



Tritt 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><i>Focus Priority Status:</i> IP = In Progress FO = Fully Operational</p>
<p>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Use CTLS to create common, formative assessments.</p> <p>Use RI and DRAs to collect lexile levels and concentrate on continued improvement for all students.</p> <p>Use SMI to monitor math progress and implement differentiated math instruction by grade level and achievement groupings.</p> <p>Use the Units of Study to create common formative assessments, common lesson plans, and collaborative scoring sessions.</p>	<p>CTLS & grades</p> <p>RI and DRA reports & grades</p> <p>SMI & grades</p> <p>Grade level data sheets & grades</p>	<p>Classroom teachers, support staff, admin.</p>	<p>Collaboration time; sub money; curriculum resources; district training</p>	<p>Trainings took place on: 7/28, 8/16, 9/13, 10/4, 11/8, 12/6, 1/3, 3/14</p> <p>Data meetings were held to review scores on: 8/26, 10/5, 1/4, 5/10 & 5/11</p> <p>Data meetings were held to review scores on: 8/26, 10/5, 1/4, 5/10 & 5/11</p> <p>Groups were formed and utilized on Mondays throughout the year.</p>	<p>IP</p>



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<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 CTLS for common formative assessments; build new assessments.</p> <p>Provide collaboration time quarterly to score writing, plan units, and monitor progress; include weekly time (10 minutes or more per team meeting) to discuss level of achievement and create remediation or enrichment groups.</p>	<p>CTLS</p> <p>Data collection sheets</p>	<p>Classroom teachers, support staff, admin</p>	<p>Collaboration time, protected team meeting time, district PD</p>	<p>TTIS met with teams on the following dates: 7/28, 8/16, 9/13, 10/4, 11/8, 12/6, 1/3, 3/14</p> <p>Collaboration dates were: 7/29, 12/6, 1/4, 5/1</p> <p>PLC dates and topics included: 1/17, 1/24, 2/7, 2/14, 2/28, 3/7</p> <p>TKES meetings were held in November and December for Mid-Year progress and April for end-of-year ratings.</p>	<p>IP</p>
<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>PLC's will be concentrated in writing (Units of Study); all groups will support our writing goals directly and indirectly.</p> <p>Leadership team will participate in professional development to learn how to guide PLC work sessions.</p>	<p>Quarterly collaborative scoring and planning time; weekly progress monitoring</p> <p>Leadership development to guide collaborative sessions</p>	<p>All staff</p> <p>Admin</p>	<p>Collaboration time; weekly meeting time</p> <p>Admin resources</p>	<p>N/A</p>	<p>IP</p>



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<p>4. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI Reading Scores)</i></p>	<p>Differentiate RTI and SPED strategies for those below grade levels.</p> <p>Use 20-Day funds to form Read 180 groups for after school tutoring.</p> <p>Use conferencing notebooks to differentiate instruction and monitor progress.</p>	<p>RI, grades, DRA, RTI data, IEP goals, Milestones</p> <p>RI, Read 180 results, grades, Milestones</p> <p>RI, grades, Milestones</p>	<p>Classroom teachers, support staff</p> <p>Two trained, certified staff</p> <p>Classroom teachers, support staff</p>	<p>Support from RTI team members</p> <p>20-Day Funds Read 180 Licenses</p> <p>Admin support</p>	<p>Read 180 provided great gains for our lowest level readers (lexiles improved over 200 points on average); data meetings to discuss strategies on: 1/17, 1/24, 2/7, 2/14, 2/28, 3/7</p> <p>Proficiency growth in advanced level for K-5 increased (K) – 33%, (1) – 21%, (2) – 42%, (3) – 25%, (4) – 32%, 24%</p> <p>Students were identified and saved in data forms for administrative review and RTI strategies were discussed on: 11/1, 1/4, 3/21 (and as needed 1:1 with RTI coordinator)</p>	<p>IP</p>
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<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>Use SMI to assess student performance levels and design differentiated lessons to address areas of weakness.</p> <p>Target under-performing students and implement RTI strategies.</p> <p>EIP support in grades K-2.</p> <p>Differentiate math lessons in grades 4-5 by providing AC and EIP courses.</p>	<p>SMI reports, grades, Milestones</p> <p>RTI data, grades, Milestones</p> <p>EIP data, grades</p> <p>AC data, grades, EIP/RTI data and grades, Milestones</p>	<p>Classroom teachers, support staff</p> <p>Classroom teachers, RTI admin, Admin</p> <p>EIP teachers</p> <p>AC teachers, EIP teachers, RTI admin</p>	<p>Classroom planning time</p> <p>RTI strategy support</p> <p>EIP resources</p> <p>AC and EIP resources</p>	<p>Grades increased on report cards on average of 5-6 students per 4th and 5th grade classroom; all students in the tutoring program passed Milestones.</p> <p>Universal math time was observed in all classrooms with the exception of three Kindergarten classrooms due to scheduling.</p>	<p>IP</p>
<p>6. Increase number of students academically completing every grade.(S)</p>	<p>Strategize additional supports for the RTI process and additional year process.</p>	<p>RTI data</p>	<p>Admin Counselors</p>	<p>RTI strategies</p>	<p>Weekly RTI meetings were held and additional year meetings were held with administration, teacher, counselor, and parents.</p>	<p>IP</p>



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7. Other: <i>(Priorities specific to school.)</i>	Enhance the STEM education for all teachers, especially new to the building.	Pre/Post survey for new staff; meeting minutes	Breakfast Club; team mentors; Innovation Specialist; Admin	Meeting time; possible conferences	5th grade teacher taught gardening lessons every Wednesday on a rotating schedule; all classrooms had at least three lessons.	IP
	Differentiate technology integration that is purposeful and intentional; leading to student created artifacts.	Technology Committee minutes; grades given by Innovation Specialist	Technology Committee Innovation Specialist; classroom teachers; Admin	Local technology	STEM rubrics were used during lessons. Collaboration dates were: 7/29, 12/6, 1/4, 5/1	
	Increase the number of real-world STEM challenges, field trips, Partnerships.	UNICEF STEM Challenge data, field trip logs, Partnership agreements	Admin; Innovation Specialist; Partners	STEM supplies	Technology Committee meetings were held on: 8/23, 11/15, 3/28, 5/2 and redelivered the following week to all team members.	
	Focus on the vertical alignment of content areas to understand over-all strengths and weaknesses.	Committee minutes; collaboration minutes and room	Counselors; Admin	Local supplies		
	Increase forms of communication with all stake holders to simplify announcements and positive school news.	Twitter feeds; Twitter members; weekly submissions to newsletter; Admin blog updates	Committee members; team members; Admin Admin; secretary; web site admin	Local technology		

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

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)
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<p style="text-align: center;"><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</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>Implement Growth Mindsets</p>	<p>Counselor agreement; Data collection</p>	<p>Counselors, Admin</p>	<p>Counselor supplies</p>	<p>More product creation and student-led technology components were utilized.</p> <p>Innovative Learning Commons transformation is completed.</p>	



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<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. Use 20-Day funding for tutors in grades 3-5 for targeted students (Read 180); continue Read 180 for small group instruction; adjust and monitor IEP goals; enhance and monitor RTI strategies; increase the individualized support of EIP students. 2. Use SMI & classroom data to identify students who need RTI strategies/eventual IEP goals. 3. Gather and analyze RTI and Special Education support to determine level of readiness and appropriate learning environment. 	<p>RI and DRA scores; Read 180 assessments; Milestones; RTI data</p> <p>SMI; Milestones; RTI data; IEP goals</p> <p>RTI data; IEP data</p>	<p>Admin; Counselors; Special Education team</p> <p>Admin, Counselors, classroom teachers, support staff</p> <p>Admin, Counselors, classroom teachers, support staff</p>	<p>20-Day Funds</p> <p>Special education funds</p> <p>EIP funds</p> <p>Counselor funds</p> <p>Local funds</p> <p>(for all 3 listed)</p>	<ol style="list-style-type: none"> 1. All students tutored and attended the Read 180 in 3rd grade passed Milestones in reading. All but two students passed reading in 5th. 2. All students tutored in 5th grade passed the math. 3. Goals and objectives were used to guide changes and make appropriate goals and objectives. 	<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>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Other: (Priorities specific to school.)</p>	<p>Adjust the structure and movement of students in AC classes in 4th and 5th grades.</p>	<p>AC Assessments; Milestones</p>	<p>Admin; AC teachers; ALP Team</p>	<p>Local funds</p>	<p>AC classes were implemented in 5th grade and continued in 4th.</p>	<p>IP</p>



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

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Utilize stakeholder input to improve school processes. (AdvED)	Analyze parent surveys.	Survey results Comments, reviews	CCSD	N/A	Administration analyzed the parent surveys and set appropriate professional goals.	IP
	Stay actively involved in monthly meetings with:				Administration attended monthly PTA meetings and collaborated on over 30 events.	
	PTA (accept input during the DASH fundraiser to raise enough funds to enhance the Nature Trail and provide additional community education in areas identified as needs by the school counselors)	Survey results from the DASH and year-long input surveys	Admin; PTA	PTA Funds		
	Tritt Tiger Foundation by reviewing the production and instruction of the Computer Lab and Science Lab instructors; continued analyzation of the FAST (after school) programs	Survey results and FAST program reviews	Admin; TTF	TTF Funds	Administration attended monthly TTF meetings and collaborated on over 20 events.	
	School Council – year long goal TBD	School Council Minutes	Principal; School Council		Principal met with the school council 5X and set a goal to expand on the variety of communication through the use of Twitter.	M
	STEM Steering Committee with a new focus on extending the growth of our partners and reaching out to make parent/industry connections; increase real-world challenges	STEM Steering Committee minutes	Admin; STEM Steering Team	Local Funds Local Funds	STEM Steering Committee met 3X and continued to grow parent and partner in education relationships.	



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<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Involve parents in our “Growth Mindsets” Campaign with the counseling department and Service Council.</p> <p>Promote PTA Events that provide monthly opportunities for families to enjoy time together.</p> <p>Participate in weekly CORE meetings to discuss students in need.</p>	<p>Monthly activity</p> <p>PTA Board Meeting minutes</p> <p>CORE Meetings</p> <p>CORE notebook</p>	<p>Counselors Admin</p> <p>Admin; PTA</p> <p>CORE team</p>	<p>Local Funds and donation</p> <p>PTA Funds</p> <p>Local Funds</p>	<p>Monthly drives were organized and executed by the counseling department.</p> <p>CORE team met Mondays to discuss more family involvement and student centered activities to promote well-being for the whole child.</p>	<p>IP</p>
<p>Other: (Priorities specific to school.)</p>	<p>Promote the Twitter Feed for Tritt.</p> <p>Update Admin Blogs with relevant information.</p>	<p>Tweets and members</p> <p>Blog update and information</p>	<p>Admin</p> <p>Admin</p>	<p>Local Funds</p>		<p>IP</p>



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

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	<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;">Focus Priority Status: IP = In Progress FO = Fully Operational</p>	
	Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Develop a Staff Development calendar that ensures intentional and purposeful instruction and assessment through the implementation of PLC's.	Staff Development Calendar and noted participation	Admin	District support through experts	Staff Development calendar was completed and adjusted when needed (dates are mentioned throughout this plan). Special Education teacher was trained and met with Read 180 coach twice.	IP
	Determine Professional Learning needs based on results of TKES and LKES evaluations. (IE²)	Participate in pre-conference and self-reflection with individual teachers; examine professional goal(s) and expand as needed for teachers in areas where they received 1's or 2's during the previous year.	TKES data	Admin	District support through Eval Office	All teachers and administrators participated in the mandated TKES meetings and requirements.	IP
	Other: (Specific to school.)	Provide content and present STEM material during STEM Showcase Days and conferences. Promote programs in the teacher leader endorsement, advanced degrees, and gifted certification.	Feedback from participants; conference members Number of staff participating in programs.	Admin Innovation Specialist Principal	Info given by district or state	Three STEM Showcase Days were planned and executed. Three teachers completed the teacher leader endorsement, four completed the gifted endorsement, and two completed advanced degrees.	IP