### District Focus Priorities 2016-2019

**Focus Priorities:**
(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)

<table>
<thead>
<tr>
<th>2017-18 Aligned Actions and Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Current School Year Plan and Evaluation of previous year’s plan due September 1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Actions: (List as many actions as needed in each box.)</th>
<th>Measured by:</th>
<th>Owner(s):</th>
<th>Resources Needed:</th>
<th>Results of Key Actions from last year’s plan: (Due September 1)</th>
<th>Focus Priority Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly meetings in collaborative teams to address the Three Big Ideas and Four Questions of a Professional Learning Community (PLC)</td>
<td>Submission of KMHS Collaborative Team Agenda and Minutes Template</td>
<td>All Certified Staff</td>
<td>KMHS Collaborative Team Agenda and Minutes Template</td>
<td>Not measured in SY16-17</td>
<td>IP = In Progress FO = Fully Operational</td>
</tr>
<tr>
<td>Regular use of common formative assessments (CFA) through Cobb Teaching and Learning System (CTLS) and online assessment tools by each collaborative team</td>
<td>Average number of CFA given by each collaborative team (beginning 2nd semester, expected ≥10 per semester)</td>
<td>All Certified Staff</td>
<td>Form to collect number of CFAs by each team</td>
<td>Assessments in CTLS in SY16-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Organize, examine, and adjust instruction based on student progress monitoring data. *(AD)*

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)*
### 3. Implement critical Professional Learning Communities (PLC’s) by grade level/content areas to ensure success for students and teachers. *(LD)*

- Weekly meetings in collaborative teams to address the Three Big Ideas and Four Questions of a Professional Learning Community (PLC)

### 4. Increase percentage of students reading on grade level. *(S)*

*(Based on CCRPI Reading Scores)*

- 9th Lit with Reading Support (Freshman University) for students identified by Reading Inventory (RI) and other measures
- Lexile growth measured through RI & EOC
- 9th Lit Reading Support Teachers
- READ180 licenses supplied by county
- RI supplied for 9th graders by county

- For 9th Lit with Reading Support students in SY16-17:
  - 60.9% ≥ 40 pt. RI growth
  - Avg. 71.9 pt. RI growth
  - 25.0% increase in students scoring Developing or Proficient on Milestone

### 5. Increase percentage of student performance in math/algebra at every grade level. *(S)*

*(Based on CCRPI ES-MS Math & HS Algebra Scores)*

- Student Progress Monitoring in Support EOC courses
- Pass rate for EOC Support courses
- Math EOC Support Teachers
- Common planning for collaborative teams

- Pass rates for SY16-17:
  - Foundations Fall – 78.4%
  - Spring – 92.9%
  - Algebra I Spring – 84.0%
  - Geometry Fall – 90.4%
  - Spring – 87.9%
<table>
<thead>
<tr>
<th>6. Increase number of students academically completing every grade. (S)</th>
<th>Provide after school Credit Recovery (5th period)</th>
<th>Retention rate at end of SY17-18</th>
<th>All Certified Staff</th>
<th>Staff funding through 20-day funds</th>
<th>SY16-17 results: 66.7% of credit recovery courses ended in the student receiving course credit</th>
<th>Percent of students successfully completing Course Extension Fall – 67.9% Spring – 73.4%</th>
<th>119 students attended credit repair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide Course Extension (2 weeks of time to complete course with grade of 65-69)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide Credit Repair (Saturday re-test)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other: (Priorities specific to school.)</td>
<td>Graduation 20-20 Initiative</td>
<td>Percentage of first year Grad 20-20 students promoted to 10th grade</td>
<td>Graduation 20-20 Team Members</td>
<td>Funding for student incentives</td>
<td>55.6% of Grad 20-20 students were promoted to 10th grade in SY16-17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic and social support for identified first time 9th graders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dedicated 9th grade counselor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentor teachers</td>
<td>Percentage of second year Grad 20-20 students promoted to 11th grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continued support for SY16-17 Graduation 20-20 cohort members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Board Goal 2: Differentiate resources for students based on needs.

| Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD) | 2017-18 Aligned Actions and Measurements  
(Current School Year Plan and Evaluation of previous year’s plan due September 1) | **Focus Priority Status:**  
IP = In Progress  
FO = Fully Operational |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Actions:</strong> (List as many actions as needed in each box.)</td>
<td><strong>Measured by:</strong></td>
<td><strong>Owner(s):</strong></td>
</tr>
</tbody>
</table>
| **Resources Needed:** | **Results of Key Actions from last year’s plan:**  
(Due September 1) | |
| 1. Identify, support, and evaluate local school innovations to increase student achievement. **Not limited to those that require system waivers.** (IE²) | Provide AP Biology, Adv Genetics/DNA, and Honors Human Anatomy course as 3 credits in 2 periods  
Provide Magnet 9th grade literature, Scientific Research I, and Intro to Digital Technology as 3 credits in 2 periods.  
Graduation 20-20 Initiative  
Schedule to allow for common planning for core PLCs | Number of students earning 3 credits in 2 periods  
Number of students earning 3 credits in 2 periods  
Percentage of first year Grad 20-20 students promoted to 10th grade  
Submission of KMHS Collaborative Team Agenda and Minutes Template | Certified Staff  
Teachers with appropriate certifications  
Funding for student incentives | KMHS Collaborative Team Agenda and Minutes Template  
100% of those in all three AP Biology, Adv Genetics/DNA, and Honors Human Anatomy earned all 3 credits in 2 periods in SY16-17  
100% of those in all three Magnet 9th grade lit, Foundations, and IDT earned all 3 credits in 2 periods in SY16-17  
55.6% of Grad 20-20 students were promoted to 10th grade in SY16-17  
Not measured in SY16-17 |
### 2. Provide targeted resources for students:

- Not reading on grade level (Lexile)
- Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)
- Not on-track for graduation (S)

**Teach year-long reading support classes for 9th graders & move students identified for reading support to Biology in 10th grade**

Math Foundations of Algebra course offered both semesters for students who require intervention

Support for Grad 20-20 students who were retained in SY16-17

**Lexile growth measured through RI & EOC**

Percent of 9th grade students earning at least 1 math credit

Percent of second year Grad 20-20 students in 9th grade promoted to 10th grade

**Certified Staff**

**Allotments in place from county to offer additional reading support and Math Foundations classes**

For 9th Lit with Reading Support students in SY16-17:

- 60.9% ≥ 40 pt. RI growth
- Avg. 71.9 pt. RI growth
- 25.0% increase in students scoring Developing or Proficient on Milestone

90.4% of 9th graders earned at least 1 math credit in SY16-17

Not applicable in SY16-17

### 3. 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**)

**Offer the following new courses:**

- Georgia Tech dual enrollment Calculus
- College Readiness Math
- Honors Astronomy
- Chemical Materials
- Engineering Science
- Advanced Recreational Games

Dedicated members of counseling office to support Move On When Ready (MOWR) students

Test review opportunities provided for End of Pathway Assessments (EOPA) prior to administration of assessment

**Percent of students passing at least one AP course**

**Percent of 11th & 12th graders earning at least one MOWR credit**

Pass rates for end of pathway completers

**Certified Staff**

**Teaching allotments to offer new courses**

- Twenty-day funds for EOPA test review sessions

Not measured in SY16-17
### Kennesaw Mountain High School 2017-18 Cobb Strategic Plan

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

<table>
<thead>
<tr>
<th><strong>District Focus Priorities</strong></th>
<th><strong>2017-18 Aligned Actions and Measurements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2016-2019</strong></td>
<td>(Current School Year Plan and Evaluation of previous year’s plan due September 1)</td>
</tr>
</tbody>
</table>

**Focus Priorities:**
(Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)

<table>
<thead>
<tr>
<th><strong>Key Actions:</strong></th>
<th><strong>Measured by:</strong></th>
<th><strong>Owner(s):</strong></th>
<th><strong>Resources Needed:</strong></th>
<th><strong>Results of Key Actions from last year’s plan:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List as many actions as needed in each box.</strong></td>
<td>Accepted vision statement by 2018-19 school year</td>
<td>Administration Staff Parents</td>
<td>Stakeholder commitment to groups</td>
<td>SY16-17 results: School Council met 4 times in SY16-17 PTSA Executive Board met 11 times in SY16-17 Magnet Executive Board met 7 times in SY16-17</td>
</tr>
</tbody>
</table>

1. **Utilize stakeholder input to improve school processes. (AdvEd)**
   - Work with School Council, PTSA Executive Board, Magnet Executive Board, and local school staff to develop a vision statement for KMHS
   - **Accepted vision statement by 2018-19 school year**
   - **Administration Staff Parents**
   - **Stakeholder commitment to groups**
   - **SY16-17 results:** School Council met 4 times in SY16-17 PTSA Executive Board met 11 times in SY16-17 Magnet Executive Board met 7 times in SY16-17

2. **Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)**
   - Establish KMHS Edmodo to provide information and resources to parents and students
   - **Number of Edmodo enrollees**
   - **Administration Edmodo**
   - **Not measured in SY16-17**
   - Communicate with high-risk neighborhoods to ensure parents have access to the KMHS Edmodo

**Focus Priority Status:**
IP = In Progress
FO = Fully Operational
| Other: (Priorities specific to school.) | Continue Character Education Program delivered monthly to student body | Percentage of advisements with a community Character Education partner | Staff Community Partners | Community Mentors | Not measured in SY16-17 |
### Board Goal 4: Recruit, hire, support and retain employees for the highest level of excellence.

<table>
<thead>
<tr>
<th><strong>District Focus Priorities 2016-2019</strong></th>
<th><strong>2017-18 Aligned Actions and Measurements</strong> (Current School Year Plan and Evaluation of previous year’s plan due September 1)</th>
<th><strong>Focus Priority Status:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Priorities:</strong></td>
<td><strong>Key Actions:</strong> (List as many actions as needed in each box.)</td>
<td><strong>Measured by:</strong></td>
</tr>
<tr>
<td>(Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</td>
<td>Provide New Teacher Mentor Program</td>
<td>Local Survey of New Teacher Mentor Program</td>
</tr>
<tr>
<td></td>
<td>Provide professional learning focused on the PLC process</td>
<td>Attendance rate at professional learning</td>
</tr>
<tr>
<td>2. Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)</td>
<td>Support collaborative teams based on TKES goals established by team members.</td>
<td>Percent of teachers who meet TKES goals</td>
</tr>
<tr>
<td><strong>Other:</strong> (Specific to school.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>