Frederick Wilson Benteen Elementary Strategic Plan (Jackson Cluster) –2019

District Mission & Vision

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system

Cluster Mission & Vision

MJHS Cluster Mission: to Graduate students who are productive, caring and lifelong learners.

MJHS Cluster Vision; a high-performing cluster where students love to learn, educators inspire, families engage and the community trusts the system.

School Mission & Vision

Our mission is to provide a comprehensive and rigorous curriculum that will prepare all students to be life-long learners and globally minded citizens who are growing in academics, character, and leadership.

Vision: Frederick W. Benteen Elementary is a school that provides a world class education that prepares students of today to be leaders of tomorrow.

Signature Program: International Baccalaureate PYP

implications of science content.

School Priorities

Cultivate a literate community in which students make conceptual connections and

strengthen understanding of content across the curriculum. Identify and implement consistent, intentional mathematical best practices

read and write with fluency in order to

across all grades to increase student inquiry and conceptual understandings, to strengthen fluency and coherence.

Professionally develop the teaching staff by providing

based lessons/demonstrations for student exploration

Provide opportunities to build teacher leader capacity

within the building by creating opportunities for staff to

individual strengths and weaknesses to increase inquiry

tailored, specific PD based on their collective and

Expand the Dual Language Immersion Program until Pk-5th grade continuum.

and content mastery.

School Strategies

- 1A. Build the 45 minute writing segment into the master schedule for grade K-
- 1B. Utilize a variety of text sources (i.e. Units of Study, Social Studies Weekly, Harcourt Science, etc.) to increase reading and writing fluency; student individual Lexile scores. 1C. Write instructional planners to strengthen support of conceptual
- connections across all content areas (i.e. Program of Inquiry/IB Thematic Units). 1D. Build 45 additional minutes of science lab support to 5th grade students to increase conceptual understandings between theoretical and practical
- 2A. Use of Eureka Math as a resource to teach Georgia standards of excellence to strengthen procedural fluency and coherence.
- 3. Hire DLI teachers in preparation for expansion of the program. Provide professional development opportunities for school team.
- 1A. Develop master schedule where teachers have collaborative planning opportunities to improve teacher efficiency in inquiry based instruction in all content areas.
- 2A. Conduct a needs assessment based on TKES observations to create PD for needs of staff and opportunities for teacher leaders on district teacher PD days.
 - 2B. Provide opportunities for teachers to engage with teacher experts to build capacity in support of school priorities identified.

Systems &

Resources

Talent

Management

Academic

Program

Develop and maintain systems & procedures to support continued IB implementation.

lead PD for teachers based on their strengths.

- Develop systems & procedures to support DLI implementation.
- 1A. Integrate tenants of IB into the daily instruction program at the school. 1B. Provide weekly IB PLC opportunities for teachers to engage with the IB Coach
- 1C. Provide opportunities for staff to visit other IB schools as a part of PD.

and with components of IB and to build capacity of the IB program @ Benteen.

- 1A. Maintain an active Parent center to engage more parents.
- 1B. Maintain an active PTA with the State of GA PTA Organization
- 2A. Maintain School Website & Social Media presence. 2B.Establishment and maintenance of a Foundation
- 2C. Increase digital impact in community



- Develop a family oriented culture of trust, expectations, and communication to strengthen the relationship between the administration, school partners, parents, and staff members.
- Identify and strengthen the school's expectations and imprints upon the community and with the school partners.

Kev Performance Measures

- Increase % scoring in the Developing Learner or above on all GMAS Increase % scoring at
- Proficient Learner or higher on all GMAS
- Increase % of EL with positive movement from one Performance Band to a higher Performance Band on ACCESS
- grade 3 achieving a Lexile measure greater than ie equal to 670 on the GMAS ELA EOG.

Increase % of students in

- Increase % of students in grade 4 achieving a Lexile measure greater than or equal to 840 on GMAS ELA EOG.
- Increase % of students in grade 5 achieving a Lexile measure greater than or equal to 920 on the GMAS ELA EOG.
- 100% of the staff will participate in IB training by the end of 2019-2020 SY.
- By the end of the 2019-2020 SY all grade levels will develop and implement 6 IB planners.
- Increase the climate survey score of 87% to 92% or above
- Maintain an average daily attendance rate of at least 95% for the school year.