



Kemp Elementary 2017-18 Cobb Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>						<p style="text-align: center;"><u>Focus Priority Status:</u></p> <p style="text-align: center;">IP = In Progress FO = Fully Operational</p>
	<p style="text-align: center;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measur ed by:</p>	<p style="text-align: center;">Owner(s):</p>	<p style="text-align: center;">Resources Needed:</p>	<p style="text-align: center;">Results of Key Actions from last year's plan: (Due September 1)</p>		
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ul style="list-style-type: none"> • Analyze Spring 2017 EOG data to identify student performance levels, strengths and areas for improvement in each subject area • Plan instructional support based on EOG scores and current student performance data • Utilize CCSD Flexible Formative Assessment System/CTLS (Cobb Teaching and Learning Standards) Assess to guide classroom instruction based on specific student data • Monitor student progress and achievement data from CTLS Asses and teacher created assessments each quarter Adjust instruction and support based on identified student needs • Utilize the data team process to analyze student performance data and adjust instruction based on data analysis 	<p>TKES FFAS CTLS Lesson Plans</p>	<p>Administrators Teachers Data Teams</p>	<p>FFAS CTLS Common Assessments</p>	<ul style="list-style-type: none"> • Identified need to focus on extension and remediation in core subject areas after 2016 EOG data analysis. • Identified top and bottom quartiles and focused instruction to improve student learning and performance. • Administered quarterly Touchstone assessments in grades 1, 2, 4 and 5 and piloted the administration of mini Touchstone assessments in grade 3. • Analyzed Touchstone assessment performance during data team meetings 	<p>IP</p>	

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<p>2. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</p>	<ul style="list-style-type: none"> Develop and utilize local school assessment calendar for FFAS, RI, MI and grade level common assessments Utilize CCSD Flexible Formative Assessment System (FFAS) to administer Touchstone Assessments Monitor student progress and achievement data from FFAS and teacher created assessments; adjust instruction as needed Utilize the data team process to analyze student performance data and adjust instruction Monitor students performing in the bottom quartile on the Reading Inventory (RI) and Math Inventory (MI) as well as the bottom quartile of students from the 2017 EOG Provide focused support in the classroom and additional instruction from certified tutors Identify students performing in the top quartile on the MI and RI in order to provide higher level learning opportunities 	TKES CTLS	Administrators Teachers Data Teams	FFAS CTLS RI/MI Software Local Assessment Calendar	<ul style="list-style-type: none"> Administered Touchstones, Reading Inventory, Math Inventory and common grade level assessments to monitor student progress throughout the year and inform instruction. 	IP																																																																
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<p>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</p>	<ul style="list-style-type: none"> • Collaborate in grade level Professional Learning Communities to support professional learning, curriculum and instruction needs and the data team process • Develop and implement a schedule that allows Professional Learning Communities to meet on a weekly basis • Ensure time for extended collaborative planning that includes professional learning by grade level and department teams is available through the school schedule • Discuss and plan strategies for improved instruction and student learning during all professional learning opportunities • Schedule and implement professional learning focused on the effective use of Conceptua to support classroom math instruction • Schedule and implement professional learning focused on the use of CTLS teach and ELA learning resources to support classroom ELA and Reading instruction 	<p>TKES Advanc ED Surveys</p>	<p>Administrators and Teachers</p>	<p>School Focused Professional Learning Funds for release time County level trainers</p>	<ul style="list-style-type: none"> • Staff members participated in monthly book study/club meetings. Teachers chose topics of interest and met with book clubs consisting of staff from various grade levels and subject areas. • Teachers participated in extended, collaborative planning by grade level every three weeks. • Professional learning opportunities focused on strategies to increase rigor, writing and higher levels of student performance in all subject areas. 	<p>IP</p>
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<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<ul style="list-style-type: none"> • Monitor students' reading levels and progress using RI, DRA, FFAS and classroom assessments • Identify students to participate in Read 180 and System 44 • Implement small group/guided reading instruction in all classrooms • Provide in school tutoring from certified tutors to identified students reading below grade level • Provide Advanced Content instruction in ELA for identified fourth and fifth grade students to support students reading at higher Lexile levels 	<p>SRI DRA FFAS Read 180 Lab</p>	<p>Administrators and Teachers</p>	<p>20 Day Funds Read 180 System 44 Reading Inventory</p>	<ul style="list-style-type: none"> • Students in grades 3-5 were identified for support in Read 180 and Systems 44 with the Reading Inventory. • Identified students were provided supported instruction in the Read 180 Lab on daily basis. • Certified teachers were hired as tutors to support students during the school day in Reading, Writing and Math. • Identified students in 4th grade received Advanced Content instruction in English Language Arts and Math. 	<p>IP</p>
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<p>5. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<ul style="list-style-type: none"> • Monitor student performance using MI, FFAS and classroom assessments to identify student strengths and areas for improvement to guide instruction • Implement small group/guided math instruction in all classrooms • Implement Conceptua Math in all third-fifth grade classrooms • Introduce and implement Conceptua Math in all K-2 classrooms when it becomes available • Provide in school tutoring from certified tutors to identified students performing below grade level in math • Provide Advanced Content instruction in Math for identified fourth and fifth grade students to support students performing at higher levels 	<p>SMI FFAS</p>	<p>Administrators and Teachers</p>	<p>Conceptua 20 Day Funds Math Inventory</p>	<ul style="list-style-type: none"> • Third grade teachers utilized Conceptua Math throughout the school year to support enhanced student learning. • Fourth and Fifth grade teachers received training and access to Conceptua during the second semester and utilized the program to support instruction. • Fourth grade students received accelerated instruction in Advanced Content Math classes. • All students utilized First in Math. 	<p>IP</p>
<p>6. Increase number of students academically completing every grade. (S)</p>	<ul style="list-style-type: none"> • Utilize the RTI process to monitor student learning and progress on RTI implemented strategies • Utilize student performance data to ensure all students in need of additional support are being served through EIP, Read 180, Tutoring or Special Education 	<p>RTI Data</p>	<p>Counselors, Administrators and Teachers</p>	<p>RTI Portal</p>	<ul style="list-style-type: none"> • Monitored student progress and developed individualized strategies for students as needed through the RTI process. 	<p>IP</p>
<p>7. Other: (Priorities specific to school.)</p>						



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Board Goal 2: *Differentiate resources for students based on needs.*

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
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<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</p>	<ul style="list-style-type: none"> Focus on increased level of rigor, problem based learning and technology use by implementing an Innovation Lab that serves all students K-5 Explore innovative ideas to support increased student learning 	FFAS EOG TKES Walkthroughs and Formative observations in the Innovation Lab Student work from the Innovation Lab	Teachers and Administrators	PTA Support and Funds to purchase learning resources for the Innovation Lab	<ul style="list-style-type: none"> The Innovation Lab served K-5 students, allowing time for increased problem solving opportunities, technology use and engineering activities that supported grade level standards. 	IP



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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> 1. Not reading on grade level (Lexile) 2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores) 3. Not on-track for graduation (S) 	<ol style="list-style-type: none"> 1. Provide specialized reading instruction through Read 180 and System 44. Provide additional instructional support from certified tutors and EIP teachers 2. Provide specific instruction centered on data-based student needs in small/guided math groups in the classroom, from tutors and EIP teachers. Utilize Conceptua Math program in all classrooms 3. Provide students with data driven instructional support from certified tutors, EIP teachers and small group instruction- Monitor student progress through RTI 	<p>RI DRA MI FFAS RTI Data Conceptua</p>	<p>Administrators and Teachers</p>	<p>20 Day Funds</p>	<ol style="list-style-type: none"> 1. Provided students with instructional support from certified tutors during the school day, provided focused EIP support, guided reading support and student use of computer programs to increase Reading and Math performance. 2. Provided students with instruction based on their specific needs identified through formative assessments in Math and Reading. 3. Utilized Conceptua math to support student learning in grades 3rd-5th. 	<p>IP</p>
<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)</p>	<ul style="list-style-type: none"> • Provide Advanced Content classes in Reading, English Language Arts and Math in fourth and fifth grades • Utilize teacher collaboration with gifted certified teachers to plan rigorous, higher level lessons in core content areas for students performing above grade level 	<p>FFAS EOG TKES</p>	<p>Teachers Gifted Certified Teachers</p>	<p>Collaboration Time</p>	<p>Implementation will begin during the 2017-2018 school year</p>	<p>IP</p>
<p>Other: (Priorities specific to school.)</p>						



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



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<p>Utilize stakeholder input to improve school processes. (AdvED)</p>	<ul style="list-style-type: none"> • Increase level of student voice/input and student recognition- Identified as a need on AdvED surveys • Work with parents to promote recognition and understanding of Kemp's mission and vision- Identified as a need on AdvED surveys • Inform the Building Leadership Team, School Council and PTA of survey results; work with these groups to develop specific strategies for continuous improvement 	<p>AdvancED, Georgia Parent Survey and LKES survey results</p> <p>Meeting minutes</p>	<p>Administrators and Teachers</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Developed a student leadership group that met with the Kemp administration during the year to allow more time for student voice. This was identified as a need in student surveys. • Utilized results from LKES surveys to continuously work towards improvement. • Met regularly with Building Leadership Team, PTA, Foundation and School Council. • Promoted Kemp's mission and vision on a regular basis. 	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> • Work collaboratively with the PTA, Foundation and School Council to offer family events throughout the school year 	<p>AdvancED survey and Georgia Parent Survey</p>	<p>Administrators and Teachers</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Offered regularly family events through PTA, Foundation and the Kemp staff to promote parent 	<p>IP</p>



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	<ul style="list-style-type: none"> • Provide Lunch and Learn sessions throughout the school year to keep parents informed and involved • Plan and implement curriculum, family and community nights sponsored by the Kemp staff such as Math Night, STEM Night and Multicultural Night • Communicate regularly with parents via weekly school wide emails and social media updates 				<p>involvement and community relationships.</p> <ul style="list-style-type: none"> • Provided three Lunch and Learn sessions for parents during the year focused on instructional and social/emotional needs for their students 	
<p>Other: (Priorities specific to school.)</p>						



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

<p style="text-align: center;"><i>District Focus Priorities 2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p style="text-align: center;">2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
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<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> • Utilize early release days and collaborative planning to allow teachers time to unpack standards, plan engaging lessons and develop assessments to monitor student understanding, growth and progress towards standards mastery • Implement an interview process that promotes selection of highly qualified and effective staff members for all certified and classified positions 	TKES	Administrators	N/A	<ul style="list-style-type: none"> • Utilized the TalentEd system to identify and hire highly qualified candidates for open positions. • Collaborated with administration and staff to interview and hire new employees. 	IP

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<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</p>	<ul style="list-style-type: none"> • Provide professional learning throughout the year that includes focus on Conceptua, Professional Learning Communities implementation, utilizing CTLS Teach, effectively using the newly adopted ELA resources, higher level learning activities in math and reading and increased student technology use to support classroom learning • Support regular teacher collaboration by providing a school wide schedule that allows time for extended collaborative planning- Specific focus will be put on math, writing across the curriculum and increased rigor in all subject areas • Provide quality, research-based professional learning based on student learning needs identified during data analysis in data teams • Utilize teacher leaders to provide support to beginning and identified teachers through model lessons, peer observations and collaborative planning • Promote participation in district professional learning opportunities such as Innovation Academies, Teacher Leader Academy and trainings provided by the content area departments • Provide support for new teachers through mentoring, collaboration and professional learning opportunities 	<p>AdvancED and Georgia School Personnel Surveys</p>	<p>Administrators and Teachers</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Implemented a school wide schedule that allowed time for regular collaboration and planning time for teacher teams. • Participated in book studies and professional development sessions provided by county level coaches and technology personnel to support continued teacher growth. • Allowed time for peer observations and reflections to learn from teacher leaders among our staff. • Supported new teachers through mentoring and collaboration. 	<p>IP</p>
<p>Other: (Specific to school.)</p>						