

COWETA COUNTY SCHOOL SYSTEM
SYSTEM STRATEGIC PLAN
2009 - 2014

Blake Bass
Superintendent of Schools

Approved by
Coweta County Board of Education
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Strategic Plan
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STUDENT ACHIEVEMENT – Maximize student success to ensure mastery of national and state standards.

Goal 1: Design and implement high quality standards-based instruction with high expectations for all students.

Actions, Strategies, Interventions, and/or Programs	Position Responsible	Resources, Materials, and/or Professional Learning Needed	Performance Measure
1a. Develop, review and adjust instructional frameworks, curriculum maps and units of study K-12.	Curriculum Staff	*Principal and Teacher Training (Professional Learning) on each topic <ul style="list-style-type: none"> • 2010 – Differentiation • 2011 – High expectations • 2012 – Higher –order thinking skills • 2013 – Learning expectations • 2014 – Refining best practices *GeorgiaStandards.org *GADOE/Local Pyramids of Interventions *CLASS Keys	<ul style="list-style-type: none"> • Percentage of schools meeting AYP • Percentage of schools meeting AMO • Percentage of schools meeting system goals • Graduation rate • CLASS Keys Rubrics • CCSS Dashboard • School/System walk-through checklists
1b. Implement and make appropriate use of differentiation. 2010 (CLASS Keys pg. 56)	School Administrators		
1c. Demonstrate high expectations of all learners, involving students in goal-setting and monitoring their progress. 2011 (CLASS Keys pg. 68)	Teachers		
1d. Emphasize and promote higher-order thinking skills. 2012 (CLASS Keys pg. 52)			
1e. Ensure that all teachers and students use the language of the standards to communicate learning expectations. 2013 (CLASS Keys pg. 72)			
Additional area of focus...			
1f. Plan for and use accessible technology to effectively enhance student learning. (CLASS Keys pg. 64)			
1g. Plan and use flexible grouping practices based on ongoing diagnostic and formative assessment data. (CLASS Keys pg. 60)			
1h. Ensure consistency in using research-based practices that engage students in learning. (CLASS Keys pg. 48)			
1i. Use fair and equitable grading procedures and ensure that feedback/commentary on student performance is aligned to the standards. (CLASS Keys pg. 76).			

Goal 2: Design and implement a balanced assessment approach to ensure that all students achieve mastery of national and state curriculum standards.

Actions, Strategies, Interventions, and/or Programs	Position Responsible	Resources, Materials, and/or Professional Learning Needed	Performance Measure
<p>2a. Develop and utilize formative assessments to monitor student progress and adjust instruction to maximize student success. 2010 (CLASS Keys pg. 85)</p>	<p>Curriculum Staff</p>	<p>*Principal and Teacher Training (Professional Learning) on each topic</p>	<ul style="list-style-type: none"> ● Percentage of students meeting/exceeding standards on the CRCT and the GHSGT
<p>2b. Utilize diagnostic assessment strategies to plan instruction for all students. 2011 (CLASS Keys pg. 81)</p>	<p>School Administrators</p>	<p>*GADOE Content Descriptors</p>	
<p>2c. Develop and utilize a variety of summative assessments to evaluate student progress towards mastery of standards. 2012 (CLASS Keys pg. 89)</p>	<p>Teachers</p>	<p>*GADOE Online Assessment System</p>	<ul style="list-style-type: none"> ● Graduation Rate
<p>2d. Uses effective and balanced assessment to enhance student achievement 2013 (GAPSS A2.4 pg. 71)</p>		<p>*System-level Benchmarks</p>	<ul style="list-style-type: none"> ● CLASS Keys and GAPSS Rubrics
<p>2e - h. Using assessment data, plan and modify instruction based on the nature and needs of students.</p> <ul style="list-style-type: none"> ● Adjust instruction (GAPSS A2. pg. 70) ● Plan assessment to measure mastery of GPS (CLASS Keys pg. 89) ● Design interventions (Pyramid of Interventions) (CLASS Keys pg. 81) ● Analyze data to plan for all (CLASS Keys pg. 93) 		<p>*GADOE/Local Pyramids of Interventions</p> <p>*CLASS Keys</p> <p>*GAPSS School Keys</p> <p>*STEEP</p> <p>*DIBELS (Elementary)</p> <p>*Headsprout (Elementary)</p>	<ul style="list-style-type: none"> ● CCSS Dashboard ● School/System walk-through checklists

HUMAN RESOURCES

Goal 1: Recruit, train, and retrain the best qualified staff possible.

Actions, Strategies, Interventions, and/or Programs	Position Responsible	Resources, Materials, and/or Professional Learning Needed	Performance Measure
<p>Recruit, train, and retain the most qualified personnel (certified and classified) through various opportunities:</p> <ul style="list-style-type: none"> Recruit candidates from various colleges and universities Update and refine New Teacher Orientation Continue to offer the PLT—One-Year Practicum Program Continue the University of West Georgia Intern Partnership Program Provide professional development opportunities for teachers and staff Provide avenues for teachers and paraprofessionals to become highly qualified Utilize all media sources to foster communication of needs, goals, and employee recognition. 	<p>Human Resources Department One-Year Practicum Coordinator Professional Learning Department Title IIA Coordinator Public Information Officer Superintendent Board of Education</p>	<p>Recruitment trips to colleges and universities. New Teacher Orientation Principles of Learning and Teaching program UWG Intern/Mentor Program Professional Learning opportunities HiQ website—Title IIA funds to pay for GACE exams and training materials Media sources—Cable TV, newsletters, employee appreciation events</p>	<ul style="list-style-type: none"> • Percentage of highly qualified certified staff • Percentage of highly qualified paraprofessionals • Attrition Rate (%) Retirees Resignations
<p>Identify, train, and develop leaders in the Coweta County School System:</p> <ul style="list-style-type: none"> Tap potential leaders from within the system to participate in leadership development 	<p>Superintendent Administrators Professional Learning Department</p>	<p>Coweta Leadership Academy Year 1—2009-10 Introduction Year 2—2010-11 Refinement Year 3—2011-12 Mentors Assigned Leaders Keys</p>	<ul style="list-style-type: none"> • Number of candidates in “potential leader” groups

STUDENT, PARENT, AND COMMUNITY

Goal 1: Build community, parent, and student capacity to provide input that is useful to improve student achievement and build CCSS capacity to use that input.

Actions, Strategies, Interventions, and/or Programs	Position Responsible	Resources, Materials, and/or Professional Learning Needed	Performance Measure
Use focus groups and other participation models to teach and engage the community, parents, and students in providing data and other input that is useful to improve student achievement. Examples of focus groups or other participation models include but are not limited to: parent organizations, school councils, advisory boards, system redistricting committees.	Principals Central Office Administrators	Training as needed	<ul style="list-style-type: none">▪ Total number of focus group or other participation model sessions annually.▪ Total number of participants in focus groups or other participation models from the community and from the CCSS annually.▪ Summary of outcomes from annual focus groups or other participation models.

ORGANIZATION AND OPERATIONS

Goal 1: Provide and maintain facilities and operations that foster a successful learning environment.

Actions, Strategies, Interventions, and/or Programs	Position Responsible	Resources, Materials, and/or Professional Learning Needed	Performance Measure
Provide efficient transportation, safely and on time in support of student learning.	Transportation Department: manager	VERSA-TRANS Inservice	<ul style="list-style-type: none"> • Driver training • Arrival and return times • Accident Reports
Provide nutritional meals for all students in a sanitary food preparation environment.	School Nutrition Program: coordinator	Serv-Safe Fastlane	<ul style="list-style-type: none"> • Health inspections • Participation reports
Provide 21 st century technology tools to enhance student learning and achievement in a safe environment.	Information Technology Department	Infinite Campus Technology equipment acquisitions Georgia State Technology Five Year plan Technology Training for Staff Reliable and Stable Network St. Bernard's IPrism Internet Filter System Technology and Software Resources	<ul style="list-style-type: none"> • Usage: parents and teachers • Georgia Annual Technology Inventory • Teacher Training at Schools • Network Monitor • Filter Monitor • Software Usage Logs
Provide sound financial policies to meet the needs of the school system and maximize resources for student learning.	Assistant Superintendent of Finance and Comptroller	State Approved Financial Practices	<ul style="list-style-type: none"> • Audit Opinion • General Fund Reserve Balance
Provide and maintain facilities and operations that foster a successful learning environment.	Director of Facilities and Maintenance Supervisor	Big Web Desk State Five Year Facility Plan	<ul style="list-style-type: none"> • Number of work orders • State Funding Allocation