



LEADERSHIP DIVISION

LEAD • COLLABORATE • INSPIRE

Superintendent's Priorities

1. Make Cobb the best place to teach, lead and learn.
2. Simplify the foundation of teaching and learning to prepare for innovation.
3. Use data to make decisions.

Instructions: Select two goals connected to the Superintendent's priorities. Indicate which priority your goal is connected to and the actions, and evidence needed to meet the intended outcome. The reflection stage will be completed after measuring success with your intended outcome.

School: Hightower Trail MS

Principal: Dr. Hannah Polk

Superintendent's Priority: Use data to make decisions.
Initiative (Goal): During the 2022-2023 school year, I will continue to strengthen the CCC process of teacher collaboration and data driven decision making.
Critical Action: (What actions are necessary and by when?) Regular meeting times and locations for all CCC's, awareness of team norms, roles, and norm violations, etc. Teachers must come to each meeting prepared (per the meeting agenda) with data, discussion points, questions, and concerns. It's also imperative that administrators are active in their various CCC groups to show support and offer guidance.
Evidence: (How do we monitor progress?) Continual checkpoints and check-ins throughout the year, teacher collaboration with comparing different classes of data, formative and summative scores, etc.
Outcomes: (How do we measure success?) Formative assessment data, summative assessment data, RI, MI, teacher comparison of all data points, etc.
Reflection: (What do we do if goal is met or not met?) Regular reflection needs to take place throughout the year to ensure we are staying on track with our collaborative groups. Teams must be willing to pivot and shift immediately if the data supports students need a change.

Superintendent's Priority: Simplify the foundation of teaching and learning to prepare for innovation.
Initiative (Goal): During the 2022-2023 school year, I will provide my teachers with the information, resources, time, and appropriate professional development to help offer the most effective Tier 1 instruction possible. ("How can more students "get it right" the 1 st time?")

Critical Action: (What actions are necessary and by when?) Explanation and reminder of what “effective Tier 1 instruction” looks like and the PD to help improve this skill set. Providing all CCC’s time to collaborate and plan this effective instruction is also key.

Evidence: (How do we monitor progress?)_ Monthly Guiding Coalition Meetings, monthly Core Team Meetings, bi-weekly grade level meetings, weekly CCC meetings.

Outcomes: (How do we measure success?) Formative assessment data, summative assessment data, RI, MI, teacher comparison of all data points, etc. Academic Alert lists (based on grades posted for each quarter) are also great data points to consider when measuring the effectiveness of our Tier 1 instruction.

Reflection: (What do we do if goal is met or not met?) Regular reflection needs to take place throughout the year to ensure we are continuously monitoring “how many students are getting it right the first time.”