementary School's CIP

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Continuous Improvement Plan – District Priorities & SMART Goals

For 2017-2018, Brookdale Elementary is working towards meeting the following CIP SMART goals:

1. Increase the percentage of students reading on grade level
2. Increase the percentage of students who are proficient as measured by the Georgia Milestones in English Language Arts and Math
6. Increase the culture of accountability for student learning

30-60-90 Day Plans That Support Brookdale's CIP:

30 Day Plan	Each grade level team (K-5) will identify a learning target to monitor as a team that they agree is critical to increasing student proficiency in English language arts or math.
Actions	Using the Bibb Pacing Guide and Georgia Milestones, each grade level team will identify a learning target to monitor as a team that is critical to student proficiency. Each grade level team will establish a common understanding of this learning target, the expected rigor, and create or identify 2-3 common assessments the team will use to determine student learning of the target. Learning targets being monitored by each grade level team will be posted on the wall in room 301 to focus team collaboration and strengthen the culture of accountability for student learning.
Level of Implementation	**Implementing** – All grade level teams are actively identifying and defining learning targets that are aligned with the Bibb Pacing Guide and communicating them to their students. Teams are working to strengthen their ability to monitor which students are learning critical learning targets and identifying the barriers for students who have not yet.
Expected Impact	Grade level teams will have an increased clarity of learning targets critical to increasing student proficiency in English language arts and/or math. The entire Brookdale staff will have an increased awareness of the learning targets being monitored by each grade level team.
Evidence	Learning targets posted in room 301 for grades K through 5 Completed Collaborative Planning Organizers from each grade level team for the learning target they are monitoring as a team. These will detail the rigor and common assessments that will be used to monitor student learning of the targets.
End Date	October 17, 2017
Person(s) Responsible	Each grade level team will be responsible for identifying a critical learning target to monitor as a team each marking period Instructional coaches will support each team in utilizing the Collaborative Planning Organizer to deconstruct the standards to student friendly learning targets, then supporting their collaboration to define the appropriate level of rigor and identify/create 2-3 common assessments the team will use to monitor student learning.

	The principal and assistant principal will display the learning targets each team is monitoring and increase awareness of their work to other teams and all Brookdale staff to strengthen the culture of accountability for student learning throughout the school.

60 Day Plan	Each grade level team will identify by name students who have demonstrated proficiency with the learning target being monitored by the team. Teachers will identify the primary barrier for each student who has not demonstrated proficiency identifying if the main barrier is an academic skill or a student's motivation or engagement.
Actions	During their routine data meetings, grade level teams will document which students have and have not yet demonstrated proficiency with the learning target being monitored by the team and identify the primary barrier for each student that has not yet. Teams will utilize the Audio Enhancement and classroom cameras to observe teammates deliver instruction related to the learning target being monitored by the team 2-4 times a month. Grade level teams will share and note instructional, student engagement, and classroom management strategies that effectively lead to student learning, identifying "best first teaching" strategies.
Level of Implementation	**Developing –** The principal and assistant principal currently meet with grade level teams on a weekly basis to observe and reflect on the recorded lessons. Teams will begin focusing their recorded instruction on instruction aligned to the learning targets being monitored by each team. In addition, teams will be deepening their collaborative conversations to include sharing and using the most effective teaching strategies with their students.
Expected Impact	Grade level teams will know specifically which students have demonstrated proficiency on the critical learning target being monitored by their team and the primary barrier for each student that has not yet demonstrated proficiency. Teams will routinely observe each other's recorder instruction (2-4 times per month), then share instructional practices and strategies that are having the most positive impact on student learning based on their common assessment data so that those teaching strategies can be utilized by all teammates.
Evidence	Each team will generate a document that identifies by name which students have and have not yet demonstrated proficiency with the learning target being monitored by the team. Teams will also identify the primary barrier for each student who has not yet demonstrated proficiency. The recorded instruction aligned with the learning target being monitored and the teaching strategies the team shares and identifies as their "best first teaching" strategies.

End Date	December 5, 2017
Person(s) Responsible	Grade level teams will document which students have and have not demonstrated proficiency as well as identifying the primary barrier for student who have not yet on the learning targets being monitored. The principal and assistant principal will support teams observing their recorded instruction and have reflective conversations that allow each team to identify and document their "best first teaching" strategies.

90 Day Plan	Grade level teams will respond to students who are not yet proficient with learning targets being monitored by the team in consistent ways. Teams will also identify the adult learning that will increase the effectiveness of the team's "best first teaching".
Actions	Grade level teams will plan and schedule at least two additional lessons after the first common formative assessment is given to provide additional time and support to students who have not yet demonstrated proficiency with the learning target. Teams will work with instructional coaches to reflect on the effectiveness of their instruction, as well as the feedback they have received from the instructional coaches and administrators.
Level of Implementation	**Developing –** All grade levels (K-5) currently have a dedicated 45-minute instruction block for instructional intervention. Teams will align the use of this time with the learning target their team is monitoring. Teams are strengthening their ability to reflect on the effectiveness of their instruction and identify adult learning that will increase the effectiveness of their first instruction.
Expected Impact	Students who are not proficient with a critical learning target being monitored by their teachers will receive a consistent response of time to support their learning. Teachers will be able to reflect on the effectiveness of their instruction through student data, discussions with instructional coaches, and feedback provided by administrators informally/formally to identify adult learning that will increase the effectiveness of their first instruction.
Evidence	The coordinated use of the intervention block to support students who are not yet proficient with the learning target being monitored. The adult learning identified by each team to focus on and the reason given for this adult learning.
End Date	April 17, 2018

Person(s) Responsible	Each grade level team will be responsible for planning and delivering consistent support for students who are not yet proficient with learning target they are monitoring as a team. The leadership team will support the collaborative discussions during each team's data discussions to reflect on the effectiveness of their instruction and identify adult learning that will increase the effectiveness of their first instruction.