



Kell High School 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"> Working in CCCs at least 2 times a week to review and prioritize standards Unit plan templates in One Drive have the priority standards identifiable Utilize CTLS Teach Vertical team opportunity in CCCs Write high-quality assessments aligned to power standards. Intervention/enrichment will be based on student data. 	<ul style="list-style-type: none"> -Collaborative unit plans -Collaborative agendas and minutes -Summative assessments (feedback provided on summatives) 	<ul style="list-style-type: none"> Teachers adjusted instruction during the year based on data they reviewed during PLC meeting. CTLS usage was not consistent across all subject areas. There will be continued growth in both areas and training will be provided to increase data interpretation and CLTS usage for both TEACH and ASSESS
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> Working in CCCs at least 2 times a week to review and prioritize standards addressing the 4 critical questions; reflection in CCC document Utilize CTLS Assess to plan common assessments and monitor student progress within the 4 critical questions Prioritize Standards- Identify 3 critical standards per unit. Utilize standards in instruction with students. Using CCC Planning Document (data analysis instructional plan) as a key way to focus learning and student results towards instructional practices. Instructional framework present in all classrooms 	<ul style="list-style-type: none"> -Common Summative assessment analysis -Common Formative assessment analysis -Collaborative unit plans -Collaborative agendas and minutes -Master schedule includes intervention and enrichment time (LASSO, Tuesday RTI data) -CCC documentation of minutes, meetings, and reflections 	<ul style="list-style-type: none"> Teachers met weekly and will continue to do so this year with specific weekly meeting days. Common planning was critical for the four major subject areas. Looking at schedule for possibility of getting other subject areas with common planning at least for CCC groups.

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"> • Data utilizing common formative and summative assessments • Utilize CTLS Assess (Touchstones) to support student learning • CCCs use common grading practices • RI & MI: analysis of student learning to incorporate additional strategies 	<ul style="list-style-type: none"> -Data collection through CCC documents -Reports in CTLS Assess -Consistent grading practices within each CCC -Consistent grading practices within each department 	<ul style="list-style-type: none"> • There needs to be more training for CTLS ASSESS and usage of touchstone and data recovery. • During SY18 data in PLC documents was present but more focus needs to be placed on questions 3 and 4 for moving students forward.
	<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"> • RI/MI is given to all 9th grade students; data supports teachers in enrichment and interventions of classroom strategies • Students scheduled for Gradpoint, READ 180 and additional Lasso lessons that focus on weaknesses 	<ul style="list-style-type: none"> -Use RI/MI data and reports -Teachers using flexible grouping based on student need 	<ul style="list-style-type: none"> • Read 180 was utilized for Special Education students, it needs to be used for students with a low RI • Gradpoint was a good tool for students and utilizing certified subject area teachers for each area of Gradpoint made a difference on students' success. We will continue with this model.
	<i>Increase percentage of students performing at grade level in reading and math.</i>	<ul style="list-style-type: none"> • Teachers utilize Milestone data to identify students needing specific strategies for intervention and enrichment • Increase the percentage of standard based instruction with rigorous tasks, student centered classrooms, and differentiation of teaching and learning • Increase the usage of USA TestPrep to increase exposure to higher level vocabulary for EOC classes 	<ul style="list-style-type: none"> -CCRPI indicator: students reading at grade level -Collaborative unit plans, agendas, and minutes -Summative assessments (feedback provided on summatives) -LASSO -Read 180 	<ul style="list-style-type: none"> • Continue with the utilization of LASSO for students based on data as a resource for student remediation and enrichment.

Kell High School 2018-2019 Strategic Plan

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: (Due September 1)
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"> Students, teachers, and parents will be given the school climate survey and the data will be shared from the survey will be utilized to improve school processes Counselors utilize feedback from their School Counseling Advisory council meetings and surveys to guide programs and implement future programs that assist students in college and career readiness 	-GA Climate Survey data -Counseling Advisory survey data -School Council feedback	<ul style="list-style-type: none"> Continue to review school climate survey as well as feedback from school council to improve Kell's image within the community.
	<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"> Kell will offer and communicate the following opportunities for parents to increase parental involvement and identify needs of students and their families: Academic Nights, Senior Tea, PSAT Night for 9th and 10th grade students, AP Curriculum Night, Rising 9th grade Parent Night, Junior Parent Advisement; Academic and Athletic Signing Days, Honors Night; Apply to College and FAFSA events; Counseling offers student support services based on social/emotional need Promote/schedule students so they complete a pathway Advisory Council and School Council PTA 	-Participation data -Surveys/Feedback from various events -Discipline referrals, RTI, and direct referrals to the school social worker -Career Cruising -College LASSO visits -Apply to College Day -College Application/Dollars for Scholars LASSO -College Visit to Chattahoochee Tech and Georgia Gwinnett	<ul style="list-style-type: none"> Increase community involvement and move towards vertical alignments with feeder schools. Continue with programs for parents and the community to increase awareness of events and opportunities for stakeholders.



Kell High School 2018-2019 Strategic Plan

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"> • Provide teachers with leadership opportunities based on their future goals in leadership (athletics, academic programs, operational) • Teacher leaders provide instructional strategies to the staff • Teachers are encouraged to enroll in additional training (Gifted certification and AP class training) 	-Number of teachers in leadership programs -Based on Teacher Self-Assessment Survey (Level IV)	<ul style="list-style-type: none"> • Continue to fill vacancies with highly qualified teachers who put student learning and well-being first. • Continue to support teachers and staff in seeking leadership opportunities by providing training, support, and mentorships.
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ul style="list-style-type: none"> • Professional development opportunities based upon teacher self-assessments • Provide induction program for new teachers and leaders to Kell • Teachers will receive training and support based on needs throughout the year on Office 365 One Note, Kell's Academic expectations, CTLS Teach/CTLS Assess, SBA's, AP Strategies for all content areas, Specialized Instruction strategies, AVID, and ESOL 	-TKES/LKES mid-year and summative evaluations -Feedback from professional learning -Feedback from CCCs	<ul style="list-style-type: none"> • Provide professional development based on TKES, school data, and staff surveys. .