



Still 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>	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)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	Utilize CTLS teach within in CCC meetings, to examine scope and sequence as well as pacing guides to prioritize standards	Collaborative team agendas, unit plans, observations, and/or TKES results	N/A
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	Through data analysis we will facilitate collaboration and CCC sessions to address specific student needs as reflected in the data using the 4 critical questions to drive discussion and direction	Collaborative team agendas, unit plans, observations, and/or notes	Held CCC (Cobb Collaborative Communities) meetings but they were not aligned with the 4 critical questions yet

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

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	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.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	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)	Reports in CTLS ASSESS, generated by teacher or subject	All classroom teachers utilized the CTLS portal to administer Touchstones to students and analyze the results
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	Teachers will utilize reading and math data from Universal Screener (RI and MI) in weekly CCC's to adjust instruction and flexible grouping and conferencing within the workshop framework	RI and MI data	All classroom teachers utilized the Universal Screener (RI and MI) to administer to students and analyze the results (see results below)



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Monitor students' reading levels and progress using RI, DRA, Touchstones and common formative assessments</p> <p>Monitor students' math levels and progress using MI, 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 workshop model of instruction in all K-5 Classrooms in reading and math</p> <p>Identify and serve EIP students to provide a double-dip of reading instruction</p>	<p>CCRPI data</p>	<p>2016-2017 data not available yet</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<p><i>Superintendent's Priorities</i></p>	<p><i>District Initiatives</i></p>	<p>Local School Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Results of Key Actions from last year's plan: (Due September 1)</p>
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<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<p>Utilize and monitor results from Georgia Health and LKES surveys</p> <p>Organize and conduct School Council Election</p> <p>Initiate and conduct <i>Coffee & Conversation with Administration</i></p>	<p>GA Climate Survey data</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><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></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, as well as other events</p>	<p>Collect data at local school</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>

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



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<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	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)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	Provide support for new teachers through mentoring, collaboration and professional learning opportunities Participate in district professional learning sessions Provide quality, research-based professional learning based on student learning needs identified during data team meetings	New Teacher Leader Self-Assessment Survey and Professional Development Plan	N/A
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	Based on TKES and LKES evaluations and collaboration rubrics, a focus will be placed on addressing the 4 guiding questions during CCC's and prioritizing standards	Results from TKES and LKES evaluations Collaboration rubrics CCC templates	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

Reading Inventory: Percentage of Students Scoring Proficient or Advanced*

	2018					
	1st		2nd		3rd	
	n	%	n	%	n	%
Grade 1	15	20.0	55	67.3	98	66.3
Grade 2	127	37.0	128	54.7	128	69.5
Grade 3	124	59.7	124	73.4	121	78.5
Grade 4	124	57.3	126	63.5	124	78.2
Grade 5	131	67.2	135	77.0	131	84.0

*n is the total number of students tested during that period.

% is the percentage of those students scoring proficient or advanced on the reading inventory.

Math Inventory: Percentage of Students Scoring Proficient or Advanced*

	2018					
	1st		2nd		3rd	
	n	%	n	%	n	%
Grade 1	107	10.3%	108	48.1%	105	78.1%
Grade 2	128	16.4%	127	35.4%	127	58.3%
Grade 3	123	1.6%	120	5.8%	123	34.1%
Grade 4	122	5.7%	122	27.0%	123	64.2%
Grade 5	128	31.3%	135	45.9%	126	55.6%

*n is the total number of students tested during that period.

% is the percentage of those students scoring proficient or advanced on the math inventory.