



# Still 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 IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p style="text-align: center;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p style="text-align: center;"><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>
<p>1. <i>Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p>Utilize ongoing formative assessments as well as systemic data collection in order to drive instruction through the continuation of CCSD Flexible Formative Assessment System (Touchstone Assessments)</p>	<p>Touchstones (CTLS)</p> <p>Reading Inventory (RI)</p> <p>Math Inventory (MI)</p> <p>TKES</p>	<p>Administrators Teachers</p>	<p>TTIS Support</p>	<p>All classroom teachers utilized the CTLS portal to administer Touchstones to students and analyze the results.</p>	<p>IP</p>
<p>2. <i>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)</i></p>	<p>Use collaborative planning through Professional Learning Communities to monitor student progress and differentiate the instruction.</p>	<p>Touchstones (CTLS)</p> <p>Teacher developed Science /Social Studies Common Assessments</p>	<p>Administrators Teachers</p>	<p>PLCs Flip Charts</p>	<p>All teachers participated in PLCs incorporating the 6-step data team process to analyze student assessments. Teachers created lesson plans to address strengths and weaknesses as identified in Touchstones.</p>	<p>IP</p>



## Still Elementary 2017-18 Cobb Strategic Plan

<p>3. <i>Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<p>Facilitate data, collaboration and PL sessions to address specific student needs as reflected in the data through Professional Learning Communities.</p> <p>Deliver 7 Habits Training for new Still Staff</p>	<p>TKES</p> <p>Touchstone Assessments (CTLS)</p> <p>RI and MI</p> <p>PLC agendas and minutes</p>	<p>Administration</p> <p>Teacher Leaders</p>	<p>Professional materials to support strategies</p> <p>Covey's 7 Habits materials</p>	<p>Collaboration and PLCs occurred once a month in order to address student needs.</p> <p>All new staff were trained in the 7 Habits.</p>	<p>IP</p>
--	--	--	--	---	---	-----------

## Still Elementary 2017-18 Cobb Strategic Plan

<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p>Monitor students' reading levels and progress using RI, DRA, Touchstones and common formative assessments</p> <p>Identify students to participate in Read 180 and System 44 Lab</p> <p>Utilize Extended Day Tutoring to support identified students who are performing below grade level in reading</p> <p>Facilitate small group/ guided reading instruction in all K-5 Classrooms. Identify and serve EIP students to provide a double-dip of reading instruction.</p>	<p>Reading Inventory (RI)</p> <p>Read 180 Lab Touchstone Assessments (CTLS)</p>	<p>Administration</p> <p>Teacher Leaders</p>	<p>Extended Day Funds</p>	<p>See attached data.</p> <p>Progress for students in Read 180 Lab was monitored through the RI.</p> <p>3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students who were identified "at risk" in reading participated in Extended Day tutoring.</p> <p>Small group/Guided Reading instruction was monitored in all classrooms through the TKES observation and informal walk-throughs.</p> <p>EIP students received extra services through instruction from a certified EIP teacher.</p>	<p>IP</p>
--	---	---	--	---------------------------	--	-----------

## Still Elementary 2017-18 Cobb Strategic Plan

<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Monitor students' math performance and progress using MI, Touchstones and common formative assessments.</p> <p>Utilize Tutoring to support identified students who are bubble students in all EOG levels.</p> <p>Implement Morning Math Mania (teachers without homerooms tutor a math group one morning each week).</p> <p>Identify and serve EIP students to provide a double-dip of math instruction.</p> <p>Implement weekly school-wide math challenges during the STL Morning Announcements.</p>	<p>Math Inventory (MI)</p> <p>EOG Data</p> <p>Touchstone Assessments</p>	<p>Administration</p> <p>Teacher Leaders</p>	<p>CTLS</p>	<p>Teachers used the 6-step data process to monitor student achievement via a variety of assessments.</p> <p>Students in 3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> grade identified "at risk" in math participated in Extended Day tutoring.</p> <p>Staff without homerooms tutored students in Math before 8:00 am.</p> <p>EIP teachers provided additional instruction to EIP students.</p> <p>Morning Math Challenges were presented to students once a week (Wednesdays).</p>	<p>IP</p>
---	---	--	--	-------------	--	-----------



# Still Elementary 2017-18 Cobb Strategic Plan

<p>6. Increase number of students academically completing every grade.(5)</p>	<p>Utilize the RTI Process for at-risk student progress.</p> <p>Monitor student growth through Leadership Data Notebooks.</p> <p>Increase rigor through higher order tasks and questioning.</p> <p>Increase Talent Development through the ALP program.</p>	<p>Report Cards</p> <p>TKES</p> <p>RTI Data</p>	<p>Administration</p> <p>Counselors</p> <p>Teachers</p>	<p>Synergy</p> <p>CTLS</p>	<p>The RTI process was facilitated by counselors with feedback from our school psychologist.</p> <p>All students kept Leadership Notebooks and tracked their own reading progress.</p>	<p>IP</p>
<p>7. Other: (Priorities specific to school.)</p>	<p>Implement the <b>Leader in Me</b> initiative with a focus on achieving Lighthouse status.</p> <p>Utilize school wide Student Leadership Notebooks to track students reading and personal goals.</p>	<p>Student Leadership Notebooks</p> <p>Lighthouse Action Team</p> <p>School Wide and grade level goals.</p>	<p>Administration</p> <p>Teachers</p> <p>Classified Staff</p>	<p>Foundation Funds</p>	<p>Staff continued to implement the <b>Leader in Me</b> program with support from our Covey coach.</p> <p>100% of Still students kept Leadership Notebooks and tracked individual reading goals.</p>	<p>IP</p>

## 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;"><b>Focus Priorities:</b> (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> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p style="text-align: center;"><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results of Key Actions from last year's plan: (Due September 1)</b></p>	<p style="text-align: center;"><b><u>Focus Priority Status:</u></b> IP = In Progress 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>Select additional members to participate in the Minds in Motion Academy.</p> <p>Train all first and second grade teachers in use of the movement lab.</p>	<p>Training notes, agendas, and lab participation.</p>	<p>Administrators and teachers</p>	<p>CCSD funds</p>		<p>IP</p>

# Still Elementary 2017-18 Cobb Strategic Plan

<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 targeted reading instruction with Extended Day Tutoring, EIP support, Read 180 &amp; System 44 Lab, and specific strategy implementation based on Reading Touchstone Data analysis through grade level data teams.</li> <li>2. Provide targeted math instruction with Extended Day Tutoring, EIP support, implementation of the weekly math challenges for K-5, and Morning Math Mania.</li> <li>3. Provide students with instructional support from EIP teachers and extended day tutors. Communicate thoroughly and frequently with parents. Distribute progress reports K-5. Apply with fidelity the RTI Process.</li> </ol>	<ol style="list-style-type: none"> <li>1. RI, Reading Touchstones, EOG Data</li> <li>2. MI, Math Touchstone Assessments</li> <li>3. Report cards , Progress Reports, RTI Data</li> </ol>	<p>Administrators Counselors Teachers</p>	<p>Extended Day Funds  CTLS</p>	<ol style="list-style-type: none"> <li>1. All teachers administered the Touchstones and analyzed the data. Students identified “at risk” participated in Read 180, EIP, and Extended Day tutoring.</li> <li>2. All teachers administered the Touchstones and analyzed the data. Students identified “at risk” participated in EIP and Morning Math Mania.</li> <li>3. All identified “at risk” students in reading and math were provided extra instructional support through EIP, Extended Day tutoring, and RTI.</li> </ol>	<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. <b>(AD)</b></p>	<p>Advanced students will be identified and given support through talent development opportunities and tutoring.</p>	<p>Assessment results and teacher observation</p>	<p>Still Faculty &amp; Staff</p>	<p>20-Day extended funds</p>		



# Still Elementary 2017-18 Cobb Strategic Plan

<b>Other:</b> (Priorities specific to school.)						
---	--	--	--	--	--	--

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

<b>District Focus Priorities 2016-2019</b>	<b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)					
<b>Focus Priorities:</b> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)	<b>Key Actions:</b> (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> (Due September 1)	<b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational



# Still Elementary 2017-18 Cobb Strategic Plan

<p>Utilize stakeholder input to improve school processes. <b>(AdvED)</b></p>	<p>Utilize and monitor results from Georgia Health and LKES surveys</p> <p>Organize and conduct School Council Meetings</p> <p>Meet monthly with PTA Executive Board Members.</p> <p>Hold regular Still Foundation Meetings.</p> <p>Initiate and conduct <i>Coffee &amp; Conversation with Administration</i>.</p>	<p>Georgia Health and LKES survey results</p> <p>Minutes from School Council/ Foundation/ &amp; PTA mtgs.</p>	<p>Still Faculty &amp; Staff</p>	<p>N/A</p>	<p>Administration reviewed LKES surveys and made mid-year goals to improve staff perception.</p> <p>School Council meetings were held quarterly.</p> <p>PTA Executive Board meetings were held with administration bi-monthly.</p> <p>Still Foundation meetings were held with administration monthly.</p> <p>Coffee &amp; Conversation was rescheduled and then cancelled due to conflicts.</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p>Work collaboratively with the PTA, Foundation and School Council to offer family events throughout the school year</p> <p>Plan and implement curriculum, family and community events sponsored by the Still staff such as Read Across America Day, Math Night, STEM Night, Leadership Luncheon and TLIM Parent Night.</p>	<p>AdvancED survey and Georgia Parent Survey</p> <p>Sign-in Sheets</p>	<p>Still Faculty and Staff</p>	<p>N/A</p>	<p>Several family/ community events were planned and executed throughout the year that collaborated efforts between PTA, Foundation, and School Council: i.e.: Still Stampede; Santa's Secret Shop; Read Across America; TLIM Parents Night</p>	<p>IP</p>





# Still Elementary 2017-18 Cobb Strategic Plan

<b>Other:</b> (Priorities specific to school.)	<b>Leader in Me</b> Symposium	Staff Input  Number of participants from <b>Leader in Me</b> symposium	Still Faculty and Staff	N/A	Still ES was highlighted as a visiting school on the tour for the <b>Leader in Me</b> National Symposium for the third year in a row.	M
---	-------------------------------	--	-------------------------	-----	---	---

## 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;"><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
<p style="text-align: center;"><u>Focus Priorities:</u> (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>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p style="text-align: center;"><b>Measured by:</b></p>	<p style="text-align: center;"><b>Owner(s):</b></p>	<p style="text-align: center;"><b>Resources Needed:</b></p>	<p style="text-align: center;"><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p style="text-align: center;"><b><u>Focus Priority Status:</u></b> IP = In Progress FO = Fully Operational</p>

## Still Elementary 2017-18 Cobb Strategic Plan

<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>Provide support for new teachers through mentoring, collaboration and professional learning opportunities.</p> <p>Participate in district professional learning sessions.</p> <p>Provide quality, research-based professional learning based on student learning needs identified during data team meetings.</p>	<p>New Teacher Meeting minutes &amp; agendas</p> <p>Touchstone Assessment Data</p> <p>TKES Observations</p>	<p>Administrators Teachers</p>	<p>CTLS</p> <p>SFSD Funds</p>	<p>SLI (Sara Hood) facilitated a Mentor Class for all staff new to Still. All new staff were assigned mentors.</p> <p>Identified staff attended County level trainings and redelivered at the local level.</p> <p>PL was delivered monthly during PLCs and Data Team process.</p>	<p>IP</p>
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b></p>	<p>Focus on standards in need of improvement within the TKES &amp; LKES with feedback sessions.</p>	<p>TKES &amp; LKES Data</p>	<p>Administrators Teachers</p>	<p>N/A</p>	<p>Teachers received effective feedback through the TLE portal in order to improve instruction.</p> <p>Principal gave mid-year and end of the year feedback to all administrators for glows &amp; grows.</p>	<p>IP</p>
<p><b>Other:</b> (Specific to school.)</p>						