

## 2016-17 Cobb County School District Strategic Plan

### Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
<u>Focus Priorities:</u> (Based on priorities identified by IE <sup>2</sup> , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. <b>(S) (AdvED)</b>	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b>	<ul style="list-style-type: none"> <li>Teachers will 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)</li> </ul>	Mini Touchstones (CTLS)  Reading Inventory (RI)  Math Inventory (MI)  TKES	Administrators Teachers	TTIS Support	All classroom teachers utilized the CTLS portal to administer Touchstones to students and analyze the results.	IP
3. 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>	<ul style="list-style-type: none"> <li>Teachers will use collaborative planning with the six-step data team process to monitor student progress and differentiate the instruction.</li> </ul>	Mini Touchstones (CTLS)  Teacher developed Science /Social Studies Common Assessments	Administrators Teachers	Data Team Flip Charts	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.	IP

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<ul style="list-style-type: none"> <li>• Through data analysis we will facilitate collaboration and PL sessions to address specific student needs as reflected in the data.</li> <li>• Train staff on <u>The 4 Disciplines of Execution (4DX)</u> to effectively implement school wide Action Teams with fidelity.</li> <li>• Deliver 7 Habits Training for new Still Staff</li> </ul>	<p>TKES</p> <p>Touchstone Assessments (CTLS)</p> <p>Action Teams' Score Boards</p>	<p>Administration</p> <p>Teacher Leaders</p>	<p>Professional materials to support strategies to develop metacognitive reading strategies</p> <p><u>The 4 Disciplines of Execution</u> copies for staff members</p> <p>Covey's 7 Habits materials</p>	<ul style="list-style-type: none"> <li>• Collaboration and PLCs occurred once a month in order to address student needs.</li> <li>• All staff was trained on <u>The 4 Disciplines of Execution (4DX)</u> and the method was applied to Action Teams.</li> <li>• All new staff were trained in the 7 Habits.</li> </ul>	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<ul style="list-style-type: none"> <li>• Monitor students' reading levels and progress using RI, DRA, Mini-Touchstones and common formative assessments</li> <li>• Identify students to participate in Read 180 and System 44 Lab</li> <li>• Utilize Extended Day Tutoring to support identified students who are performing below grade level in reading.</li> <li>• Continue implementation of small group / guided reading instruction in all K-5 Classrooms.</li> <li>• Identify and serve EIP students to provide a double-dip of reading instruction.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• See attached data.</li> <li>• Progress for students in Read 180 Lab was monitored through the RI.</li> <li>• 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.</li> <li>• Small group/Guided Reading instruction was monitored in all classrooms through the TKES observation and informal walk-throughs.</li> <li>• EIP students received extra services through instruction from a certified EIP teacher.</li> </ul>	<p>IP</p>

<p>6. 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>	<ul style="list-style-type: none"> <li>• Monitor students' math performance and progress using MI, Mini-Touchstones and common formative assessments.</li> <li>• Utilize Extended Day Tutoring to support identified students who are performing below grade level in math.</li> <li>• Implement Morning Math Mania (all teachers without homerooms tutor a math group one morning each week).</li> <li>• Identify and serve EIP students to provide a double-dip of math instruction.</li> <li>• Continue weekly school-wide math challenges during the STL Morning Announcements.</li> </ul>	<p>Math Inventory (MI)  EOG Data  Mini-Touchstone Assessments</p>	<p>Administration  Teacher Leaders</p>	<p>CTLS</p>	<ul style="list-style-type: none"> <li>• Teachers used the 6-step data process to monitor student achievement via a variety of assessments.</li> <li>• 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.</li> <li>• Staff without homerooms tutored students in Math before 8:00 am.</li> <li>• EIP teachers provided additional instruction to EIP students.</li> <li>• Morning Math Challenges were presented to students once a week (Wednesdays).</li> </ul>	<p>IP</p>
<p>7. Increase number of students academically completing every grade. <b>(S)</b></p>	<ul style="list-style-type: none"> <li>• Utilize the RTI Process for at-risk student progress.</li> <li>• Monitor student growth through their Leadership Data Notebooks.</li> </ul>	<p>Report Cards  TKES  RTI Data</p>	<p>Administration  Counselors  Teachers</p>	<p>Synergy  CTLS</p>	<ul style="list-style-type: none"> <li>• The RTI process was facilitated by counselors with feedback from our school psychologist.</li> <li>• All students kept Leadership Notebooks and tracked their own reading progress.</li> </ul>	<p>IP</p>
<p><b>8. Other:</b>  <i>(Priorities specific to school, division, or area. Can be multiple.)</i></p>	<ul style="list-style-type: none"> <li>• Continue full implementation of the <b>Leader in Me</b> initiative.</li> <li>• Continue utilizing school wide Student Leadership Notebooks to track students reading and personal goals.</li> </ul>	<p>Student Leadership Notebooks  Action Team Score Boards  School Wide and grade level goal displays.</p>	<p>Administration  Teachers  Classified Staff</p>	<p>Foundation Funds</p>	<ul style="list-style-type: none"> <li>• Staff continued to implement the <b>Leader in Me</b> program with support from our Covey coach.</li> <li>• 100% of Still students kept Leadership Notebooks and tracked individual reading goals.</li> </ul>	<p>IP</p>

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (<u>Due September 1, 2016</u>)</p>					
	<p><b>Key Actions:</b> (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:</b> (<u>Due June 30, 2017</u>)</p>	<p><b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</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 2014 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><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						



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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (<u>Due September 1, 2016</u>)</p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p><b>Key Actions:</b> (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:</b> (<u>Due June 30, 2017</u>)</p>	<p>IP</p>
	<ul style="list-style-type: none"> <li>• Utilize and monitor results from Georgia Health and LKES surveys</li> <li>• Organize and conduct School Council Meetings</li> <li>• Meet monthly with PTA Executive Board Members.</li> <li>• Hold regular Still Foundation Meetings.</li> <li>• Initiate and conduct <i>Coffee &amp; Conversation with Administration.</i></li> </ul>	<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>	<ul style="list-style-type: none"> <li>• Administration reviewed LKES surveys and made mid-year goals to improve staff perception.</li> <li>• School Council meetings were held quarterly.</li> <li>• PTA Executive Board meetings were held with administration bi-monthly.</li> <li>• Still Foundation meetings were held with administration monthly.</li> <li>• Coffee &amp; Conversation was rescheduled and then cancelled due to conflicts.</li> </ul>	

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> <li>• Work collaboratively with the PTA, Foundation and School Council to offer family events throughout the school year</li> <li>• 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.</li> </ul>	<p>AdvancED survey and Georgia Parent Survey  Sign-in Sheets</p>	<p>Still Faculty and Staff</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>IP</p>
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> <li>• <b>Leader in Me</b> Symposium</li> </ul>	<p>Staff Input  Number of participants from <b>Leader in Me</b> symposium</p>	<p>Still Faculty and Staff</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>M</p>



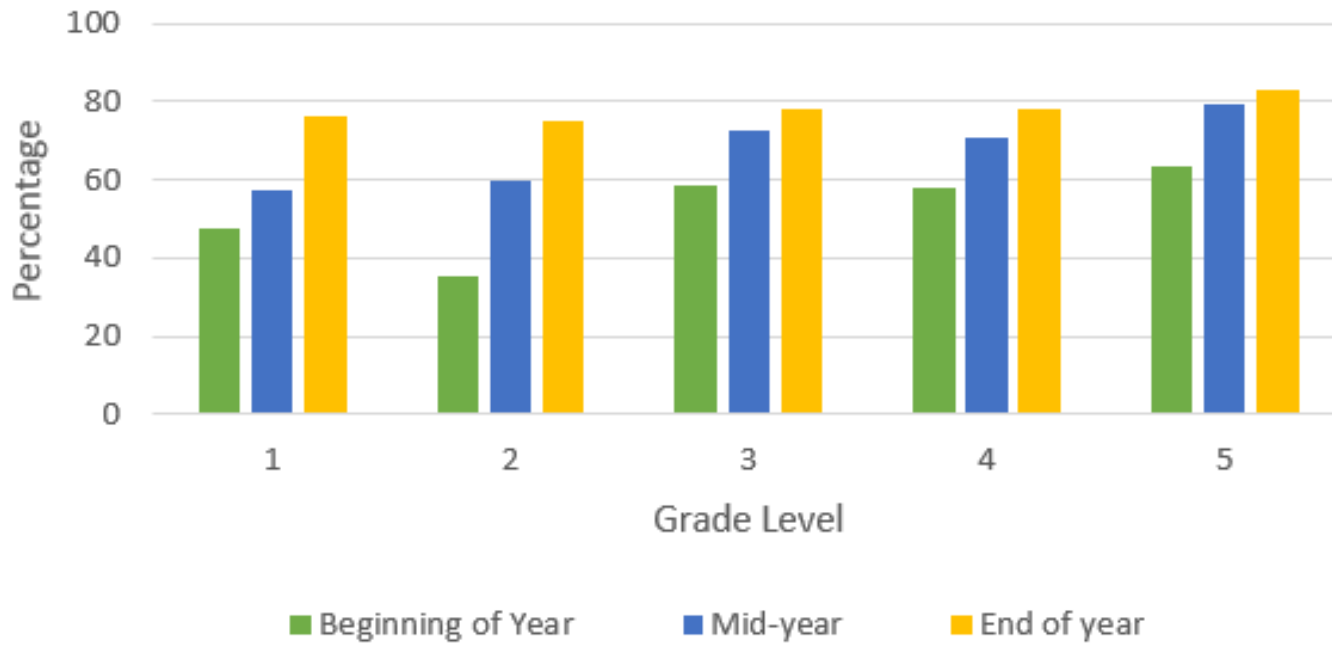
**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>					<p><b>Focus Priority Status:</b> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (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:</b> (Due June 30, 2017)</p>	
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE<sup>2</sup>)</p>	<ul style="list-style-type: none"> <li>Utilize the profile of a Still Team Member created by Still's Leadership Team during the interview process in order to promote selection of highly qualified staff members.</li> </ul>	<p>Teacher Retention</p>	<p>Administrators  Still Leadership Team</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>Administration used feedback from staff and students in the hiring process. The Little Lights (student leadership team) conducted interviews on potential teachers and gave feedback.</li> </ul>	<p>IP</p>
<p>Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. (IE<sup>2</sup>)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Support local school teachers and leaders to improve retention rate. (IE<sup>2</sup>) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> <li>Provide support for new teachers through mentoring, collaboration and professional learning opportunities</li> <li>Participate in district professional learning sessions</li> <li>Provide quality, research-based professional learning based on student learning needs identified during data team meetings.</li> </ul>	<p>New Teacher Meeting minutes &amp; agendas  Touchstone Assessment Data  TKES Observations</p>	<p>Administrators Teachers</p>	<p>CTLS  SFSD Funds</p>	<ul style="list-style-type: none"> <li>SLI (Sara Hood) facilitated a Mentor Class for all staff new to Still. All new staff were assigned mentors.</li> <li>Identified staff attended County level trainings and redelivered at the local level.</li> <li>PL was delivered monthly during PLCs and Data Team process.</li> </ul>	<p>IP</p>

Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Focus on standards in need of improvement within the TKES & LKES with feedback sessions.	TKES & LKES Data	Administrators Teachers	N/A	Teachers received effective feedback through the TLE portal in order to improve instruction.  Principal gave mid-year and end of the year feedback to all administrators for glows & grows.	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						

## Reading Inventory 2016-2017

### Students Scoring Proficient or Advanced



# Math Inventory 2016-2017

## Students Scoring Proficient or Advanced

