



LONG RANGE BOARD GOAL 1: *Vary learning experiences to increase success in college & career pathways.*

DISTRICT FOCUS AREAS & PRIORITIES 2016-2019		2015-16 Aligned Actions & Measurements (Due: September 15, 2015)					FOCUS PRIORITY
FOCUS AREA	FOCUS PRIORITIES (Based on priorities set by AdvancEd (AdvEd), State Waiver for System Flexibility (IE ²), Superintendent (S), Academic Division (AD), State Teacher & Leader Evaluation System (TKES & LKES))	KEY ACTIONS List as many actions as needed in each box.	MEASURED BY Formative &/or Summative	OWNER(S)	RESOURCES NEEDED	RESULTS OF KEY ACTIONS Due: 6-15-16	Status:
							NM = Not Met
Vary learning experiences to increase success in college & career pathways.	1. Organize student performance data through CTLs for full accessible use by teachers & school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
	2. Organize, examine, & adjust instruction based on student progress monitoring data. (AD)	1. Horizontal teams meetings will occur minimally every six (6) weeks. Progress of operation level will be monitor as a base line for this year. 2. Analysis of first year implementation of ELL alternative model. 3. Analysis & adjustment based on AP instructional summary report.	1. Common Assessment 2. GPA, EOC, ACCESS Data 3. Summative - AP Test Results	1. Teachers 2. ELL Teachers & Administrators 3. All AP Teachers & Administrators	1. None	1. In analyzing our first year data of the ELL innovative model, our ELL students demonstrated impressive results. Using these results we developed a renewal application keeping lower class sizes with a dually certified teacher. 2. AP instructional summary reports were accessible to all teachers. Curriculum teams worked together to target areas of needed improvement.	IP
	3. Develop & deliver flexible formative assessments in all core content areas for monitoring student progress & adjusting instruction to meet individual student learning needs. (S)	1. Horizontal teams will analyze assessment data to determine curriculum & instructional changes. 2. All English horizontal teams will complete standard setting exercise on the first Essay to determine specific skill development needed.	1. Common Assessments	1. Teachers	1. None	1. Based on continual assessment of the student performance in 9 th grade Literature, we have created our own professional learning course for teachers to make curriculum adjustments. 2. All English horizontal teams did essay standard setting at the beginning of the year to create more consistency in writing expectation as well as determine additional instruction needed in writing development.	IP
	4. Align critical professional learning by grade level /content area & ensure access for all teachers. (AD)	1. Begin new cohort for gifted certification beginning in Fall. 2. Over the summer, curriculum planning for new Math courses, freshman Physics & STEM courses. 3. Implement mandatory professional learning for teachers in 1:1 program including Apple training, Microsoft 365, monthly demonstration of new Apps. 4. Implement preplanning training session on support of ELL students	1. Classroom Observation 2. Curriculum Documentation 3. Student Work 4. ACCESS scores	1. Gifted Dept. Chair 2. Math Teachers 3. Apple Trainer, TSI, Admin, 1:1 Teachers 4. ELL Lead Teachers	1. School Based Professional Learning Funds	1. Nine teachers completed the first year of the gifted certification process. 2. We successfully implemented Physics I as the standard 9 th grade science course based on comparable pass rates from the previous year. Mathematics curriculum was adjusted to align with new GSE standards for Alg and Geometry. Preliminary results from the Milestones EOC show increases in students passing as well as reaching level 3 & 4. The STEM Academy began year two for all three cohorts. Teachers developed integrated learning projects such as epidemiology study, mathematics art project, participation and winning state in the Inventors Challenge. The teachers developing the curriculum for the third year courses have already started to plan. 3. This current school year teachers in all academic departments were given ipads as well as Apple TVs. Training sessions included an introduction from Apple as well as a content specific session from Apple. We also had our local TIS do monthly meetings in the fall to demonstrate useful applications. Our teachers did a demonstration App Night in the spring which included multiple apps in each academic area that have been implemented this school year. 4. All teachers attended a pre-planning session to review support of ELL students. This school year 18 of our 23 students reached ACCESS score levels to exit the program.	IP



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	5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i>	<ol style="list-style-type: none"> 1. Implement a summer bridge Academic Boot Camp for students identified through Iowa, CRCT & MS principal recommendation. 2. Implement a Summer Bridge course for AP Human Geography students invited based on Writing & Reading Readistep scores. 3. Require summer reading assignments for all students in English & Social Studies. 4. Adjust & implement a state approved EL innovative model. 5. Spring semester, create & teach a 93 Ninth Lit course to focus on skill development. 	<ol style="list-style-type: none"> 1. GPA & promotion percentage of all 9th grade students 2. Percentage of students completing AP HG for entire year 3. Analysis of summer reading assignments 4. Student level of development on ACCESS Test 5. Success of students in next English course 	<ol style="list-style-type: none"> 1. Administration & select Faculty 2. Administration & select Faculty 3. English & Social Studies Teachers 4. All ELL Teachers 5. 9th grade English Teachers 	1. Summer Bridge Grant	<ol style="list-style-type: none"> 1. 68% of our summer bridge Academic Bootcamp attendees have been promoted to 10th grade. The average GPA of these students for the 9th grade year was 2.6738 with only two students not earning a 2.0 or higher. 2. 91% of AP Human Geography summer bridge students successfully completed the entire AP course. 3. We renewed our ELL innovative model with the state. 18 out of 23 students exited the program at the end of the year. 88% increased their English proficiency by increasing one or more performance bands on the ACCESS test. Additionally, 65% exceeded a score of 5.0 on a B/C Tier of the ACCESS test. 4. A 93 level English class was created second semester to target students with low reading and writing ability. This course also included an embedded credit recovery model for first semester in which three students received credit. 79% of students increased Lexile level as measured by SRI. 82% passed the Milestones EOC with 32% reaching Level 3 or 4. 	IP
	6. Increase percentage of student performance in Math/Algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i>	<ol style="list-style-type: none"> 1. Implement a Summer Bridge Academic Boot camp for students identified through Iowa, CRCT & MS Principal Recommendation. 2. Implement a Summer Bridge academic boot camp for ACC Geom/Adv. Alg students. 3. Offer a variety of course selections for appropriate differentiated levels including Honors, Enriched, Support & 3-Level. 	<ol style="list-style-type: none"> 1. GPA & promotion percentage of all 9th grade students 2. Percentage of students completing ACC Geom/Adv. Alg for entire year 	1. Math Teachers	1. Summer Bridge Grant	<ol style="list-style-type: none"> 1. 68% of our summer bridge Academic Bootcamp attendees have been promoted to 10th grade. The average GPA of these students for the 9th grade year was 2.6738 with only two students not earning a 2.0 or higher. 2. All students who attended the Acc course summer bridge program successfully completed the course. 	IP
	7. Increase number of students academically completing every grade. (S)	<ol style="list-style-type: none"> 1. Offer a summer program at Walton HS for remedial & initial credit. 2. Offer a 9th grade Study Skills course for identified students based on six (6) week report cards 3. Offer peer tutoring by every Academic Honor Society 	<ol style="list-style-type: none"> 1. Percentage of retained students school wide 2. Percentage of students who increase their grades from six (6) weeks to end of semester 	1. Select Teachers/ Guidance Counselors / Club Sponsors	1. 20 Day Money	<ol style="list-style-type: none"> 1. Walton summer program is currently being offered in 9th lit, World Lit, Alg, Geom and Freshman Physics. Results will be available in July. 2. 21 students attended one or more study skills sessions in the fall. Post-test perception data was very positive about the effect the class had on the individual students. The number of classes failing was reduced significantly over the semester. The spring class attendance was not successful so we will look for alternatives for spring semester. 3. While all subject level honor societies offer tutoring, the National Honor Society does individual peer tutoring. This past year 499 tutoring matches were made. 	IP



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	8. Other: <i>(Priorities specific to school, division, or area. Can be multiple.)</i>	1. Implementation of 1:1 program 2. Implement goals established in the Charter 3. Implementation of Naviance as a tool for all students for college & career ready exploration, streamline college application process	1. Classroom observation 2. Data points 3. Percentage of students completing assigned activities 4. Percentage of students apply & being accepted to post-secondary	1. Selected Faculty 2. All Faculty & Staff 3. School Counselors	1. Instructional Funding / Foundation Donations 2. None 3. Foundation Donation / Parent Fee	1. All academic teachers received ipads this year. Our app night in March featured 48 apps being used by our teachers. 2. We implemented the use of Naviance for all BRIDGE activities, college application process and 9 th grade IGP. We had 100% completion with all BRIDGE bill activities as well as the IGP. Our senior end of the year survey had almost 100% completion giving us very accurate post-secondary data to use for future planning. 561 students completed the application process and plan to matriculate to a four or two year school.	IP

LONG RANGE BOARD GOAL 2: *Differentiate resources for students based on needs.*

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Differentiate resources for students based on	1. <i>Identify local school innovations through system flexibility to increase student achievement. (IE²)</i>	1. Offer a summer blended learning Honors Geometry course at Walton HS. 2. Adding PLTW Biomedical courses to the STEM academy.	1. Percentage of students reaching AP Calculus 2. Students completing the Biomedical Pathway	1. Math Teachers 2. STEM Teachers	1. Tuition 2. District Money for PLTW	1. Last summer, 13 students completed Honors Geometry during Walton's summer program giving them the opportunity to reach AP Calculus before graduation. 2. Walton implemented the Biomedical Pathway year one course. All 24 students obtained the Advanced or Proficient level on the PLTW end of pathway assessment.	IP
	2. <i>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</i>	N/A	N/A	N/A	N/A	N/A	N/A



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needs.	3. Provide targeted resources for students: a. Not reading on grade level (Lexile) b. Unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) c. Not on-track for graduation (S)	1. Offer three (3) level 9 th Literature 2. Implement & offer 9 th grade Study Skills 3. Continue to offer summer program at Walton 4. Offered academic Boot Camp to rising 9 th graders-three (3) targeted group 5. Offer Lunchtime peer tutoring 6. Use 20 day money to support EOC preparation for Target & Special Education students 7. Use 20 day money to prepare for AP Tests	1. GPA of 9 th grade class 2. Percentage of retained students 3. EOC scores or AP scores	1. Selected Faculty / School Counselors / Administration	1. 20 Day Money 2. Summer Bridge Grant 3. 20 Day Money	1. At the conclusion of the school year, the average GPA for the class of 2019 was 3.43. 2. 8.4% of 9 th grade students were retained as of May 25 th . Summer remediation work will be considered for retention for the 2016-17 school year. 3. Targeted remediation was made available for 9 th grade literature Milestones for all students. 96.8% of students passed EOC with 86% reaching a level 3 or 4. Targeted remediation was offered for special education students on multiple Milestones tests. Data is not yet available for those who attended. 4. Targeted remediation was made available for Algebra I Milestones for all students. 95% of students passed EOC with 80% reaching a level 3 or 4. 5. AP Human Geography as well as single semester AP courses taught in the Fall offered targeted review for the exam. Scores will be returned in July.	IP
	4. Identify & provide resources to increase opportunities for advanced, on-level, & remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, & certifications in areas of student interest. (AD)	N/A	N/A	N/A	N/A	N/A	N/A
	5. Other: (Priorities specific to school, division, or area. Can be multiple.)	1. Continuation of implementation of the EL innovative model & increase use of Blackboard shell for supportive materials. 2. Implementation of Naviance. 3. Use distance equipment to partner w/ other schools to offer courses available to students at that school.	1. GPA / Test Scores of ELL students 2. Percentage of students & parents utilizing Naviance	1. Selected Faculty & Administration	1. Foundation support for Naviance / Student fee	1. Due to our small population of ELL students, only Algebra (11 students) and 9 th lit (14 students) were measurable with a Milestones score. 82% passed Algebra I milestones which meets and exceeds the subgroup and state performance target and 43% passed the Ninth Lit Milestones which meets the subgroup but not the state performance target. 2. 2612 students made 22275 visits to Naviance. 104 parents used their parent account to make 596 visits to Naviance.	IP



LONG RANGE BOARD GOAL 3: *Develop stakeholder involvement to promote student success.*

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Develop stakeholder involvement to promote student success.	1. <i>Seek & evaluate stakeholder input for critical processes. (AdvED)</i>	1. Utilize WGC & committee membership to seek input on key actions including SSP 2. Utilize PTSA & Foundation to discuss key issues including SSP 3. Creation of charter renewal committee to begin exploration of new charter	1. Meeting Minutes	1. All Faculty/ Staff/Parents	1. None	1. The WGC and its committees met on a monthly basis. Meeting minutes are available for review. 2. Quarterly coffees with the principal were established this year. 3. The Curriculum & Instruction committee of the WGC began the process of investigating the new Charter Renewal Application and making a list of priorities for consideration.	IP
	2. <i>Other: (Priorities specific to school, division, or area. Can be multiple.)</i>	1. Utilizing volunteers throughout the building to best serve visitors & guests 2. Implement parent training parents in the use of Naviance & BYOD initiative 3. Offer parent education through multiple evening meetings	1. Meeting Agendas 2. Attendance at Meetings	1. Administration / PTSA / Foundation	1. None	1. A parent training parent for Naviance was implemented allowing us to train before, after and during the school day. 2. At least one academic presentation per grade level was offered throughout the school year.	IP



LONG RANGE BOARD GOAL 4: *Recruit, hire, support & retain employees for the highest level of excellence.*

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Recruit, hire...	1. <i>Seek & hire teachers who meet the qualifications for a highly effective teacher. (IE²)</i>	1. Utilizing members of the Human Resources committee as hiring committee	1. TKES Evaluation	1. Administration	1. None	1. All interviews included members of the Human Resources committee.	IP
	2. <i>Seek & hire school administrators who meet the qualifications for a highly effective school leader & who are best suited for the school's environment. (IE²)</i>	N/A	N/A	N/A	N/A	N/A	N/A
Support & retain employees for highest levels of excellence.	1. <i>Support local school teachers & leaders to improve retention rate. (IE²) (S)</i>	N/A	N/A	N/A	N/A	N/A	N/A
	2. <i>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, & student progress monitoring. (AD)</i>	1. Provide specific school based professional learning such as gifted cohort, APSI, College board National Forum, 1:1 sessions 2. Allow for teachers to petition for specific professional learning opportunities 3. Implement a new teacher induction program	1. Participation in Professional Learning	1. Administration & Teachers	1. School Focus Professional Learning Funds	1. 9 teachers began the in-house gifted cohort training. 4 people attended the College Board National Forum. 11 teachers are attending APSI training this summer. All teachers who received an ipad participated in the 1:1 training this school year.	IP
	3. <i>Fully implement & evaluate state system of teacher & leaders evaluation (TKES & LKES)</i>	N/A	N/A	N/A	N/A	N/A	N/A
	4. <i>Use results of TKES & LKES to improve professional performance (IE²)</i>	1. Teachers & Administrators will work together to create an individual goal	1. TKES Process	1. All TKES/LKES Assessed Faculty	1. None	1. As creating an individual goal was eliminated from the TKES process this was not completed.	IP
	5. <i>Other: (Specific to school, division, or area. Can be more than one.)</i>	1. Charter renew committee will be created to begin renew development 2. One (1) Administrator will work w/ all faculty new to Walton as well as selected second year faculty 3. Each teacher will complete two (2) peer observations per semester	1. Meeting Minutes 2. TKES Evaluation 3. Observation Forms	1. Administration	1. None	1. TKES were completed for all designated employees. One administrator continued to support the new to Walton as well as new to education teachers. This allowed for continued support for developing teachers. 2. Teachers completed peer observations this school year allowing for rich discussion of teaching and learning.	IP

KEY TREND DATA (Walton High School)

Indicator	Data Source	FY 2012	FY 2013	FY 2014	FY 2015	FY 2014 DISTRICT MEAN High School
Graduation Rate (4 Yr.)	CCRPI	93.80	90.80	92.70	94.063	78.20
Graduation Rate (5 Yr.)	CCRPI	94.10	93.50	95.007	Feb. 2017	Feb. 2016
Lexile Levels (11 th)	CCRPI	81.60	81.00	84.20	87.74	56.40
College Ready		58.90	73.00	77.20	78.50	43.90
On-Track for Graduation		94.90	95.40	96.10	95.00	78.00
Career Ready		N/A	N/A	78.60	50.00	55.00
Advanced Academics		N/A	73.60	72.40	74.40	50.00
Stakeholder Satisfaction	Annual AdvancED Survey	83.00	80.94	78.07	79.80	73.00
CCRPI Score	CCRPI	93.10	92.80	89.70	96.8	77.10

Note: The Graduation Rate (5 Yr.) data been shifted to reflect same FY year as the Graduation Rate (4 Yr.). This change therefore pushes the due dates for future data out 1 year.

FY 2014 District Mean (HS) CCRPI score has been changed to reflect the GaDOE records for overall HS average (77.10).

CALCULATION GUIDE (HS LEVEL)

Indicator	Description	Numerator	Denominator	Details & Data Sources
Graduation Rate (4 Yr.)	% of students who graduated w/ a regular education diploma in a given year	# of students who graduated w/ a regular education diploma in a given year	# of 9 th graders 4 years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the 4 year period	GaDOE Grad Rate Calculator Provided by the Office of Accountability
Graduation Rate (5 Yr.) GaDOE way	% of students who graduated w/ a regular education diploma in a given year PLUS the following [PREVIOUS] year	# of students who graduated w/ a regular education diploma in a given year PLUS the following [PREVIOUS] year	# of 9 th graders 4 years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the 5 year period	GaDOE Grad Rate Calculator Provided by the Office of Accountability
Graduation Rate (5 Yr.) CCSD way	% of students who graduated w/ a regular education diploma in a given year PLUS the FOLLOWING year	# of students who graduated w/ a regular education diploma in a given year PLUS the FOLLOWING year	# of 9 th graders 4 years prior to the graduation date + transfers in or out, students leaving the country or withdrawn due to death over the 5 year period	GaDOE Grad Rate Calculator Provided by the Office of Accountability
Lexile Levels (11 th)	% of students achieving a Lexile measure of 1275 or > on the American Lit. EOC	# of students scoring a Lexile measure ≥ 1275	# of students w/ valid American Lit. EOC scores	Provided by the Office of Accountability
College Ready	% of 10 th grade students w/ a PSAT score of 133 or >	# of 10 th grade students w/ PSAT scores ≥ 133	# of 10 th grade students w/ a valid PSAT score	Reported on the PSAT/NMSQT building report from College Board
On-Track for Graduation	% of 9 th graders in attendance for Full Academic Year (FAY) , academically promoted to 10 th grade on schedule.	# of FAY students in Grade 9 promoted to Grade 10	# of FAY students in Grade 9	Local School Enrollment Data
Career Ready	% of students who completed pathway course requirements & passed the End of Pathway Assessment (EOPA)	# of students passing EOPA	# of students taking an EOPA assessment	Local Schools - Reported to CTAE Office
Advanced Academics	% of students enrolled in Honors, AP, IB, or Magnet Courses	Unduplicated count of students in Grades 9-12 enrolled in 1 or > AP, IB, Honors, or Magnet Courses	Total Enrollment of Grades 9-12	Course Information in Synergy
Stakeholder Satisfaction	Average score from combined Student, Staff, & Parent Survey total scores.	Add the 3 total scores from Student, Staff, & Parent Surveys.	Divide by 3 for an average score of all 3 Surveys	Fetch, AdvancEd Folder
CCRPI	State accountability system whereby Georgia schools earn up to 100 points , based on required performance measurements	NA	NA	GaDOE

2015-2016 STRATEGIC PLAN COVER SHEET

Walton High School

(Name of School)

Judy McNeill

(Principal)

Dr. Kevin Daniel

(Level Assistant Superintendent)

jkm

1. **TUESDAY, September 15, 2015:** SSP submitted to Accountability Division,
Michell.bardin@cobbk12.org
(Principal initials when completed.)

jkm

2. **TUESDAY, September 15, 2015:** SSP submitted to Level Assistant Superintendent.
(Principal initials when completed.)

jkm

3. **FRIDAY, October 2, 2015:** SSP feedback given to principal by Level Assistant Superintendent.
(Principal initials when completed.)

jkm

4. Upon approval from Level Assistant Superintendent; **no later than FRIDAY, October 2, 2015:**
SSP posted to local school website.
(Principal initials when completed.)

jkm

5. **FRIDAY, February 5, 2016:** Level Assistant Superintendent reviews **mid-year** progress of
school's SSP with Principal.
(Principal initials when completed.)

jkm

6. **WEDNESDAY, June 15, 2016:** Principal completes **RESULTS of KEY ACTIONS** column of SSP,
posts on local school website, **and** submits to Michell.bardin@cobbk12.org **and** Level
Assistant Superintendent.
(Principal initials when completed.)