

Cobb County School District SSP MID-YEAR MS/HS

For each School Strategic Plan goal, identify progress on any action steps.

Provide data to support the impact/implementation.

Implementation artifacts and evidence for impact should align to the SSP.

School Name: Dickerson

Monitoring Date: January 15, 2026

**GOAL #1
Literacy**

The percent of students reading at or above grade level will increase from 93.5% to 95%, as measured by the 2025-2026 GA Milestones.

Action Step(s)

**Summary of Artifacts Indicating Implementation
(See SSP)**

**Data Summary of Evidence Indicating Impact
(See SSP) Include progress toward goals**

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<p>1. Increase reading in science and social studies. Social studies teachers will use primary source documents in each unit of study. Science teachers will use ADI (Argument Driven Inquiry) to further promote reading.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Primary source documents • lab summaries; ADI • classroom observations • CCC minutes • BEACON assessment data • Goal setting sheets for student self-monitoring <p>Artifact Summary: We continue to make strong progress toward our SSP goal of increasing reading in science and social studies. Social studies teachers incorporate primary source documents in every unit, while science teachers promote reading through ADI lab summaries that require students to analyze and defend their claims. Evidence of this work is consistently reflected in classroom observations, CCC minutes, and BEACON assessment data, as well as in students' goal-setting sheets, which help them monitor their own growth as readers and critical thinkers.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Student work samples • Primary source documents • Follow-up assignments/research from KSU visit • Assessment notebooks • Gradebook data • CCC Collaboration discussion/flex block offerings based on data <p>Evidence Summary: Student work samples and primary source document analyses demonstrate growth in students' ability to interpret information, apply critical thinking skills, and communicate understanding with increasing clarity.</p> <p>Follow-up assignments and research connected to the KSU visit provided additional evidence of engagement and authentic learning. Students showed improved inquiry skills, deeper content knowledge, and stronger connections between classroom learning and real-world experiences.</p> <p>Assessment notebooks and gradebook data reflect steady progress across standards. This data has been consistently reviewed during CCC collaboration, where teachers used results to adjust instruction, plan targeted flex block sessions, and provide differentiated support.</p> <p>Collectively, the evidence indicates clear academic growth, stronger content mastery, and ongoing progress toward instructional goals through data-informed planning and responsive teaching.</p>
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GOAL #2 Math	The percent of students with disabilities who are scoring a Level I or II will decrease from 44% to 35%.	
Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
<p>Math teachers will implement targeted strategies (one-on-one instruction, 360 white boards, peer flexible grouping by domain weakness) on a monthly during Flex Block for identified students scoring level 1 or level 2 on the math milestone.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Milestones data – including domains • Beacon assessment data • Flex Block offerings • Goal-setting sheets for student self-monitoring • Highlighted data rosters <p>Artifact Summary:</p> <p>We are actively supporting our math SSP goal by implementing targeted strategies for students scoring at Levels 1 and 2 on the Milestones. During weekly Flex Block sessions, math teachers provide one-on-one instruction, use 360° whiteboards, and create flexible peer groups based on individual domain weaknesses identified in Milestones data and BEACON assessments. Evidence of this work is reflected in our Flex Block offerings and in students' goal-setting sheets, which help them monitor their progress and take ownership of their learning. Teachers have highlighted their rosters of students to indicate which students are scoring at Level I, II, III, or IV, and providing the necessary support or enrichment based on that data.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Classroom observations through whiteboard instruction/review/warm-ups • Flexible grouping scavenger hunts/breakouts • Assessment data—formative and summative • BEACON data • Flex block grouping • Student work samples <p>Evidence Summary:</p> <p>Classroom observations demonstrated that students were actively engaged in daily whiteboard instruction, review activities, and structured warm-ups. These routines allowed for frequent checks for understanding and supported the reinforcement of core concepts. Flexible grouping strategies—implemented through scavenger hunts, breakout tasks, and collaborative challenges—provided opportunities for students to practice skills in varied settings aligned to their readiness levels. These structures result in improved student participation and stronger demonstration of critical thinking skills. Assessment data, including both formative checks and summative performance measures, showed measurable improvement across the targeted standards. Flex block grouping was used strategically to address specific student needs identified through data analysis. Collectively, the evidence demonstrates meaningful and sustained progress toward the identified goals.</p>

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GOAL #3 School Selected	The school will decrease the number of student behavior referrals related to offensive language, drawings, and gestures by 20% compared to the 2024–2025 school year, through the implementation of schoolwide PBIS strategies, targeted lessons, and consistent behavior expectations reinforced by all staff.	
Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals

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<ol style="list-style-type: none"> 1. Targeted lessons that addresses offensive language, drawing, and gestures. 2. Exposure to additional educational resources that support academic standards (ex: Georgia Commission on the Holocaust) while addressing offensive language, drawings, and gestures. 3. Re-teach PBIS behavior expectations specifically addressing respectful communication and appropriate expression through schoolwide lessons, morning announcements, and visual signage around the school. 	<p>Artifacts:</p> <ul style="list-style-type: none"> • Monthly discipline summation report • PIP data <p>Artifact Summary:</p> <ul style="list-style-type: none"> • After analyzing current PBIS data, there have been 10 incidents of G-1 violations, which is offensive language, drawings and gestures, for the 2025-2026 school year. During the 2024-2025 school year there was 59 such incidents. 	<p>Evidence:</p> <ul style="list-style-type: none"> • Monthly discipline summation report • PIP data • FAF spreadsheet • Discussions at admin meetings • Grade level talks and re-visit of behavior expectations • Videos of PBIS behavior expectations • Expect Respect lessons <p>Evidence Summary:</p> <p>Reviewing the full range of behavioral, administrative, and instructional data sources shows clear progress toward improving schoolwide behavior, strengthening consistency in expectations, and supporting a positive school climate.</p> <p>Monthly discipline summation reports indicate a downward trend in incidents, suggesting that students are increasingly meeting behavior expectations and responding positively to schoolwide behavior initiatives.</p> <p>PIP data and the FAF (Fresh Air Friday) spreadsheet provide deeper insight into individual student behaviors and the effectiveness of interventions.</p> <p>Regular discussions during administrative team meetings have resulted in coordinated, timely responses to behavior trends.</p> <p>Grade-level talks and periodic reviews of behavior expectations have strengthened consistency among teachers and reinforced shared norms. These grade-level touchpoints have contributed to improved student behavior.</p> <p>Schoolwide supports, including PBIS behavior expectation videos, have played a significant role in reinforcing consistent messaging. These videos, coupled with Expect Respect lessons, have supported students in navigating conflict, communicating effectively, and demonstrating empathy.</p>
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Provide a rationale/reason as to why any action step was not implemented.

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...