



School Improvement Action Plan



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| School Year: | FY2024 |
| School Name: | R. L. Osborne High School |
| Principal Name: | Mr. Troy Jones |
| Date Submitted: | May 9, 2023 |
| Revision Dates: | May 10, 2023 |

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| <i>District Name</i> | Cobb County School District |
| <i>School Name</i> | R. L. Osborne High School |
| <i>Team Lead</i> | Troy Jones |
| <i>Position</i> | Principal |
| <i>Email</i> | Troy.Jones@cobbk12.org |
| <i>Phone</i> | 770-437-5900, x 010 |
| Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply) | |
| X | Traditional funding (all Federal funds budgeted separately) |
| | Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY |
| | "Fund 400" - Consolidation of Federal funds only |
| Factor(s) Used by District to Identify Students in Poverty (Select all that apply) | |
| X | Free/Reduced meal applications |
| | Community Eligibility Program (CEP) - Direct Certification ONLY |
| | Other (if selected, please describe below) |
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In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: Individual requests for input were sent out by email to stakeholders. Local school Academic Coaches collaborated with Dept Chairs, Administrators, and Teachers to review data and determine high priority needs within each core department. In addition, we followed the Title I recommendations to include input from stakeholders such as our Food Services Manager, School Social Worker, Professional School Counselors, Media Specialist, parents, and students. Information was compiled from the emails and reviewed by members of the team to use in developing the plan.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign-in sheet must be maintained for each meeting.

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| Meeting Date(s): | 3/22;3/27;3/28;3/31;4/11;4/13;4/14;4/17;4/15;4/18;4/21;4/22;4/24;4/25;4/27;4/28;5/3;5/4,5/6,5/8 |
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| Position/Role | Printed Name | Signature |
|---|----------------------|-----------|
| Principal | Troy Jones | |
| Asst. Principal –Math / ESOL | Jennifer Glendenning | |
| Asst. Principal –SS and Science | Leander Brooks | |
| Asst. Principal– SpEd, and Master Scheduler | Andrea Battaglia | |
| District SSA – SpEd | Jaclyn Weaver | |
| Asst. Principal – CTAE, WL | James Davis | |
| Asst. Principal – Health/PE and Athletic Director | Ronald Boggs | |
| Asst. Principal –CITA | Cora Graves | |
| Parent Facilitator | Nadine Milan | |
| Parent | Ms. Tawn Fletcher | |
| Parent | Ms. Sade Burton | |
| Academic Coach | Theresa Kotlar | |
| Academic Coach | Sherrye Tillman | |

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| Academic Coach | Shirlyn Mahaffey | |
| Academic Coach | Elizabeth Foster | |
| School Social Worker | Raquel Rodriguez | |
| Food and Nutrition (School Cafeteria Manager) | Kristie Laukka | |
| Wraparound Services Coordinator | Cora Ayala | |
| Communities in Schools | Crystal Norwood | |
| Professional School Counselor | Mary Carr | |
| Osborne Teacher of the Year for FY24 | Kerae Joonsar | |
| ELA Department Chair | Jo Richard | |
| Math Department Chair | Laura Hicks | |
| Media Specialist | Jennifer Wright | |
| Bookkeeper | Cindy Matthews | |
| Title I Supervisor | Lou Ferretti | |
| Title I District Coach | Verlynda Slaughter-Thompson | |

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

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| Previous Year's Goal #1 | By the end of each semester, at least 85% (approx. 400 students) of 9 th Literature students with a Lexile below grade level will show growth of 50 points or more on the RI. By May 2023, at least 80% (approx. 150 students) of the Comm. Skills Cohort will show growth of 30 points or more. |
| Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO | |
| What data supports the outcome of the goal? | <p>Reading Inventory Proficiency and Growth Reports</p> <p>Based on Fall administration 50% of 102 tested students in Communication Skills classes showed growth of 30+ points on the Reading Inventory. Of these 51 students who showed growth, 48 students scored 50+ points or more.</p> <p>Based on current Reading Inventory reports 658 students tested this year have shown an average growth of 38 pts.</p> |
| Reflecting on Outcomes | |
| If the goal was not met , what actionable strategies could be implemented to address the area of need? | Provide on-going professional learning on the use of research-based instructional practices for reading, writing feedback, vocabulary and language instruction as part of the FY24 SIP. |
| If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | |

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| Previous Year's Goal #2 | Increase the percentage of students performing proficient on Algebra I EOC from 19.1% to 19.7% in Fall 2022 and 10.6% to 11% in Spring 2023. |
| Was the goal met? <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> NO | |
| What data supports the outcome of the goal? | We used hand-counted Algebra I EOC results for preliminary data and will wait for official EOC data to be uploaded into SLDS which will occur Fall 2023. We will not receive the results of the Spring EOC until summer to see if we met the second part of our goal. |
| Reflecting on Outcomes | |
| If the goal was not met , what actionable strategies could be implemented to address the area of need? | Based on preliminary hand-counted data (before make-up tests, and not the official SLDS data), the Algebra I team did not meet their goal for Spring semester. The number of students that scored proficient or higher in Spring was 7%, with the goal being 11%. Teachers need PL on unpacking the standards, increasing rigor on assessments and instruction, spiraling content, and using data to drive instruction. |
| If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | Based on hand-counted data (and not the official scores from SLDS), the Algebra 1 team met their goal for Fall Semester, 2022. The number of students that scored proficient or higher was 25.2%, with the goal being 19.7%. Several interventions were in place, including the FLP math course. The PL on 6 Elements of an Essential Math Lesson showed an increase in teachers' use of application and processing problems. The collaboration within CCC's and use of common assessments also contributed to our gains. |

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| Previous Year's Goal #3 | To increase our "all student" graduation rate from 69.3% to 71.0% by the end of the 2022-2023 school year. |
| Was the goal met? <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> | |
| What data supports the outcome of the goal? | We will not get the results of the FY23 graduation rate until Fall 2023. The CCRPI Graduation Rate for FY22 shows a graduation rate of 68.2%. |
| Reflecting on Outcomes | |
| If the goal was not met , what actionable strategies could be implemented to address the area of need? | Determining who, when, and why we are losing students through withdrawals, transfers, course failure, and dropping out is a concern we will address in the FY24 Plan. This is critical in that, if we do not know the "who, when, and why," we cannot implement the most appropriate research-based strategies and interventions to maximize our graduation rate. As we begin to collect and analyze trend data, we can then look at what similar schools are doing and have already done to address those issues to positively impact graduation rate. |
| If the goal was met or exceeded , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress? | |

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

| Data | Strengths | Concerns | Multiple Data Sources |
|-------------|--|---|---|
| ELA | <p>Achievement levels for all students decreased in the Beginning Level, from 35.12 (FY21) to 28.27 (FY22).</p> <p>Achievement levels for all students increased in the Proficient Level, from 25.35 (FY21) to 26.18 (FY22).</p> <p>Literacy rates (students reading on grade level by 11th grade) for all students increased from 25.96% in 2021 to 43.03% in 2022.</p> <p>American Lit overall pass rate for Fall 22 was 89%.</p> <p>Fall 2022 9th grade ELA students had an average RI growth of 47 points. The 10th grade students had an average RI growth of 78 points.</p> | <p>Achievement levels decreased on the American Lit EOC from 51.99% in 2021 to 49.83% in 2022.</p> <p>Achievement levels for all students decreased in Distinguished Level from 6.98 (FY21) to 0.87 (FY22).</p> <p>9th Literature overall pass rate for Fall 22 was 73%.</p> <p>World Literature overall pass rate for Fall 22 was 71%.</p> <p>Fall 2022, 59% of the students tested have Below Basic in reading skills on the RI. 24% of the students are at the Basic level, 13% are Proficient, and 4% are Advanced.</p> <p>Out of 316 students tested in American Lit EOC Fall 22 scored Proficient + Advanced on the following Domains:</p> <p>5% on Domain 8: Writing, 6% on Domain 7: Writing and Language, 6% on Domain 8: Language, 5% on Domain 6: Reading Informational Text, 4% on Domain 5: Reading Literary Text</p> | <p>CCRPI Content Mastery</p> <p>CCRPI Literacy</p> <p>Fall 2022 Course Pass Rates</p> <p>RI scores</p> <p>EOC Fall 22 Domain Data</p> |
| Math | <p>After 1 semester in an Osborne Math class, the number of students basic or below basic on the MI decreased from 98% to 83%. The number of students scoring Proficient or Advanced increased from 2% to 12%.</p> | <p>Only 70% of students in Fall 2022 (280/400) earned a credit for Foundations of Algebra</p> <p>Only 25% of students scored Proficient or Higher on the Algebra I EOC in Fall 2022.</p> | <p>MI Scores</p> <p>CCRPI Content Mastery</p> <p>EOC Scores (SLDS)</p> <p>EOC Domain Scores</p> <p>Course Pass Rates</p> |

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| | <p>The number of students scoring Proficient or Higher on the Fall Algebra I EOC increased from 19.1% in SY22 to 25% in SY23.</p> <p>426 freshmen earned a math credit in Fall 22 in either FoA or Algebra I.</p> <p>Algebra 1 had an 87% overall course pass rate.</p> | <p>98% of our students scored Below Basic or Basic on the MI Pretest.</p> <p>Only 70% of FoA Math students earned a credit in FoA (280 out of 400).</p> <p>In the Expressions Domain of the Fall EOC, only 9% of the students scored proficient or higher in the Expressions domain of the Algebra I EOC. Teachers indicated that this is the domain in which they spent the least amount of time.</p> | <p>Incoming 9th Grade Rank Order List from Title I</p> <p>Fall 2022 EOC scores (hand counted)</p> |
| Science | <p>92% (288 out of 312) of Biology students earned a Biology credit in Fall 22.</p> <p>94% (582 out of 622) of 11th and 12th grade students who took a science course in Fall 22 earned the science credit.</p> | <p>Achievement levels for ALL students decreased from 47.78 (FY21) to 46.74 (FY22)</p> <p>Only 62% of students passed Physical Science</p> <p>40% of Biology students scored proficient or higher on the Fall 2022 Biology EOC.</p> <p>Out of 323 students tested in the Bio EOC Fall 22 students scored Proficient + Advanced on the following domains: 14% Domain 4: Ecology, 14% Domain 1: Cells, 14% Domain 3: Classification, 8% Domain 5: Evolution</p> | <p>CCRPI Content Mastery</p> <p>Course Pass Rates</p> <p>EOC Scores (SLDS)</p> <p>RI Data</p> <p>EOC Fall 22 Domain Data</p> |
| Social Studies | <p>Achievement levels for ALL students on the U.S. History EOC increased from 50.48 in 2021 to 59.62 in 2022.</p> | <p>World History had the lowest pass rate in Social Studies with 81% (238/295).</p> | <p>CCRPI Content Mastery</p> <p>Fall 2022 Course pass rates</p> |
| Discipline / School Climate Data | <p>School Climate: 400+ Families attended Academic Success Night in Spring.</p> | <p>Only 39 families completed the Parent Input Survey.</p> | <p>Family Sign-In</p> <p>Parent Input Survey</p> <p>Discipline Data</p> |
| Professional Learning What's been provided? What is the impact? | <p>Whole-faculty PL on Instructional Framework was followed up with walkthroughs by Guiding Coalition.</p> | <p>Instructional Coaches need district PL on how best to measure the impact of the PL.</p> <p>Guiding Coalition data revealed that though most faculty are posting agendas for students, approx.</p> | <p>PL surveys to teachers</p> <p>Guiding Coalition Data</p> <p>Inst. Framework training</p> <p>feedback survey</p> <p>CPET anecdotal data</p> |

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| | Professional learning is customized to the needs of CCCs (DOK training resulting in Osborne 10, EL Progress Tracker form data activity to share strategies that work) | 20% are still too vague without clear learning targets and activities. | CCC and PL agendas |
| Other | <p>The 10-year graduation improvement rate for Osborne was 5.2 higher than the state (19.6 compared to state 14.4). We have made steady gains across all subgroups over that time.</p> <p>Edmentum results in approx. 65% -70% credit recovery.</p> | <p>The current graduation rate is 68.2 (lower than the district and the state).</p> <p>Credit repair efforts (course extension) are resulting in only 31% of eligible students earning credits towards graduation.</p> <p>89 current 9th grade students failed 2 or more classes in Fall 2023.</p> | <p>Edmentum</p> <p>SLDS</p> <p>CCRPI</p> <p>Course Pass Rates</p> |

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

| Data | Student Groups | Strengths | Concerns | Multiple Data Sources |
|-------------|--|--|--|--|
| ELA | <input checked="" type="checkbox"/> Econ. Disadvantaged Learners <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>EL Progress Score in English Language Proficiency on the 2022 CCRPI increased from 60.7 to 68.18.</p> <p>Literacy rating went up across subgroups from 2021 to 2022: EL: 12.90 (FY21) to 15.65 (FY22) SWD: 12.24 (FY21) to 17.22 Black: 28.38 (FY21) to 46.85 (FY22) Hispanic: 25.89 (FY21) to 40.63 (FY22)</p> | <p>Decline in achievement rate for ELA across subgroups: SWD: 25.0(FY21) to 23.12 (FY22) EL: 22.73 FY21) to 20.26 (FY22) ED: 57.99 (FY21) to 48.58 (FY22) Black: 57.39 (FY21) to 47.96 (FY22) Hispanic: 49.5 (FY21) to 49.35 (FY22)</p> <p>While achievement went down, many literacy scores went up, which possibly indicates how the writing section of the EOC had more of an impact on the decline in scores than the reading.</p> <p>The pass rate for ELs in 9th was only 63%. We notice that SWDs (85%) and Dual-served (86%) are much higher than the overall pass rate of 73%</p> | <p>ACCESS CCRPI Content Mastery Fall 2022 Course Pass Rates</p> |
| Math | <input checked="" type="checkbox"/> Econ. Disadvantaged Learners <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>ED Math achievement scores increased from 24.14(FY21) to 31.04(FY22)</p> <p>Math achievement scores increased among Hispanic and Black students: Black: 20.81(FY21) to 36.83(FY22) Hisp: 22.88(FY21) to 35.46(FY22)</p> | <p>EL and SWD Math achievement rates showed minimal improvements from 2021 to 2022. SWD: 16.45(FY21) to 16.79(FY22) EL: 13.16(FY21) to 14.37(FY22)</p> <p>Subgroup pass rate in FoA are lower than overall (70% overall): EL: 64%(FoA) SWD: 63%(FoA)</p> <p>However, the subgroup pass rate for Dual students (both EL and SWD) is 83%, which is much higher than the overall pass rate of 70%.</p> <p>Low percentages of subgroups scored proficient or higher on the Alg I EOC</p> | <p>CCRPI Content Mastery Fall 2022 Course Pass Rates MI Data Incoming 9th Grade Rank Order List from Title I</p> |

| | | | Dual: 0% (0 out of 8) EL: 3% (1 out of 36) SWD: 23% (3 out of 13) | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|---|---|--|---|-------|-------|-------|-------|------|-----|----|----|----|----|-----|-----|-----|----|-----|-----|-----|-----|----|-------|-----|-----|-----|-----|--|
| Science | <input checked="" type="checkbox"/> Econ. Disadvantaged Learners <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>ESOL and SWD Science achievement scores showed increases:</p> <p>ESOL: 20.62(FY21) to 22.80(FY22) SWD: 17.65(FY21) to 22.28(FY22)</p> | <p>ED, Black, and Hispanic subgroups showed declines or minimal growth:</p> <p>ED: 47.78(FY21) to 38.46(FY22) Black: 47.00(FY21) to 47.6(FY22) Hisp: 44.76(FY21) to 44.30(FY22)</p> <p>Large gaps in subgroup achievement on the Fall 2022 Biology EOC compared to their general education peers:</p> <table border="1"> <thead> <tr> <th>Sub grp</th> <th>Lvl 1</th> <th>Lvl 2</th> <th>Lvl 3</th> <th>Lvl 4</th> </tr> </thead> <tbody> <tr> <td>Dual</td> <td>86%</td> <td>7%</td> <td>7%</td> <td>0%</td> </tr> <tr> <td>EL</td> <td>71%</td> <td>19%</td> <td>10%</td> <td>0%</td> </tr> <tr> <td>SWD</td> <td>68%</td> <td>28%</td> <td>20%</td> <td>0%</td> </tr> <tr> <td>GenEd</td> <td>22%</td> <td>26%</td> <td>42%</td> <td>10%</td> </tr> </tbody> </table> | Sub grp | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | Dual | 86% | 7% | 7% | 0% | EL | 71% | 19% | 10% | 0% | SWD | 68% | 28% | 20% | 0% | GenEd | 22% | 26% | 42% | 10% | <p>CCRPI Content Mastery Lexile Scores Course Pass Rates Biology EOC Results</p> |
| Sub grp | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dual | 86% | 7% | 7% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 71% | 19% | 10% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | 68% | 28% | 20% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | |
| GenEd | 22% | 26% | 42% | 10% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Studies | <input checked="" type="checkbox"/> Econ. Disadvantaged Learners <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <p>Increase in achievement rate for EL's, SWD's, and ED CCRPI</p> <p>EL: 30.78 (FY21) to 31.46 (FY22) SWD: 26.37 (FY21) to 35.30 (FY22) ED: 50.48 (FY21) to 58.30 (FY22)</p> <p>Increase in achievement rate:</p> <p>Black- 46.73 (FY21) to 58.40 (FY22) Hispanic- 50.72 (FY21) to 58.11 (FY22)</p> <p>The number of EL's who scored proficient plus advanced on the U.S. History EOC increased from 13.19% (FY21) to 15.51% (FY22).</p> <p>The number of SWD's who scored proficient plus advanced on the U.S. History EOC increased from 9.09% (FY21) to 19.12% (FY22).</p> | <p>Only 64% (45/70) of EL's passed World History compared to 81% overall.</p> <p>We noticed that 100% of SWD's (39/39) passed World History.</p> | <p>CCRPI Content Mastery by Subgroup Fall 2022 Course Pass Rate</p> | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Discipline / School Climate Data</p> | <input checked="" type="checkbox"/> Econ. Disadvantaged Learners <input checked="" type="checkbox"/> Special Ed. Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant | <p>We have hired a Wraparound Services Coordinator and a Communities in Schools Rep. For student and family support.</p> <p>School Climate: Academic Success Night resulted in more than 400 students /families attending to receive guidance to support student academic success.</p> <p>We saw an increase in the number of students attending EOC Bootcamp this year.</p> | <p>There is no current line of direct communication between the CCYA tutors and OHS teachers.</p> <p>The highest number of discipline incidents each week is on Thursday (PBIS)</p> <p>36% ELs, 40% SWDs, and 50% of Dual-served students have missed more than 10 days of school this year as of March 31, 2023. 50% of ALL students have missed more than 10 days.</p> | <p>CCYA (Title 1) PBIS OnTrack Attendance</p> |
| <p>Professional Learning</p> | <input type="checkbox"/> Econ. Disadvantaged Learners <input checked="" type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant | <p>46 teachers requested specific PL on supporting ELs and SWDs.</p> <p>70 teachers volunteered to assist with facilitating the PL topics.</p> <p>Columbia University CPET did engagement training and walkthroughs with teacher feedback designed to help teachers reflect on learning target alignment with instructional activities and rigor.</p> | <p>17% of teachers did not respond to the Spring PL needs assessment and approx. 35% did not respond to the Fall survey. The Fall survey data shows teachers still have misconceptions among grade repair, remediation, and enrichment/extension.</p> | <p>MS Forms Fall Survey MS Forms Spring Survey CPET Feedback forms</p> |
| <p>Other</p> | <input type="checkbox"/> Econ. Disadvantaged Learners <input checked="" type="checkbox"/> Special Ed. Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant | <p>Grad Rate by subgroup was not calculated in 2020 and 2021. However, when compared to 2019, SWDs improved from 50.00 (FY19) to 60.92 (FY22).</p> | | |

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| Statement of Concern #1 | Our current graduation rate is only 68.2%. We need to stay above 67.1%. |
| Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | We have an absence of structures, systems, and processes related to who, when, and why our students are dropping out <u>or</u> withdrawing and not re-enrolling. In addition, we experienced a gap in service in Fall 2023 from both Communities in Schools and Wraparound Services this year, two school resources that support students to encourage them to stay in school. |
| Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | We do not have a <i>cohesive system of support</i> for students at risk of dropping out beginning in 9 th grade. We have data showing which 9 th grade and 9 th grade repeater students are most at risk of <i>not</i> promoting, but professional learning is needed on how best to use that data to maximize the impact on the graduation rate. |
| Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | Students “most at risk” of not graduating (due to lack of credits) cannot participate in traditional course extension because a semester grade of 60 is needed to be eligible. In addition, many eligible students do not take advantage of grade repair or course extension (extended time) opportunities. |
| Contributing Factors (Outside of control) | Student attendance Transiency |
| Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i> | By May 2027, the graduation rate of the FY27 cohort will increase from our current 68.2% to 74.1%. Benchmark 1 May 2025: 532 (0.682 x 780) students will be on track for graduation Benchmark 2 May 2026: 552 students will be on track for graduation Benchmark 3 May 2027: 572 (.741 x 780) students will be on track for graduation Benchmark 4: Graduation Rate of 74.1% (578 students) |

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| Statement of Concern #2 | <p>Only 16% of students scored proficient or higher on the Algebra I EOC according to the CCRPI.</p> |
| Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | <p>Teachers need professional learning in unpacking the new standards to align pacing, curriculum, student centered instruction, and assessment.</p> |
| Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | <p>We currently do not have in place a cohesive system of support for students entering 9th grade with learning gaps in Math, as evidenced by the MI and Math Rank List. According to the incoming freshmen math rank list, 85% of rising 9th graders scored Below Basic or Basic on their 8th Grade MI's. Only 10% are Proficient, and 5% are Advanced upon entering 9th grade.</p> |
| <p style="text-align: center;">Contributing Factors (Outside of control)</p> | <p>Significant gaps in math mastery from elementary/middle school.</p> <p>Student attendance</p> <p>Students with limited English Language Proficiency.</p> <p>Transient rate.</p> |
| <p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p> | <p>Students scoring proficient plus advanced on the CCRPI Algebra I EOC will increase from 16% to 16.96% (CCRPI Closing the Gap). Our goal is for 193 students to be proficient plus advanced by May 2024.</p> |

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| Statement of Concern #3 | <p>Only 27% students scored Proficient plus Advanced on American Literature EOC.</p> <p><i>(Source: CCRPI 2022)</i></p> |
| Root Cause #1 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | <p>Teachers need professional development on how to support students with more explicit writing instruction and assessing student work across grade levels. (EOC Domain Data)</p> |
| Root Cause #2 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | <p>Teachers need professional learning on explicit language instruction, vocabulary development and structures designed to address reading deficits throughout grade level English classes.</p> |
| <p style="text-align: center;">Contributing Factors (Outside of control)</p> | <p>Students are entering 9th grade reading below grade level. Student Attendance Cultural Relevant (EOC Prompts) Students who do not attempt to answer the writing prompt</p> |
| <p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p> | <p>Students scoring proficient plus advanced on the CCRPI American Lit EOC will increase from 27% to 28.62% (CCRPI Closing the Gap). Our goal is for 216 students to be proficient plus advanced by May 2024.</p> |

School Improvement Goals
Include goals on the parent compacts and policy

| | |
|----------------|--|
| Goal #1 | <p>By May 2027, the graduation rate of the FY27 cohort will increase from our current 68.2% to 72.5%. Benchmark 1 May 2025: 542 (0.695 x 780) students will be on track for graduation Benchmark 2 May 2026: 550 (0.705 x 780) students will be on track for graduation Benchmark 3 May 2027: 557 (.715 x 780) students will be on track for graduation Benchmark 4: Graduation Rate of 72.5% (566 students)</p> |
| Goal #2 | <p>The number of students scoring proficient and advanced on the CCRPI Algebra I EOC will increase from the current 16% combined scoring of proficient and advanced to 16.96% scoring of proficient and advanced (CCRPI / Closing the Gap). Our goal is for 193 students to score proficient and advanced on the Algebra I EOC by the end of May 2024.</p> |
| Goal #3 | <p>The number of students scoring proficient and advanced on the CCRPI American Lit EOC will increase from the current 27% combined scoring of proficient and advanced to 28.62% scoring of proficient and advanced (CCRPI Closing the Gap). Our goal is for 216 students to score proficient and advanced on the American Literature EOC by the end of May 2024.</p> |
| Goal #4 | n/a |

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv)

| Position | Supports Goal(s) | Supports which system(s) | How will the primary actions of this position support the implementation of the School Improvement Plan? |
|---|---|---|---|
| Gr. 9-10 English FLP Lemarkus Bailey 1.0 | <input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | The Reading Interventionist will support an identified group of at-risk incoming 9th graders in improving their reading and writing skills in the Comm. Skills to 9th Lit looping cohort designed to help them obtain an ELA credit for graduation and promote to 10th grade. |
| Gr. 9-10 Math FLP Deidra Carter 1.0 | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | The FLP Instructor will support an identified group of at-risk incoming 9th graders to provide foundational math skills in the FLP to Foundations of Algebra looping cohort designed to help them obtain a math credit for graduation and promote to 10th grade |
| Gr. 9-12 Edmentum Joseph Rice 1.0 | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | The Grad Point Instructor will provide credit recovery opportunities to students who, during the pandemic, have fallen behind on credits toward graduation (primarily 10th and 11th graders). |
| Academic Coach – Math Shirlyn Mahaffey 1.0 | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | The academic coaches will support teachers in content areas to provide professional learning, modeling of strategies, and instructional feedback to teachers. |
| Academic Coach – ELA Sherry Tillman 1.0 | <input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement | The academic coaches will support teachers in content areas to provide professional learning, modeling of strategies, and instructional feedback to teachers. |

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|---|---|--|---|
| <p>Academic Coach- Math/Science Miranda Sanders 1.0</p> | <p><input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4</p> | <p><input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>The academic coaches will support teachers in content areas to provide professional learning, modeling of strategies, and instructional feedback to teachers.</p> |
| <p>Academic Coach – Literacy Theresa Kotlar 1.0</p> | <p><input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4</p> | <p><input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>The academic coaches will support teachers in content areas to provide professional learning, modeling of strategies, and instructional feedback to teachers.</p> |
| <p>Academic Coach Elizabeth Foster 1.0</p> | <p><input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4</p> | <p><input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>The academic coaches will support teachers in content areas to provide professional learning, modeling of strategies, and instructional feedback to teachers.</p> |
| <p>Parent Facilitator Nadine Millan .6</p> | <p><input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4</p> | <p><input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement</p> | <p>The Parent Facilitator will provide professional learning to faculty on how to engage families to increase student achievement. The Parent Facilitator will maintain all records for Title I Family Engagement Compliance.</p> |
| <p>Title I Math Interventionist for IELs/ELs. TBH 1.0</p> | <p><input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4</p> | <p><input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement</p> | <p>The Math Interventionist will support an identified group of at-risk incoming IEL and EL 9th graders in improving their math skills in the Foundations of Algebra to Algebra I cohort designed to help them obtain a math credit for graduation and promote to 10th grade.</p> |

| <p>GOAL #1</p> | <p>By May 2027, the graduation rate of the FY27 cohort will increase from our current 68.2% to 72.5%. Benchmark 1 May 2025: 542 (0.695 x 780) students will be on track for graduation Benchmark 2 May 2026: 550 (0.705 x 780) students will be on track for graduation Benchmark 3 May 2027: 557 (.715 x 780) students will be on track for graduation Benchmark 4: Graduation Rate of 72.5% (566 students)</p> | | | | | |
|--|--|---|--------------------------|--|---|--|
| <p>Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p> | <p>Resources</p> | <p>Funding Source(s) <i>SWP Checklist 5.e</i></p> | <p>Start Date</p> | <p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p> | <p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p> | <p>People Responsible</p> |
| <p>Ensure development of a 9th grade intervention team to provide appropriate support to the cohort to increase the probability of graduating in 4 years.</p> | <p>Subs and stipends for the team</p> <p>Title I Parent Facilitator</p> <p>Communities in Schools Rep</p> <p>9th Reading Interventionist</p> <p>9th Math EL Interventionist</p> <p>9th FLP Teacher</p> <p>Relevant district and out of town workshops</p> <p>Wraparound Services Coordinator</p> <p>School Social Worker</p> | <p>Title I SFPD</p> <p>Title I</p> <p>Title 1</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I SFPD Title II Title III</p> <p>District Local</p> <p>District</p> | <p>July 2023</p> | <ol style="list-style-type: none"> 1. Ensure students are scheduled appropriately to increase the probability of graduating. 2. 6 Weeks: Develop a watchlist of students needing support (attendance, grades, etc.) and make referrals /action plans to support these students. 3. 9 Weeks: Follow up to service recommendations 4. 12 Weeks: Conduct grade and/or attendance checks; follow up on progress of action plans 5. 15 Weeks: Student progress check 6. Dec. 2023: End of Semester results analysis 7. Jan. 2024 – implement course extension plan 8. Jan. 2024: Development of team plan for Spring 2024 <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Intervention Team agendas 2. Watchlist of students with recommended referrals 3. Master Schedule | <p>Evaluation of Impact: <u>Data A: Dec. 2023</u> # first time 9th grade students on <u>the watchlist</u> who earn at least 2 academic and one elective credit for Fall 2023</p> <p><u>Data B: Dec 2023</u> Total number of first-time 9th graders who earn at least 2 academic and one elective credit for Fall 2023.</p> <p><u>Data C: January 2024</u> Compare December data with “after course extension” data</p> <p>Evidence: Transcripts</p> | <p>Principal Asst. Principals 9th Int. Team</p> |

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| | <p>PL supplies</p> <p>Ascend Math Software</p> <p>Title III Parent Facilitator</p> <p>Course Extension</p> | <p>Title I Local</p> <p>Local Instructional</p> <p>Title III</p> <p>Title I 20-day</p> | | <p>4. Attendance reports</p> <p>5. Grade reports</p> <p>6. Data Analysis summary reports from Comm. In Schools, Wraparound Services, 9th Int. Team, etc.</p> | | |
| <p>Provide professional learning to core faculty on grade repair and using Edmentum as a grade repair option.</p> | <p>Edmentum Instructors (2)</p> <p>Inst. Coaches</p> <p>Edmentum licenses</p> <p>Study.com</p> | <p>Title 1 District</p> <p>Title I District</p> <p>Local Instructional</p> | <p>Sept.2023</p> | <p>Implementation</p> <ol style="list-style-type: none"> September: Edmentum Training #1 October: Edmentum Training #2 November: Edmentum compliance check January: Edmentum training #3 March: Edmentum training #4 April: Edmentum compliance check <p>Artifacts:</p> <ol style="list-style-type: none"> PL Agendas Sign-ins Standards-based grade repair modules within Edmentum created by classroom teachers and CCCs | <p>Evaluation of Impact: Student grades before and after Edmentum grade repair</p> <p>Evidence: Edmentum reports</p> | <p>Instructional Coaches</p> <p>Edmentum Instructors</p> <p>Asst. Principals</p> |
| <p>Ensure the development of a system to monitor student withdrawals and transfers to determine who, when, and why students are dropping out or leaving.</p> | <p>Staff</p> <p>Communities in Schools</p> <p>Wraparound Services</p> | <p>District</p> <p>Title I</p> <p>District Local</p> <p>District</p> | <p>August 2023</p> | <p>Implementation: Beginning August 31, 2023: Attendance, ISS/OSS discipline, and withdrawal reports will be reviewed monthly by a designated support team to develop next steps to support students at-risk of dropping out</p> | <p>Evaluation of Impact: By December 2023, trend data will begin to show who, when, and why students are dropping out (initial data on which to act)</p> | <p>Principal</p> <p>Asst. Principals</p> <p>Monitoring Team</p> |

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| | School Social Worker Title I Parent Facilitator Title III Parent Facilitator | Title I Title III | | Artifacts: 1. Monthly attendance reports 2. OSS/ISS Discipline reports 3. Withdrawal reports 4. Data Summaries 5. Wraparound services and Communities in Schools semester data reports (includes student input) | Evidence: "At-Risk" student spreadsheet (at risk of dropping out) | |
|--|--|--------------------------|--|--|--|--|

| <p style="text-align: center;">GOAL #2</p> | <p>The number of students scoring proficient and advanced on the CCRPI Algebra I EOC will increase from the current 16% combined scoring of proficient and advanced to 16.96% scoring of proficient and advanced (CCRPI / Closing the Gap). Our goal is for 193 students to score proficient and advanced on the Algebra I EOC by the end of May 2024.</p> | | | | | |
|--|--|--|--|--|---|---|
| <p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p> | <p style="text-align: center;">Resources</p> | <p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p> | <p style="text-align: center;">Start Date</p> | <p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p> | <p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p> | <p style="text-align: center;">People Responsible</p> |
| <p>Provide PL on unpacking the new standards and aligning them to assessments, test blueprints, DYRs, and pacing.</p> | <p>District Title I Coach</p> <p>Instructional Coaches</p> <p>Instructional Supplies</p> <p>Delta Math</p> <p>CTLS</p> <p>PL Supplies</p> <p>Subs/stipends for the team</p> <p>Relevant conferences and workshops (i.e., GCTM, KSU ESOL, Conf, Stemapalooza, etc.)</p> <p>Study.com</p> | <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>District</p> <p>District</p> <p>Title I</p> <p>Title I SFPD</p> <p>District Title II Title I SFPD Title III</p> <p>Local Instructional</p> | <p>July 2023</p> | <p>Implementation:</p> <ol style="list-style-type: none"> 1. Pre-planning and on-going throughout Fall 2023: District training focused on unpacking the new math standards 2. Pre-planning: Vertical team makes the test blueprint and checklist for the semester. 3. August: CCCs create Unit 1 and 2 assessments 4. September: CCCs create units 3 and 4 assessments 5. October: CCCs create units 5-9 assessments 6. December: Conduct semester data analysis to revise the blueprint next semester <p>Artifacts:</p> <ol style="list-style-type: none"> 1. PL Agendas & Sign in Sheets 2. Unit Assessments 3. Assessment Blueprints | <p>Evaluation of Impact: # students proficient per unit test</p> <p>Evidence: CTLS Unit Test Data</p> | <p>Math AP</p> <p>Math DCs</p> <p>Title I District Math Coach</p> <p>Inst Coaches</p> <p>Math Vertical Team</p> |

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| Implement Osborne 10 in Foundations of Algebra and Algebra I to identify Level 1 and 2 students for targeted support. | Instructional Coaches | Title I | August 2023 | <p>Implementation:</p> <ol style="list-style-type: none"> 1. August: Create Osborne 10s for Units 1 and 2 2. September: Create a Level 1 / Level 2 student list from the results of units 1 and 2. 3. September: Units 3 and 4 4. October: Update the Level 1 / Level 2 student list. 5. October: Units 5-9 6. November & December: Update the Level 1 / Level 2 student list. 7. December: End of semester data analysis to make changes for Spring <p>Artifacts:</p> <ol style="list-style-type: none"> 1. Progress Learning Data 2. CCC agendas 3. Level 1 and 2 student lists 4. Unit data summaries | <p>Evaluation of Impact:</p> <p>The number of Level 1 & 2 students who score Proficient or Advanced on the EOC.</p> <p>Evidence:</p> <p>Progress Learning Reports</p> | <p>Math AP</p> <p>Math Dept Chairs</p> <p>Inst Coaches</p> <p>Algebra and Foundations of Algebra teachers</p> |
| | FLP Teacher | Title I | | | | |
| | Title I Math Interventionist | Title I | | | | |
| | Progress Learning | Title I | | | | |
| | PL supplies | Title I Local | | | | |
| | Inst. Supplies | Title I Local | | | | |

| <p style="text-align: center;">GOAL #3</p> | <p>The number of students scoring proficient and advanced on the CCRPI American Lit EOC will increase from the current 27% combined scoring of proficient and advanced to 28.62% scoring of proficient and advanced (CCRPI Closing the Gap). Our goal is for 216 students to score proficient and advanced on the American Literature EOC by the end of May 2024.</p> | | | | | |
|---|---|---|--|---|---|--|
| <p style="text-align: center;">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p> | <p style="text-align: center;">Resources</p> | <p style="text-align: center;">Funding Source(s) <i>SWP Checklist 5.e</i></p> | <p style="text-align: center;">Start Date</p> | <p style="text-align: center;">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p> | <p style="text-align: center;">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p> | <p style="text-align: center;">People Responsible</p> |
| <p>Ensure the development of a systematic structure for writing instruction and writing feedback.</p> | <p>Subs and stipends for the team</p> <p>Writing Software (licenses)</p> <p>CTLS</p> <p>PL Supplies</p> <p>Instructional Supplies</p> <p>Progress Learning</p> <p>Study.com</p> | <p>Title I</p> <p>Local Instructional</p> <p>District</p> <p>Title I</p> <p>Local Title I</p> <p>Title I</p> <p>Local</p> | <p>July 2023</p> | <p>Implementation:</p> <ol style="list-style-type: none"> 1. August: Academic Coach will schedule Revision Assistant training for teachers. 2. Department Chair and CCC Facilitators will create a writing strategies fidelity checklist and rubric to be used in the English department on all levels. 3. Dept Chair and CCC Facilitators will develop a schedule to monitor student writing (formative/summative) twice each 6th Weeks. 4. Teachers will identify Level 1 and Level 2 students from each 6th weeks formative. 5. Teachers will refer students for remediation (writing lab or tutoring) before the 6th weeks summative. 6. Teachers will evaluate growth of the targeted students from the formative assessment to the summative assessment at the end of each 6th weeks. <p>Artifacts:</p> | <p>Evaluation of Impact: 6 Weeks Growth Report EOC Proficiency Report</p> <p>Evidence: Writing Software Proficiency and Growth Report CTLS Assessment Data</p> | <p>ELA Asst. Principal</p> <p>ELA Department Chair</p> <p>Instructional Coaches</p> <p>CCC Facilitators</p> <p>ELA Vertical Team</p> <p>District Coaches</p> |

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| | | | | <ol style="list-style-type: none"> 1. Professional Training Agendas 2. Fidelity Writing checklist and rubric 3. Assessment Schedule & Writing Program utilization report 4. List of Level 2 students 5. List of students referred to other support services. | | |
| Provide professional learning on the use of research-based instructional practices for reading, writing feedback, vocabulary and language instruction. | Instructional Coaches District Academic Coaches Reading Interventionalist Progress Learning Supp Books and novels Read180 Handbooks Instructional Supplies Relevant conferences and workshops (I.e., GCTE, KSU Literature Conference, KSU ESOL Conference, NCTE, | Title I Title I Title I Title I Title I Local Title I Local Local Title I Title I Title II Title III SFPD Local | July 2023 | Implementation: <ol style="list-style-type: none"> 1. Pre-planning: Create a vertical team of (9-11) ELA teachers to create a reading fidelity checklist by July 2023. 2. Pre-Planning: Vertical team will present the fidelity checklist to the department during preplanning. 3. August: Each CCC will create a goal for Progress Learning student usage for each 6th weeks (to be collectively reviewed in the CCC.) 4. Monthly: Professional learning and modeling of instructional strategies monthly during planning periods. 5. Monthly: Teachers will bring student samples and proof of implementation of instructional strategies to CCC meetings. Artifacts: <ol style="list-style-type: none"> 1. Vertical Team Agenda 2. Department Meeting agenda and fidelity checklist. 3. Department Meeting/PD Agenda (monthly) | Evaluation of Impact: Progress Learning proficiency/growth report by standard Evidence: Progress Learning Proficiency/Growth Report | Instructional Coaches ELA Assistant Principal ELA Department Chair ELA Vertical Team CCC Facilitators District Coaches |

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| | Learning Forward, etc.) ELlevation | Title III | | 4. Student Samples and CCC Meeting Agendas (weekly) 5. Progress Learning Usage Reports 6. Progress learning Usage Reports and Meeting Agenda | | |
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Actions to Support Student Groups in Meeting School Improvement Goals

| <p align="center">Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i></p> | <p align="center">Action steps to improve/support achievement of student groups</p> | <p align="center">Resources</p> | <p align="center">Funding Source</p> |
|--|--|--|--|
| <input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <ol style="list-style-type: none"> 1. Offer Study Skills classes to address learning gaps. 2. Continue the SpEd Graduation Cohort support for 12th graders to monitor progress towards graduation in the senior year. 3. Case managers will conduct transcript checks at the beginning of each semester to ensure students are scheduled appropriately to stay on track for graduation. 4. A new coaching model will be used for students on consult to receive academic support as needed in the core academic areas. | SSA | District |
| <input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <ol style="list-style-type: none"> 1. Provide sheltered ESOL core content classes (ELA, Science, Social Studies) for students who would benefit from this instructional delivery model. 2. Fund a Title I Math Interventionist for the purpose of supporting IEL and Active EL students in Foundations of Algebra and Algebra. 3. Include the Title III Parent Facilitator in Wraparound Services and intervention meetings. 4. Provide all teachers with access to ELlevation to match instructional strategies with student proficiency levels. 5. Continue the ESOL Graduation Cohort support for 12th graders to monitor progress towards graduation in the senior year. | Title III Parent Facilitator ELlevation Title I Math Interventionist | Title III Title III Title I |
| <input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <ol style="list-style-type: none"> 1. Provide free tutoring for any student needing academic support in Math, Science, Social Studies, and ELA. This includes free SAT and ACT test preparation. 2. Assist families in completing Free/Reduced forms online in August and September 2023 when the waiver period ends. This includes providing information on how Free/Reduced forms assist in received waivers to take the SAT/ACT, AP Tests, and participate in some field trips. 3. Provide comprehensive Wraparound Services for students and families. 4. Provide a Food Bank and Clothing Bank for students and families. 5. Provide ELA and Math support classes to address academic learning gaps. | F/R Forms Tutoring Wraparound services Communities in Schools | Federal 20-day Title I District Local Title I |

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| <input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <ol style="list-style-type: none"> 1. CCYA tutors will communicate directly via email with the students' teachers and will copy Ms. Andrea Battaglia, Title I AP. 2. Academic Coaches will support teachers in procuring materials and resources to academically support CCYA tutors. 3. Provide tutoring in Math, Science, Social Studies, and ELA on OHS campus Tuesdays and Thursdays after school for any student needing academic support. 4. Provide a Food Bank and Clothing Bank for students and families. 5. The school Social Worker is available to assist homeless families. 6. The food services manager, wrap around services coordinator, and CCYA will assist students in completing Free/Reduced forms and providing information on how Free/Reduced forms assist in receiving waivers to take the SAT/ACT, AP Tests, and participate in some field trips. 7. Counselors will assist students with post-secondary and career options. | Professional School Counselors Wraparound Services CCYA Social Worker Osborne APs and Academic Coaches Tutoring | District District Local Non-profit Group Home District Title I 20-day Title I |
| <input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant | <ol style="list-style-type: none"> 1. Provide tutoring in Math, Science, Social Studies, and ELA on OHS campus Tuesdays and Thursdays after school for any student needing academic support. 2. The Hispanic Heritage and Black History committees create opportunities for students to celebrate and educate. 3. Professional School Counselors will make scholarship opportunities available to all students via a monthly newsletter. | Tutoring Professional School Counselors | 20-day Title I District/Local |

Family Engagement Plan to Support School Improvement (*Required Components*)

| Family Engagement Activities (<u>Must be listed in the school policy</u>) | Date(s) Scheduled | Date Completed | "Shall" Standard(s) Addressed |
|--|---|----------------|--|
| <p>1. Required <u>Annual Title I Meeting – Deadline September 29, 2023</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p> | Sept. 2023 Date TBD | | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| <p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p> | Oct 24, 2023 | | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p> | April 22, 2024 | | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 |
| <p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/22/23 PL#2 12/8/23 PL#3 2/16/24 PL#4 4/29/24</p> | Sept 15, 2023 | | |
| | Dec 1, 2023 | | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 |
| | Feb 9, 2024 | | <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 |
| | April 22, 2024 | | |
| <p>5. Required <u>Transition Activities for students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p> <ol style="list-style-type: none"> 1. New 9th Grade Parent Meeting (July 2023, Cardinal Fly By) 2. College for DREAMers for Parents and Students (September 2023) 3. FASFA for Parents and Students (December 2023) 4. College and Military Night for Parents and Students (November 2023) 5. College Financial Aid Event (December 2023) 6. Rising 9th Grade Parent Meeting (February 2024) 7. Career Exploration for Parents and Students (March 2024) 8. Scholarship Workshop for Parents and Students (March 2024) | 1) August 2023 2) Fall 2023 3) May 2024 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |

| | | |
|---|--|--|
| <p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p> <p>The parent compact and parent policy are translated into Spanish and both the Spanish and English versions are posted on the school website. Invitations to school events are sent out in both Spanish and English. We use a translator for virtual meetings. For face-to-face meetings, we use the headsets to translate to Spanish. When requested, we utilize interpreters from the IWC to assist in translating to other languages. All school communication is sent via CTLS and parents can translate into the language of their choice.</p> | <p>List documents translated for parents:</p> <ul style="list-style-type: none"> • Parent Compact • Parent Policy • Subtitle Power Points at meetings and post copies on school website. • ACCESS Score Reports | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |
|---|--|--|

| School Developed Family Engagement Activities (Required for "Shall's" 2 and 6) | | | | | | | |
|---|--|--|---|--|----------------------------------|---|---|
| School Developed Family Engagement Activities (Must be listed in the school policy) | "Shall" Addressed | Goal(s) Addressed | Resources | Funding Source(s) <i>SWP Checklist 5.e</i> | Date | How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence. | Team Lead |
| <p>We offer learning opportunities for parents based on their interests and needs (i.e., how to use ParentVue, CTLS Parent, MS Word, English classes, understanding graduation requirements, using Rosetta Stone language development software, etc.). Further, Communities in Schools, Wraparound Services, and the Title I and Title III Parent Facilitators are collaborating to plan Parent University.</p> | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 | <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 | <p>Title I Parent Facilitator</p> <p>Title III Parent Facilitator</p> <p>Wraparound Services</p> <p>Communities in Schools</p> <p>Rosetta Stone</p> <p>Rosetta Stone Books</p> <p>Parent Resource Center Supplies</p> | <p>Title I</p> <p>Title III</p> <p>Local</p> <p>Title I</p> <p>Title III</p> <p>Title I</p> <p>Title I</p> | <p>Fall 2023 and Spring 2024</p> | <p>Activities are monitored and evaluated by the Principal and Title I Administrator. The parent facilitator keeps a FACE notebook with artifacts on site (i.e., sign in sheets, agendas, supplemental pay forms , parent input data, etc.)</p> | <p>Nadine Millan, Parent Facilitator</p> <p>Title III Parent Facilitator</p> <p>Title I Administrator</p> |

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)

3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County’s schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages. SWP Checklist 5(a)**

2. Cobb County’s schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings. Schoolwide Checklist 5(b)**

3. Cobb County’s schoolwide plans remains in effect for the duration of the school’s participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page. SWP Checklist 5(c)**

4. Cobb County’s schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school’s website and in multiple languages. SWP Checklist 5(d)**

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. **SWP Checklist 5(e) Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

This year, each core department, as well as the Administration Team, met over the course of 10 meetings to determine root causes, action steps, implementation plans, and monitoring plans for our goals. In addition, requests for other significant stakeholder input were sent out by email along with the Title I Parent Facilitator gathering information from parents. We followed the Title I recommendations to include input from stakeholders such as our Food Services Manager, School Social Worker, Course Extension Coordinators, Professional School Counselors, Students, Parents, District Title I Supervisor, District Title I Academic Coach, and Media Specialist. Information was compiled from the meetings and emails and was reviewed by members of the team to use in developing the plan.

The district will provide support for the plan as well with resources such as Read 180 licenses, consumable materials, Edmentum licenses (we formerly used GradPoint), Delta Math, and CTLS Resources. In addition, Title II will provide professional development resources and support, and Title III will provide support

for EL and dual-served students, including a Title III Parent Facilitator. The International Welcome Center is utilized for interpretation and translation support and as an initial intake center for our IEL students. 20-day funds will be utilized for tutoring and summer learning support for our students struggling to meet state standards. Osborne Nest (Wraparound Services) receives multiple resources from our community members and partners. Title I will continue to fund our reading and math interventionists as well as course extension, summer bridge, tutoring and local school resources. These federal, state, and local programs will work together to meet the needs of the students and families.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE:

Teachers actively participate in Cobb Collaborative Communities (known as CCCs) on a weekly basis, and through this process regularly monitor student progress toward meeting state standards. The school conducts school-level semester data analysis twice a year (EOC, Course Pass Rates, etc.) and analysis of progress toward meeting the CCRPI goals. A Title I rank-order list is created annually to help in appropriately placing students in 9th grade. In addition, the Cobb Teaching and Learning System (especially CTLS ASSESS) provides ongoing monitoring of student performance and achievement. The RI and MI are given 2 times per semester for 9th ELA and Math students. In addition, 10th grade ELA students take the RI twice per semester. Results of several district assessments (MI, Interims, etc.) are given and reviewed as well. Local School Academic Coaches meet with the Administration Team, and periodically with the Title I Supervisors and District Title I Coaches, to review progress toward meeting the goals of the plan.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE:

The GaDOE CCRPI Content Mastery, Progress, Closing the Gap, and Graduation Rate provide a standard, measurable way for us to monitor the school’s academic progress. The CCRPI allows us to determine our performance targets for the next year. A combination of course pass rates, EOC scores, EOC Domain data, ACCESS scores, and performance on common unit assessments provide data for CCCs to determine the content-specific needs of students.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE:

Each year, the Title I Supervisor conducts a mid-year monitoring plan meeting to discuss the progress of the implementation and monitoring plans. Local school CCCs meet regularly to monitor student progress, discuss strategies for supporting students, and determining next steps. Weekly meetings between the Administration Team and Academic Coaches allow for continuous monitoring. As we move through the implementation plan of each action step, we can determine if the plan is working or needs to be revised.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE:

The school follows a progressive discipline policy for all subgroups of students (discipline practices include teacher detention and in-school suspension whereby students can continue to work on academics). In addition, Osborne is a P.B.I.S. school, though we are not yet fully operation. The school also follows the MTSS system for identified students.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE:

Focused professional development based on standards of teaching and learning is at the core of what we do at Osborne. Professional learning is customized to meet the needs of PLCs (in Cobb known as CCCs), departments, or individual teachers. Core as well as non-core teams are supported. Teachers work collaboratively with guidance from Academic Coaches to plan, deliver, assess, and reflect on instruction. Instructional Coaches support core content teams as well as non-core teams. As part of their work, the Academic Coaches develop periodic needs assessment surveys for teachers, which allows them to customize PL in a way that meets teacher, team, and department needs. All teachers can attend conferences or workshops designed to enhance professional practice (co-coordinated through District, Title I, Title II, Title III, SFPSPD, and Local funds)

The Spring 2023 Teacher PL Needs Survey asked teachers to identify professional learning topics that interested them. The four largest topics of interest included scaffolds and supports for EL's and SWD's, low prep-high impact strategies/activities, multiple ways to check for understanding, and student-centered ideas for the 90-minute block. These results will be used to plan professional learning the following year. In addition, the survey gave teachers an opportunity to lead professional learning as a teacher leader in the school. Over 70 teachers expressed interest in providing professional learning to their colleagues. Instructional coaches plan to work with these teacher leaders in Spring 2023 and next year.

Counselors surveyed 1081 9th and 10th grade students who had been retained in one or more classes this year. Based on the survey results, 180 students said not understanding the course content was a factor in them not passing and 173 stated they did not advocate or ask for assistance. These results will be used to plan professional learning for teachers to how to better formatively assess student learning and how to create alternative ways for students to seek academic support. Only 28 students indicated that outside factors impacted them with not completing their course. Other survey results indicated students need classroom support with executive functioning skills to better manage their time and responsibilities.

New teacher Induction is differentiated among Year 1, Year 2/3, and Veteran Teachers New to Osborne. Schoolwide PL is determined by the Admin Team (i.e., Instructional framework training at the beginning of the year followed up with walkthroughs from members of Guiding Coalition). Inst. Coaches also conduct classroom walkthroughs by department, by CCC, by new teacher groups, and cross-departments.

Osborne works collaboratively with District Title I Supervisors and District Title I Academic Coaches to design the school's improvement plan, facilitate professional learning, assist with classroom walkthroughs, conduct data analysis, model instructional strategies, and ensure alignment of curriculum, instruction, assessments, and pacing. The school also collaborates with Columbia University Teachers College to provide onsite PL (i.e, engagement strategies for core teachers this Spring, follow-up classroom visits with teachers requesting feedback, teacher leader development, etc.).

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE: n/a

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE:

Our professional school counselors offer various Financial Aid and college and career workshops. The Naviance program and its various activities is used to work with students to help them find potential careers and help them with future goals by providing career matchmaker assessments, ability profiler assessments, and post-secondary goal setting that addresses education/financial/career planning. The Osborne Counseling Department hosts Apply to College Day and informs students about Dual Enrollment opportunities (part of Bridge Law) with local technical colleges and universities, as well as Dual Achievement Option B, and conducts "check-in days" where our students can ask post-secondary questions in an open forum.

Osborne High School's CTAE Department currently offers 11 pathways within 9 career clusters. Students learn the technical or occupational skills necessary to obtain employment or advance within an occupation. Students participating in the CITA program interact regularly with industry professionals and students can earn industry certifications in their classes.

The Counselor Corners' Series focused on giving information about the college application process, partnership with Georgia Hope, financial aid and FAFSA, and college for DREAMers, and our Communities in Schools Rep has planned college visits. The Counseling Department posts a monthly student newsletter to access applications for available scholarship opportunities.

Osborne High School offers a Work Based Learning Program where students can explore a career based on their interests. Students get real-world experience and a chance to apply their academic knowledge in a professional setting. Teachers and students, led by the Osborne High School Work Based Learning Program, have established relationships with local businesses by attending the Smyrna Business Association monthly. Osborne High School also established a partnership with Great Promise Partnership, an organization which "empowers students to stay in school while also addressing Georgia's workforce needs" (<http://gppartnership.org/>).

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*