



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 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>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>	<p><u>Focus Priority Status:</u> 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. (5) (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>3rd, 4th, and 5th 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. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</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 3rd, 4th, & 5th 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 Leader in Me 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 Leader in Me 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;">Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</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;"><u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. Not limited to those that require system waivers. (IE²)</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"> 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 targeted reading instruction with Extended Day Tutoring, EIP support, Read 180 & System 44 Lab, and specific strategy implementation based on Reading Touchstone Data analysis through grade level data teams. 2. Provide targeted math instruction with Extended Day Tutoring, EIP support, implementation of the weekly math challenges for K-5, and Morning Math Mania. 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. 	<ol style="list-style-type: none"> 1. RI, Reading Touchstones, EOG Data 2. MI, Math Touchstone Assessments 3. Report cards , Progress Reports, RTI Data 	<p>Administrators Counselors Teachers</p>	<p>Extended Day Funds CTLS</p>	<ol style="list-style-type: none"> 1. All teachers administered the Touchstones and analyzed the data. Students identified “at risk” participated in Read 180, EIP, and Extended Day tutoring. 2. All teachers administered the Touchstones and analyzed the data. Students identified “at risk” participated in EIP and Morning Math Mania. 3. All identified “at risk” students in reading and math were provided extra instructional support through EIP, Extended Day tutoring, and RTI. 	<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. (AD)</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	



Still Elementary 2017-18 Cobb Strategic Plan

Other: (Priorities specific to school.)						
---	--	--	--	--	--	--

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

<i>District Focus Priorities 2016-2019</i>	2017-18 Aligned Actions and Measurements <u>(Current School Year Plan and Evaluation of previous year's plan due September 1)</u>					
<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: <u>(Due September 1)</u>	<u>Focus Priority Status:</u> IP = In Progress FO = Fully Operational



Still Elementary 2017-18 Cobb Strategic Plan

<p>Utilize stakeholder input to improve school processes. (AdvED)</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 & Conversation with Administration</i>.</p>	<p>Georgia Health and LKES survey results</p> <p>Minutes from School Council/ Foundation/ & PTA mtgs.</p>	<p>Still Faculty & 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 & 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. (S)</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

Other: (Priorities specific to school.)	Leader in Me Symposium	Staff Input Number of participants from Leader in Me symposium	Still Faculty and Staff	N/A	Still ES was highlighted as a visiting school on the tour for the Leader in Me 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.*

District Focus Priorities 2016-2019	2017-18 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
Focus Priorities: (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational



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. (AD)</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 & 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. (IE²)</p>	<p>Focus on standards in need of improvement within the TKES & LKES with feedback sessions.</p>	<p>TKES & 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 & grows.</p>	<p>IP</p>
<p>Other: (Specific to school.)</p>						