

# Kemp Elementary 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>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results</b> <b>of Key Actions from last year's plan:</b> (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"> <li>• Revisit and review Math standards that were prioritized in May 2018.</li> <li>• Provide release time for grade level teams to prioritize ELA standards.</li> <li>• Ensure unit and lesson plans reflect priority standards and assessments are connected to priority standards.</li> <li>• Continually assess student understanding of priority standards and provide instructional support for mastery of standards.</li> </ul>	<b>(Use collaborative team agendas, unit plans, observations, and TKES results)</b>	N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<ul style="list-style-type: none"> <li>• Meet in professional learning communities by grade level each Tuesday. Meetings will focus on the four critical questions to support high levels of student learning.</li> <li>• Continuously assess student progress towards standards mastery through the data team process.</li> <li>• Modify instruction based on current student needs.</li> <li>• Provide accelerated support and extensions for students as needed.</li> <li>• Provide teachers with professional learning focused on addressing question four- extending student learning.</li> </ul>	<b>(Use collaborative team agendas, unit plans, observations, and/or notes)</b>	<ul style="list-style-type: none"> <li>• Teachers met in weekly professional learning communities to focus on student learning.</li> <li>• Teachers met in monthly collaborative teams for extended planning based on identified student needs</li> <li>• Grade level data teams met monthly to monitor student progress on RI, MI, Touchstones, and common formative assessments. Instruction was adjusted to meet individual student needs.</li> </ul>

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

Superintendent's Priorities	District Initiatives	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.	Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.	<ul style="list-style-type: none"> <li>Utilize CTLS to monitor student progress and understanding with multiple assessments including Touchstones and common assessments.</li> <li>Use the data team process to analyze student performance data and adjust instructional support as needed.</li> <li>Utilize certified tutors, EIP and differentiated small group instruction to enhance student learning based on assessment results.</li> </ul>	<i>(Use reports in CTLS ASSESS, generated by teacher or subject)</i>	<ul style="list-style-type: none"> <li>Professional development was provided on the use of CTLS Assess.</li> <li>Teacher teams utilized CTLS to create and administer common formative assessments as well as administer Touchstone assessments.</li> </ul>																									
	Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).	<ul style="list-style-type: none"> <li>Administer Universal Screener three times a year across all grade levels.</li> <li>Analyze data in SAM to identify top and bottom 25% and provide accelerated instruction and extension accordingly.</li> <li>Provide instructional support such as: Read 180, EIP, Tutoring, AC in 4<sup>th</sup> and 5<sup>th</sup>, and Talent Development based on data analysis.</li> </ul>	<i>(Use RI and MI data)</i>	<ul style="list-style-type: none"> <li>Teachers used RI and MI data to monitor student progress and provide differentiated instruction based on results.</li> <li>Results from the 2018 Spring RI are listed below: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>2<sup>nd</sup> Grade</th> <th>3<sup>rd</sup> Grade</th> <th>4<sup>th</sup> Grade</th> <th>5<sup>th</sup> Grade</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>3.4%</td> <td>2.5%</td> <td>3.2%</td> <td>2.4%</td> </tr> <tr> <td>Basic</td> <td>15.2%</td> <td>12.3%</td> <td>11.4%</td> <td>13.9%</td> </tr> <tr> <td>Proficient</td> <td>35.9%</td> <td>45.4%</td> <td>41.1%</td> <td>38%</td> </tr> <tr> <td>Advanced</td> <td>54.5%</td> <td>39.9%</td> <td>44.3%</td> <td>45.8%</td> </tr> </tbody> </table> </li> </ul>		2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Below Basic	3.4%	2.5%	3.2%	2.4%	Basic	15.2%	12.3%	11.4%	13.9%	Proficient	35.9%	45.4%	41.1%	38%	Advanced	54.5%	39.9%	44.3%	45.8%
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Increase percentage of students performing at grade level in reading and math.	<ul style="list-style-type: none"> <li>Monitor lexile levels using the Reading Inventory (RI) throughout the year and provide differentiated instruction and support to ensure all students are progressing towards on level and above level Lexile benchmarks.</li> <li>Increase the percentage of students scoring on/above grade level according to CCRPI benchmarks.</li> </ul>	<i>(Use CCRPI data)</i>	<ul style="list-style-type: none"> <li>Teachers monitored Lexile levels throughout the year, based on the new CCRPI benchmarks. The 17-18 results are listed below: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade Level</th> <th>CCRPI Lexile Benchmark</th> <th>2018 Percentage on or above benchmark</th> </tr> </thead> <tbody> <tr> <td>Third</td> <td>670</td> <td>70%</td> </tr> <tr> <td>Fourth</td> <td>840</td> <td>76.5%</td> </tr> <tr> <td>Fifth</td> <td>920</td> <td>82%</td> </tr> </tbody> </table> </li> </ul>	Grade Level	CCRPI Lexile Benchmark	2018 Percentage on or above benchmark	Third	670	70%	Fourth	840	76.5%	Fifth	920	82%														
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## Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Local School Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> ( <u>Due September 1</u> )						
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"> <li>Use GA Climate Survey results to determine opportunities for growth identified by stakeholders.</li> <li>Share results with Building Leadership Team, School Council, PTA, and Foundation to collaborate on ways to improve school climate.</li> <li>Increase opportunities for student recognition for academics and social/emotional/behavior.</li> </ul>	<i>(Use GA Climate Survey data)</i>	<ul style="list-style-type: none"> <li>Staff recognized students for academic achievements, positive behavior, and displaying leadership qualities on a regular basis.</li> <li>Mission and Vision visible on all forms of communication with parents, emphasized at all PTA meetings, and displayed outside of every classroom.</li> <li>2017 GA School Climate Survey results below: <table border="1" style="margin-left: 20px;"> <tr> <td>GA Student Health 2.0</td> <td>84.9%</td> </tr> <tr> <td>GA School Personnel</td> <td>91.9%</td> </tr> <tr> <td>GA Parent</td> <td>90.1%</td> </tr> </table> </li> </ul>	GA Student Health 2.0	84.9%	GA School Personnel	91.9%	GA Parent	90.1%
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<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"> <li>Implement community events such as: Kroger Math Night, STEM Night, and PTA sponsored family events.</li> <li>Establish community business partners to support STEM initiatives, student recognition and academic resources.</li> <li>Keep parents informed about opportunities for involvement through: weekly email blast, text alerts, teacher blogs and communication apps, home/school correspondence folders, and school website.</li> </ul>	<i>(Collect data at local school)</i>	<ul style="list-style-type: none"> <li>Community events were planned and implemented with the support of Kemp staff, PTA, and the Foundation.</li> <li>Parents were given the opportunity to provide input on levels of involvement and community needs through an online survey. Results were used to plan for the 18-19 school year.</li> </ul>							

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	<b>Key Actions:</b> (List as many actions as needed in each box.)	<b>Measured by:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ul style="list-style-type: none"> <li>• Provide leadership growth opportunities through monthly meetings with the building leadership team.</li> <li>• Encourage teachers to pursue professional learning opportunities such as: Cobb Teacher Leader Academy, Leadership Academy, Cobb Endorsement programs, Gifted Certification, MIE Certification, and BYOD Certification.</li> <li>• Empower teachers to lead school-wide and/or grade level professional development, collaborative team meetings, and data teams.</li> <li>• Encourage teachers to lead county wide professional development sessions and seek out opportunities such as Cobb Tank grants, Teacher Talk applications and Cobb STEM leadership roles.</li> </ul>	<i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i>	<ul style="list-style-type: none"> <li>• Teachers participated in district professional learning opportunities such as: Cobb Teacher Leader Academy, Leadership Academy, Cobb Endorsement programs, Gifted Certification, Teacher Talk, MIE Certification, and BYOD Certification.</li> </ul>
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ul style="list-style-type: none"> <li>• Use information from TKES and LKES evaluations to provide meaningful professional learning that will enhance instructional practices.</li> <li>• Schedule professional learning sessions with Cobb Academic Divisions; Math, ELA and STEM. Collaborate with these departments to provide staff development tied to student performance data.</li> <li>• Revisit collaboration rubrics with grade level teams to identify strengths and areas for growth; develop professional learning opportunities based on results.</li> <li>• Focus on opportunities to further develop Collective Responsibility for all students.</li> </ul>	<i>(Use results from TKES and LKES evaluations)</i>	<ul style="list-style-type: none"> <li>• Professional learning was provided for Conceptua, PLC implementation, math strategies, CTLS, and incorporating technology in the classroom.</li> <li>• Professional learning focused on increased rigor and prioritizing standards.</li> </ul>