



Kennesaw 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;">Key Actions: (List as many actions as needed in each box.)</p>	<p style="text-align: center;">Measured 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 style="text-align: center;">Focus Priority Status: IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ul style="list-style-type: none"> - Use the FFAS results to monitor student learning and adjust instruction - Evaluate RI and MI progress data a minimum of 3 times per year - Analyze FFAS data results to identify student strengths and weakness for remediating/accelerating as needed for student learning - use formative and summative assessment results for differentiated instruction - Utilize the Data Assessment team to review school wide student progress monitoring data 	<p>Mini Touchstones RI /MI FFAS Data Formative and summative teacher created assessments PLC agendas TKES</p>	<p>Admin Teachers' Data Assessment Key teams</p>	<p>FFAS CTLS - Assess</p>		
<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"> - Monitor students performing in the bottom quartile on the RI/MI - Provide additional support through the use of extended day tutors - Identify students performing in the top quartile to provide enrichment learning opportunities - Administer mini-touchstones in ELA and Math in 1-2 grades - Implement FFAS through CTLS Assess 	<p>TKES standard 4 RI/MI FFAS</p>	<p>Admin Teachers</p>	<p>20 Additional Day funds CTLS Assess</p>		



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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"> - Develop norms for all PLCs - Develop Collective Commitments for all PLCs - Utilize common agenda for PLCs - Review and plan from Georgia Standards of Excellence - Monitor student progress and revise instruction - Collaborative planning for AI - Use the 4 PLC questions to guide discussions 	<p>PLC agendas TKES standard 3, 6 & 9</p>	<p>Teachers</p>	<p>PLC Handbook</p>		
<p>4. Increase percentage of students reading on grade level. (S) (Based on CCRPI Reading Scores)</p>	<ul style="list-style-type: none"> - Implement RTI strategies for students below grade level - Implement IEP objectives with fidelity for those students with learning disabilities - Monitor students' reading levels using RI, DRA, FFAS results and classroom assessments - Provide extended day tutoring opportunities for students reading below grade level - Implement Imagine Learning with students receiving ESOL support in small group setting 	<p>RI, DRA, FFAS</p>	<p>Admin Extended day tutors RTI teams Special Ed, ESOL and classroom teachers</p>	<p>20 day funds Imagine Learning</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"> - Provide extended day tutoring opportunities for students reading below grade level - Implement Number Talks - Implement Constructed Responses strategies for problem solving - Monitor students' math levels using MI - Implement Imagine Learning with students receiving ESOL support in small group setting - Implement RTI strategies for students below grade level - Implement IEP objectives with fidelity for those students with learning disabilities 	<p>MI FFAS</p>	<p>Admin Extended day tutors RTI teams Special Ed, ESOL and classroom teachers</p>	<p>20 day funds</p>		
<p>6. Increase number of students academically completing every grade.(S)</p>	<ul style="list-style-type: none"> -Monitor students in consideration for retention beginning January 2018 - Use the RTI process to identify students struggling and provide support at each grade level - Implement Additional Year procedures as established by the district 	<p>RTI data Number of students retained</p>	<p>Admin Counselors Classroom teachers</p>			
<p>7. Other: (Priorities specific to school.)</p>	<p>Collaborate quarterly to plan and implement AI strategies – Implement quarterly AI Focus day</p>	<p>TKES standards 3 and 8 AI Kickstart Training</p>	<p>Admin Classroom teachers AI Liaison Community stakeholders</p>	<p>PL funds</p>		

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



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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>	<p>Implement the IE2 contract as approved by CCSD to realign when certain content is taught to better integrate strategies from AI</p>	<p>AI implementation and pacing guide</p>	<p>Admin Grade level PLCs</p>			
<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 support from extended day tutors and teachers. 2. Implement EIP reduced class model and pull out support. Provide support from extended day tutors. 3. Provide students with data driven differentiated instructional support from tutors, classroom teachers, ESOL and Special Ed teachers. 	<p>RI/MI DRA Read Extended Day data RTI data</p>	<p>Admin Extended day tutors RTI teams Special ED, ESOL and classroom teachers</p>	<p>20 day funds</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>	<p>Use COGAT scores to identify potential candidates for ALP</p>	<p>CogAT ALP qualifying scores</p>	<p>Admin ALP teachers</p>			



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Other: (Priorities specific to school.)						
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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"> - Seek and utilize input from building leadership team, school Council, PTSA, and Partners In Ed - Utilize and monitor results from AdvancED student, parent and staff surveys - Monitor LKES staff survey - Work with parents to assist in their understanding of Kennesaw's mission and vision 	<p>AdvancED survey</p> <p>LKES survey</p> <p>PLC meeting minutes</p>	<p>Admin Teachers</p> <p>Parents</p>	<p>Survey Results</p>		



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<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"> -Hold regularly scheduled meetings with PTSA and School Council. - Offer parent engagement activities - Involve parents in the RTI and special education process - Encourage parental support through a variety of volunteer opportunities - Community support through food drive, holiday support, and outreach organizations 	<p>AdvancED survey Feedback from community stakeholders</p>	<p>Admin Counselors Teachers Social Workers KES Families and stakeholders</p>			
<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.*

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Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	<ul style="list-style-type: none"> -Implement a differentiated learning plan including opportunities in AI, technology, PLC and writing strategies - Support and encourage the training and implementation of CCSD ELA materials in grades K-2 -Provide mentor class for teachers new to KES - Support regular teacher collaboration by providing quarterly opportunities for ½ day of extended collaborative planning in addition to Tuesday collaboration each week 	TKES standards 1 and 3 AdvancED survey Classroom walks PLC agendas	Admin teachers Mentor and mentee teachers	PL funds ELA adoption Mentor funds for Resources		
Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	-PLC training with a focus on disaggregation of data with intentional planning of instructional strategies.	TKES standard 3, 5 and 6	Admin Classroom teachers TTIS			
Other: (Specific to school.)						