



# 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<br/>2016-2019</i></p> <p style="text-align: center;"><i>Focus Priorities:<br/>(Based on priorities identified by IE<sup>2</sup>,<br/>AdvancEd-AdvEd, Superintendent-S, Academic<br/>Division-AD, and Leadership Division-LD)</i></p> | <p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b><br/>(Current School Year Plan and Evaluation of previous year's plan due September 1)</p>  |   |  |  |   |   |
|--|---|---|--|--|---|---|
|  | <p><b>Key Actions:</b><br/>(List as many actions as needed in each<br/>box.)</p>  | <p><b>Measured<br/>by:</b></p>  | <p><b>Owner(s):</b></p>                          | <p><b>Resources<br/>Needed:</b></p>            | <p><b>Results<br/>of Key Actions from<br/>last year's plan:<br/>(Due September 1)</b></p> | <p><b><u>Focus<br/>Priority<br/>Status:</u></b><br/>IP = In<br/>Progress<br/>FO = Fully<br/>Operational</p> |
| <p>1. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>   | <ul style="list-style-type: none"> <li>- Use the FFAS results to monitor student learning and adjust instruction</li> <li>- Evaluate RI and MI progress data a minimum of 3 times per year</li> <li>- Analyze FFAS data results to identify student strengths and weakness for remediating/accelerating as needed for student learning</li> <li>- use formative and summative assessment results for differentiated instruction</li> <li>- Utilize the Data Assessment team to review school wide student progress monitoring data</li> </ul> | <p>Mini Touchstones<br/>RI /MI<br/>FFAS Data<br/>Formative and summative teacher created assessments<br/>PLC agendas<br/>TKES</p> | <p>Admin Teachers' Data Assessment Key teams</p> | <p>FFAS<br/>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. <b>(S)</b></p>   | <ul style="list-style-type: none"> <li>- Monitor students performing in the bottom quartile on the RI/MI</li> <li>- Provide additional support through the use of extended day tutors</li> <li>- Identify students performing in the top quartile to provide enrichment learning opportunities</li> <li>- Administer mini-touchstones in ELA and Math in 1-2 grades</li> <li>- Implement FFAS through CTLS Assess</li> </ul>  | <p>TKES standard 4<br/>RI/MI<br/>FFAS</p>   | <p>Admin Teachers</p>                            | <p>20 Additional Day funds<br/>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. <b>(LD)</b></p> | <ul style="list-style-type: none"> <li>- Develop norms for all PLCs</li> <li>- Develop Collective Commitments for all PLCs</li> <li>- Utilize common agenda for PLCs</li> <li>- Review and plan from Georgia Standards of Excellence</li> <li>- Monitor student progress and revise instruction</li> <li>- Collaborative planning for AI</li> <li>- Use the 4 PLC questions to guide discussions</li> </ul>  | <p>PLC agendas<br/>TKES<br/>standard 3,<br/>6 &amp; 9</p> | <p>Teachers</p>  | <p>PLC<br/>Handbook</p>                          |  |  |
| <p>4. Increase percentage of students reading on grade level. <b>(S)</b><br/>(Based on CCRPI Reading Scores)</p>   | <ul style="list-style-type: none"> <li>- Implement RTI strategies for students below grade level</li> <li>- Implement IEP objectives with fidelity for those students with learning disabilities</li> <li>- Monitor students' reading levels using RI, DRA, FFAS results and classroom assessments</li> <li>- Provide extended day tutoring opportunities for students reading below grade level</li> <li>- Implement <b>Imagine Learning</b> with students receiving ESOL support in small group setting</li> </ul> | <p>RI, DRA,<br/>FFAS</p>                                  | <p>Admin<br/>Extended<br/>day tutors<br/>RTI teams<br/>Special Ed,<br/>ESOL and<br/>classroom<br/>teachers</p> | <p>20 day<br/>funds<br/>Imagine<br/>Learning</p> |  |  |



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| <p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b><br/>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p> | <ul style="list-style-type: none"> <li>- Provide extended day tutoring opportunities for students reading below grade level</li> <li>- Implement Number Talks</li> <li>- Implement Constructed Responses strategies for problem solving</li> <li>- Monitor students' math levels using MI</li> <li>- Implement Imagine Learning with students receiving ESOL support in small group setting</li> <li>- Implement RTI strategies for students below grade level</li> <li>- Implement IEP objectives with fidelity for those students with learning disabilities</li> </ul> | <p>MI<br/>FFAS</p>  | <p>Admin<br/>Extended day tutors<br/>RTI teams<br/>Special Ed,<br/>ESOL and<br/>classroom<br/>teachers</p> | <p>20 day<br/>funds</p> |  |  |
| <p>6. Increase number of students academically completing every grade.<b>(S)</b></p>  | <ul style="list-style-type: none"> <li>-Monitor students in consideration for retention beginning January 2018</li> <li>- Use the RTI process to identify students struggling and provide support at each grade level</li> <li>- Implement Additional Year procedures as established by the district</li> </ul>   | <p>RTI data<br/>Number of<br/>students<br/>retained</p>             | <p>Admin<br/>Counselors<br/>Classroom<br/>teachers</p>   |                         |  |  |
| <p><b>7. Other:</b><br/>(Priorities specific to school.)</p>  | <p>Collaborate quarterly to plan and implement AI strategies<br/>– Implement quarterly AI Focus day</p>   | <p>TKES<br/>standards 3<br/>and 8<br/>AI Kickstart<br/>Training</p> | <p>Admin<br/>Classroom<br/>teachers<br/>AI Liaison<br/>Community<br/>stakeholders</p>                      | <p>PL funds</p>         |  |  |

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



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| <p style="text-align: center;"><i>District Focus Priorities<br/>2016-2019</i></p> <p style="text-align: center;"><b>Focus Priorities:</b><br/>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p> | <p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b><br/>(Current School Year Plan and Evaluation of previous year's plan due September 1)</p>  |  |  |                                 |   |  |
|--|---|--|--|---------------------------------|---|--|
|  | <p><b>Key Actions:</b><br/>(List as many actions as needed in each box.)</p>  | <p><b>Measured by:</b></p>                                       | <p><b>Owner(s):</b></p>  | <p><b>Resources Needed:</b></p> | <p><b>Results of Key Actions from last year's plan:</b><br/>(Due September 1)</p> | <p><b>Focus Priority Status:</b><br/>IP = In Progress<br/>FO = Fully Operational</p> |
| <p>Identify, support, and evaluate local school innovations to increase student achievement. <b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b></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"> <li>1. Not reading on grade level (Lexile)</li> <li>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</li> <li>3. Not on-track for graduation <b>(S)</b></li> </ol>                | <ol style="list-style-type: none"> <li>1. Provide support from extended day tutors and teachers.</li> <li>2. Implement EIP reduced class model and pull out support. Provide support from extended day tutors.</li> <li>3. Provide students with data driven differentiated instructional support from tutors, classroom teachers, ESOL and Special Ed teachers.</li> </ol> | <p>RI/MI<br/>DRA<br/>Read<br/>Extended Day data<br/>RTI data</p> | <p>Admin<br/>Extended day tutors<br/>RTI teams<br/>Special ED,<br/>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. <b>(AD)</b></p>                    | <p>Use COGAT scores to identify potential candidates for ALP</p>  | <p>CogAT<br/>ALP<br/>qualifying scores</p>                       | <p>Admin<br/>ALP teachers</p>  |                                 |   |  |



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| <b>Other:</b><br>(Priorities specific to school.) |  |  |  |  |  |  |
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**Board Goal 3: *Develop stakeholder involvement to promote student success.***

| <b>District Focus Priorities<br/>2016-2019</b><br><br><b>Focus Priorities:</b><br>(Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD) | <b>2017-18 Aligned Actions and Measurements</b><br>(Current School Year Plan and Evaluation of previous year's plan due September 1)  |   |                           |                          |   |  | <b>Focus<br/>Priority<br/>Status:</b><br><br>IP = In Progress<br>FO = Fully Operational |
|--|---|---|---------------------------|--------------------------|---|--|---|
| <b>Key Actions:</b><br>(List as many actions as needed in each box.)   |   | <b>Measured by:</b>                                       | <b>Owner(s):</b>          | <b>Resources Needed:</b> | <b>Results of Key Actions from last year's plan:</b><br>(Due September 1) |  |   |
| Utilize stakeholder input to improve school processes. <b>(AdvED)</b>  | <ul style="list-style-type: none"> <li>- Seek and utilize input from building leadership team, school Council, PTSA, and Partners In Ed</li> <li>- Utilize and monitor results from AdvancED student, parent and staff surveys</li> <li>- Monitor LKES staff survey</li> <li>- Work with parents to assist in their understanding of Kennesaw's mission and vision</li> </ul> | AdvancED survey<br><br>LKES survey<br>PLC meeting minutes | Admin Teachers<br>Parents | Survey Results           |   |  |   |



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| Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S) | <ul style="list-style-type: none"> <li>-Hold regularly scheduled meetings with PTSA and School Council.</li> <li>- Offer parent engagement activities</li> <li>- Involve parents in the RTI and special education process</li> <li>- Encourage parental support through a variety of volunteer opportunities</li> <li>- Community support through food drive, holiday support, and outreach organizations</li> </ul> | AdvancED<br>survey<br>Feedback<br>from<br>community<br>stakeholders | Admin<br>Counselors<br>Teachers<br>Social<br>Workers<br>KES<br>Families<br>and<br>stakeholders |  |  |  |
| <b>Other:</b><br>(Priorities specific to school.)   |  |   |  |  |  |  |



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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<br/>2016-2019</i></p> <p style="text-align: center;"><u>Focus Priorities:</u><br/>(Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p> | <p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b><br/>(Current School Year Plan and Evaluation of previous year's plan due September 1)</p>  |   |  |  |   |  |
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|  | <p><b>Key Actions:</b><br/>(List as many actions as needed in each box.)</p>  | <p><b>Measured by:</b></p>  | <p><b>Owner(s):</b></p>                      | <p><b>Resources Needed:</b></p>                        | <p><b>Results of Key Actions from last year's plan:</b><br/>(Due September 1)</p> | <p><b>Focus Priority Status:</b><br/>IP = In Progress<br/>FO = Fully Operational</p> |
| Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b>  | <ul style="list-style-type: none"> <li>-Implement a differentiated learning plan including opportunities in AI, technology, PLC and writing strategies</li> <li>- Support and encourage the training and implementation of CCSD ELA materials in grades K-2</li> <li>-Provide mentor class for teachers new to KES</li> <li>- Support regular teacher collaboration by providing quarterly opportunities for ½ day of extended collaborative planning in addition to Tuesday collaboration each week</li> </ul> | TKES standards 1 and 3<br>AdvancED survey<br>Classroom walks<br>PLC agendas | Admin teachers<br>Mentor and mentee teachers | PL funds<br>ELA adoption<br>Mentor funds for Resources |   |  |
| Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b>   | -PLC training with a focus on disaggregation of data with intentional planning of instructional strategies.   | TKES standard 3, 5 and 6  | Admin<br>Classroom teachers<br>TTIS          |  |   |  |
| <b>Other:</b><br>(Specific to school.)   |   |   |  |  |   |  |