



Tritt Elementary School

School Name _____

Principal Name Dr. Rebecca Rutledge School Year 2009-2010

Title I School Yes _____ No * _____ Type _____

AYP Status Met

Principal Signature _____ Date _____

Area Assistant Superintendent Plan Approval _____ Date _____

Planning Team Members

Dr. Rebecca Rutledge
Hilarie Straka
Tricia Patterson
Michelle East
Carolyn Hughes
Amy Benson
Luann Wiggins
Jane Range
Lana Kleimon
Katy Oubs
Joanne Bates

Position

Principal
Assistant Principal
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
SLP/Parent Representative
Media Specialist/Parent Representative

Board Priority: Measurable gains/growth as measured by national and state test scores
 Goal 1: Ensure success for every student by meeting high standards of performance.

Improvement of student performance on national tests.

Indicators	2009				2010				2011				2012				2013				2014			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
% of students meeting or exceeding the national average on the computer (PSAT) Grade 8	150	97.2%	105	88.0%	117	93.3%	124	81.2%																
% of students meeting or exceeding the national average on the computer (PSAT) Grade 5	150	94.2%	131	84.2%	144	84.0%	121	91.0%																

Students will demonstrate continuous improvement on state indicators and performance assessments.
 Improvement on State Assessments

Elementary Schools	Indicators	Group	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014					
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D		
% of students who meet or exceed standards on MATH OACT	Math	AS	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		Adrian	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		Black	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		Hispanic	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		Indian	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		White	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		Asian	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		ESOL	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		LL	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		ESOL-ESL	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		ESOL-ELL	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
		% of students who meet or exceed standards on ELA OACT	Reading	AS	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
Adrian	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
Black	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
Hispanic	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
Indian	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
White	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
Asian	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
ESOL	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
LL	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
ESOL-ESL	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
ESOL-ELL	10-12			10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12

(2) Increase state writing performance at grade 5

Indicators	Group	2009				2010				2011				2012				2013				2014			
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
% of students who meet or exceed writing standards in grade 5	Writing	AS	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		Adrian	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		Black	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		Hispanic	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		Indian	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		White	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		Asian	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		ESOL	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		LL	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		ESOL-ESL	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	
		ESOL-ELL	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	

Improvement in students reading on grade level at grade 3

Indicators	Group	2009				2010				2011				2012				2013				2014					
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D		
% of students reading on grade level at grade 3 as measured by OLA	Reading	AS																									
		Adrian																									
		Black																									
		Hispanic																									
		Indian																									
		White																									
		Asian																									
		ESOL																									
		LL																									
		ESOL-ESL																									
		ESOL-ELL																									

ACTION PLAN FOR STUDENT PERFORMANCE

Priority for student performance: Our top priority this year, there has been a slight increase in the percentage of students meeting standards on the 5th grade writing assessment. Our data shows that a higher number of students have the ability to write. In addition, we do not believe that we have been meeting standards on consistent basis. We will increase the percentage of students meeting standards on the 5th grade writing assessment. We also need to raise expectations for all students and have the gap between our students with disabilities and their peers.

Student Performance Goal: All students will meet or exceed standards of performance in writing and improve their writing skills.

Action, Strategies, Interventions by Adults	Class/KeyPerson	Resources		Timeline	Essential Resources	Funding	Monitoring Plan
		Personnel	Materials				
Continue with collaborative scoring of student writing	Communication 1.1 and 1.2	Instructional	Instructional	Aug 10	Instructional	Instructional	Formal writing and use of rubric through Data Teams/Minutes from 2012-2013 and 2013-2014
Provide feedback through student conferences	Communication 1.1 and 1.2	Instructional	Instructional	Aug 10	Instructional	Instructional	Formal writing and use of rubric through Data Teams/Minutes from 2012-2013 and 2013-2014
Clear common assessments to help ensure cross writing action for curriculum	Communication 1.1 and 1.2	Instructional	Instructional	Aug 10	Instructional	Instructional	Formal writing and use of rubric through Data Teams/Minutes from 2012-2013 and 2013-2014
Writing across the curriculum/Peer Observations	Communication 1.1 and 1.2	Instructional	Instructional	Aug 10	Instructional	Instructional	Formal writing and use of rubric through Data Teams/Minutes from 2012-2013 and 2013-2014
Professional learning communities to develop instructional practices for writing	Communication 1.1 and 1.2	Instructional	Instructional	Aug 10	Instructional	Instructional	Formal writing and use of rubric through Data Teams/Minutes from 2012-2013 and 2013-2014



Objective: Provide all employees with high-quality professional learning opportunities to promote individual development and improved student performance

Indicators	Baseline		Results				Targets		
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Increase the number of professional learning opportunities aligned to improved student performance			94.10%	95.00%	96.00%	97.00%	98.00%	99.00%	100.00%

Objective: Schools will provide numerous opportunities for families to become engaged in their child's academic progress and school experiences.

Indicators	Baseline		Results				Targets		
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Improved participation in opportunities (PTA, school councils, committees, SIP team) for family involvement			92.67%	92.76%	94.20%	95.60%	97.10%	98.50%	100%
Percentage of families and school staff joining PTA/PTSA			100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100%
Increase family participation at workshops "Math nights", "Art Festival" designed to improve student learning			91.60%	94.90%	95.93%	96.94%	97.96%	98.98%	100%
Improve family volunteerism			85.70%	86.30%	89%	91.70%	94.50%	97.25%	100%

Objective: Schools create a warm and welcoming environment for families.

Indicators	Baseline		Results				Targets		
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Develop and implement a system to assess and improve family and community experiences when visiting schools.			94.70%	94.80%	95.84%	96.88%	97.92%	98.96%	100%
Assessing and improving school websites and newsletters ensuring they provide clear information.			90%	95.70%	96.98%	97.42%	98.28%	99.14%	100%
Annual survey indicates a high percentage satisfaction with school climate (goal 100%)			88.31%	85.96%	88.80%	91.60%	94.50%	97.20%	100%

Objective: The district and local schools have the tools and training to communicate effectively with their audiences, and do so frequently.

Indicators	Baseline		Results				Targets		
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Feedback from parents on annual School Climate Survey indicates a high percentage of school-to-home communication. (goal 100%)			96.40%	98.50%	97.00%	97.70%	98.50%	99.25%	100%

Objective: Continue to evaluate and improve focus on public safety.

Indicators	Baseline		Results				Targets		
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Increase student awareness of safe behavior practices by reducing student offenses in the following areas:									
Fighting/Bullying	0	0	0	0					
Drugs	0	0	0	0					
Weapons	2	0	5	7					
Crime-related incidents	0	0	0	0					

ACTION PLAN FOR SCHOOL PERFORMANCE

Priority for School Performance: Tritt Staff will work to enhance teachers' collaboration and professional learning. Team collaboration will guide the sharing of best practices and resources in grade levels. Cross grade-level key committees will meet to examine the Georgia Keys. Each committee will develop a plan of action and implement changes for their particular Key. Teachers will choose a Professional Learning Community to join based on professional needs and personal desire. Professional Learning Communities will focus on teaching and learning and help teachers grow, evolve and emerge as professionals.

School Performance Goal: Tritt staff will use what they learn while collaborating in Key Committees, Professional Learning Communities and team meetings. Teachers and parapro will create, identify and share knowledge and best instructional practices. Tritt teachers will unpack content standards, develop common units, and formulate common assessments. In doing so, teachers will be able to examine student achievement data, look at student work, and set achievement goals. Tritt will ensure success for every student by meeting high standards of performance.

Action, Strategies, Interventions by Adults	School Key/Strand	Resources				Training	Monitoring Plan
		Person Responsible	Timeline	Financial Resources			
Teachers will work collaboratively teams to develop strategies for struggling learners.	Instruction 1.1 and 2.1	Teachers/Committee/ administrators/Support	Aug 09	May 10	School Focused Professional Development	Professional Learning Communities and Key Committees	Minutes kept at meetings
0-10 Team will set goals and report data based on Cobb County rubrics used to monitor writing goals for students in kindergarten through fifth grade.	Assessment 2.1, 2.2 and 3.1	Teachers/Paraprofessionals monitored by Administration	Aug 09	May 10	School Focused Professional Development	Professional Learning Communities and Key Committees	fourth and fifth grade writing assessment
Teachers and parapro will meet for Key Committees focusing on the Georgia Keys and making decisions on how to improve cross grade levels. Teachers will report the information discussed at the Key Committees.	Assessment 2.1, 2.2 and 3.1	Teachers/Paraprofessionals monitored by Administration	Aug 09	May 10	School Focused Professional Development	Informational Meeting in August and follow up meetings by Administration	Minutes kept at meetings
Teachers and parapro will meet for Professional Learning Communities to improve areas of weakness and work collaboratively to meet our school performance goal.	Assessment 2.1, 2.2 and 3.1	Teachers/Paraprofessionals monitored by Administration	Aug 09	May 10	School Focused Professional Development	Professional Learning Communities	Minutes kept at meetings