![Georgia Department of Education logo — GaDOE]

School Improvement Action Plan

School Year:	2024-2025
School Name:	Osborne High School
Principal Name:	Troy Jones
Date Submitted:	5/30/24
Revision Dates:	6/5/24

District Name	Cobb County School District
School Name	Osborne High School
Team Lead	Sherrye Tillman
Position	Academic Coach
Email	Sherrye.Tillman@cobbk12.org
Phone	(770) 437-5900

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)

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 through the suggested format from district supervisors and coaches. 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.

Meeting Date(s):	May 13, 14, 17, 20, 22, 2024

Position/Role	Printed Name	Signature
Principal	Troy Jones	
Asst. Principal –Math / PL	Jennifer Glendenning	
Asst. Principal –Science, AP Coordinator	Leander Brooks	
Asst. Principal– SpEd, Title I, Business and Master Scheduler	Andrea Battaglia	
Asst. Principal-CTAE, Testing	Greg Barlow	
District SSA – SpEd	Jaclyn Weaver	
Asst. Principal – Fine Arts/WL	James Davis	
Asst. Principal – Health/PE and Athletic Director	Ronald Boggs	
Asst. Principal—ELA/ESOL	Necole McGhee	
Asst. Director – CITA	Cora Graves	
Asst. Principal--SS	Dr. Ben Needle	
Admin Intern --ESOL	Dr. Josh Sturtevant	
Admin Intern--SPED	Myron Burton	
Assist Director of CITA	Dr. Alvin Decuir	
Parent Facilitator	Nadine Milan	
Academic Coach—ELA, Fine Arts,	Sherrye Tillman	
Academic Coach—S.S., ESOL, WL	April Hamilton-Williams	
Academic Coach – Math/Science	Miranda Sanders	
Academic Coach – Math/Science	Paige Roberts	

Academic Coach – Business/CTAE/ESOL	Heidi Leonard	
Social Studies Department Chair	Rachel Thompson	
ELA Department Chair	Jo Richard	
Science Department Chair	Erika Porter	
Math Department Chair	Laura Hicks	
Counseling Department Chair	Mary Carr	
Clerk	Kimberly Amaya	
Cohort Clean Up	Dr. Brian Fenner	
Parent		

Comprehensive Needs Assessment Evaluation of Goal(s)

(*References: Schoolwide Checklist* Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	By May 2027, the graduation rate of the FY27 cohort will increase from our current 68.2% to 72.5%. Benchmark 1 May 2024: 542 (0.695 x 780) students will be on track for graduation. Benchmark 2 May 2025: 550 (0.705 x 780) students will be on track for graduation. Benchmark 3 May 2026: 557 (.715 x 780) students will be on track for graduation. Benchmark 4: May 2027: 566 students will graduate at a rate of 72.5%.
Was the goal met? ☒ YES ☐ NO	
What data supports the outcome of the goal?	Graduation Rate of 74.33% 4-year graduation rate supports the outcome of the goal as reported by the CCRPI.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
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?	1. **9th Grade Interventional Team:** The goal of the team was to provide early interventions to target students who were most at-risk of not graduating in 4 years to positively impact the 4-year graduation rate. The team was formed of teachers, counselors, instructional coaches, and administrators. Each team member mentored students identified from the Title I Rank Order List and monitored their progress towards earning two core content credits and one elective credit each semester. Students were provided incentives by their mentor for reaching attendance targets and grade targets. 2. **Edmentum:** The goal for FY23-24 school year was to provide professional learning for all staff. The sessions took place during Asynchronous Learning days in September, October, and March. The first session involved

introducing Edmentum and the courses embedded in the platform. The second session involved modeling for teachers how to create courses for flexible learning for grade repair and how to modify lessons specific to the standards needed for the repair. The third session composed of two sessions a beginner/novice and expert/experienced groups designed around the needs of the teacher, and data to show student performance and impact on the credits recovered through course extension. The expert/experienced group was involved in the planning for FY24-25 Cardinal Recovery plan utilizing Edmentum for grade repair to implemented starting the FY24-25 within all core content areas to replace course extension.

3. **Cohort Cleanup:** The goal for FY 23-24 was for 542 students to be on track for graduation out of 780 (69.5% graduation rate). As of graduation 5/22/24, we graduated 496 students out of 654 (76% graduation rate,) which exceeds the previous goal of 74.1% by May 2027 and exceeds the previously written benchmark goals for 2024-2027. This was accomplished by determining who, when, and why we are losing students through withdrawals, transfers, course failure, and dropping out as addressed in the FY24 Plan. These determinations were made through the development of a committee to address these graduation cohort concerns. Trend data and cohort withdrawal data were monitored to help address these concerns and positively impact graduation rate. To address the cohort concerns, a committee made up of administrators, counselors, a clerk, and an instructional coach met to review data and identify students at risk of not graduating. The committee looked at withdrawals, transfers, course failures, drop out lists as well as other data points. Once students were identified, processes were put in place to remove them from the graduating cohort if they were no longer attending the school or interventions were put in place to help students achieve graduation.

Previous Year's Goal #2	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.
Was the goal met? ☐ YES ☐ NO	
What data supports the outcome of the goal?	Currently, neither CCRPI nor SLDS data on student performance on the EOC is available to determine if the goal was met. Upon receiving the scores, we will return to this to indicate if the goal was truly met.

Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	1. Implementing a thorough standard analysis protocol to fully plan for the interventions and extensions of each learning objective. 2. Utilizing Progress Learning (EOC prep platform) for summative assessment alignment to the standards and exposing students to DOK 2 & 3 questions modeled after the EOC. 3. Implementing 20-day meetings to discuss the data in order to strategize & plan for additional remediation.
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?	1. Implementing the use of common assessments throughout collaborative team. 2. Conducting weekly collaborative team meetings to address the needs of the students.

Previous Year's Goal #3	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.
Was the goal met? ☐ YES ☒ NO	
What data supports the outcome of the goal?	Based on Local school American Literature EOC data results from Winter 2023 and Spring 2024 reflect a 1% growth from 27% to 28% of students demonstrating a proficient and/or distinguished score.
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 implementing research-based instructional strategies for reading, writing, vocabulary, and language instruction. Teachers will continue to identify students who are close to proficiency to provide tiered and individualized support with instructional strategies according to the domains where students are exhibiting the most difficulty.
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) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
ELA	**Reading Inventory – First to Last Administration SY23** Overall, all students who took the RI showed Lexile growth from the **first to the last administration** growing with increase in the proficient and advanced categories and decreases in the basic and below basic as demonstrated in the following chart. **American Literature EOC** • Distinguished scores increased from 8 students in SY23 to 14 students in SY24.	**Reading Inventory – First to Last Administration SY23** • 53% of 9th and 10th grade students have a basic or below basic Lexile score. 34% of 53% still have below basic Lexile score at the end of SY23. • There was minimum growth 1% of students with an advanced Lexile scores. • There was no growth demonstrated among the proficient proficiency level. **American Literature EOC**	RI Growth Report RI Proficiency Summary Report SLDS EOC American Lit SY23 Local School EOC American Lit Results SY24

Chart within ELA Strengths cell:

	Advanced %	Proficient %	Basic %	Below Basic %
Overall	12 – 15 (3% growth)	31 – 33 (2% growth)	23 – 21 (2% decrease)	34 – 13 (3% decrease)
9th	15-19 (4% growth)	28 – 29 (1% growth)	23 – 21 (2% decrease)	34 – 31 (3% decrease)
10th	9 – 10 (1% growth	38 – 40 (2% growth)	25 – 25 No growth	28-25 (3% decrease)

	- Proficient/Distinguished Scores increased from 27 – 28% showing a 1% growth. 17 students who scored Proficient were 4 points away from scoring Distinguished. 79 students who scored Developing were 4 points away from scoring Proficient. - Writing Domain (27% of EOC): 17% (119/693 students) Met expectations for the Writing Domain - Extended Writing: 36% (251/693) students scored Proficient/Distinguished - Narrative Writing: 50% (343/693) students scored Proficient/Distinguished	- Reading Levels: 40% (283/693) students are on grade level and 60% (410/693) are below grade level - Writing Domain (27% of EOC): 26% (178/693) were approaching and 57% (396/693) were below expectations - Extended Writing: 62% (429/693) students scored developing and beginning. - Narrative Writing: 42% (292/693) students scored developing and beginning	
Math	The percentage of students scoring basic or below basic decreased from 90% to 83%, after students took one semester of Osborne math course. 4/7 of the student groups me the improvement target. 2 of those groups earning 1.5 points (max points). 495(56.7%) true Freshmen earned an Algebra I credit (before Course Extension) in the SY 2024.	There was a significant drop in the number of students who tested the MI in Spring 24 to those who tested in Spring 23 (865 to 424). The pass rate of students who tested the Algebra I EOC was 52% (a little more than half of the entire Algebra I students passed). Only 16.07% of students scored proficient or distinguished on the Algebra I EOC.	Math Inventory CCRPI Algebra I (Closing Gaps) Student Transcript Grades 2024
Science	Based on the EOC Score Reports from Fall 2023 and Spring 2024: 39.3% of students were proficient or distinguished on the Biology EOC which is an increase of 9.1% from SY 22-23. 329 students were proficient or distinguished on the Biology EOC, an increase of 46 students from SY 22-23.	Based on the EOC Score Reports from the Fall 2023 and Spring 2024: Cells and Cellular Genetics & Hereditary domains tied for the lowest domain performance out of the five domains.	SLDS Biology EOC Data SY 23 Local School Biology EOC Report SY24

	The Classification and Phylogeny domain and Theory of Evolution domain were the strongest domains. The Ecology domain was the lowest scoring domain according to SY 22-23 EOC scores, but this year, it was the third highest domain out of five domains.	
Social Studies	U.S History EOC Significant growth in domain 1 FY23-24 from 4.7% -17.2% Domain 5 increased from 11.4%-20.5%. Fall-Spring FY23-24 Overall performance from the Fall 23 (1.98) increased to 1.99 in the Spring 24.	Only 22.72% (145 students) students scored proficient plus advanced on the U.S. History EOC FY 23-24. Domain 4 had a -4% change. Fall-Spring FY23-24 Honors had an overall percentage growth in performance from fall to spring is approximately 0.83%.	FY 23-24 US EOC Data Student Grade Monitor Report

Fall-Spring FY23-24

	Below	Approaching	Met
D1	-14.5	+2	+12.5
D2	-38	-1.2	+5
D3	-2.5	-1	+2.5
D4	+9.4	-9	-0.4
D5	-12.9	+3.8	+9.1

Spring 23-24

	BELOW	APPROACHING	MET
DOM 1	156 (58.2%)	66 (24.6%)	46 (17.2%)
DOM 2	150 (56%)	66 (24.6%)	52 (19.4%)
DOM 3	160 (59.7%)	54 (20.1%)	54 (20.1%)
DOM 4	154 (57.5%)	52 (19.4%)	62 (23.1%)
DOM 5	136 (50.7%)	77 (28.7%)	55 (20.5%)

LEVEL	OVERALL	% of Growth
SG	1	.18
ESL	1.51	14.29%
Team Taught	1.78	17.79%

Fall-Spring FY23-24 (right column)

	Below	Approaching	Met
D1	-14.5	+2	+12.5
D2	-38	-1.2	+5
D3	-2.5	-1	+2.5
D4	+9.4	-9	-0.4
D5	-12.9	+3.8	9.1

LEVEL	OVERALL	% of Growth
Honors	2.41	0.83%

SPRING 22-23

	BELOW	APPROACHING	MET
DOM 1	233 (78.5%)	48 (16.5%)	16 (5.4%)
DOM 2	228 (76.8%)	49 (16.5%)	20 (6.7%)
DOM 3	215 (72.4%)	67 (22.6%)	15 (5%)
DOM 4	226 (76.1%)	41 (13.8%)	30 (10.1%)

On-Level	2.01	11.58%

DOM 5	235 (79.1%)	41 (13.8%)	21 (7%)

Overall, there was an increase in Domains 1, 2,3, and 5.

Domain 1 increase .29 (22%)

Domain 2 increase .1 (6.5%)

Domain 3 increase .07 (4%)

Domain 5 increase .24 (16.2%)

FY23-24	BELOW	APPROACHING	MET
DOM 1	248 (72.7%)	77 (22.6%)	16 (4.7%)
DOM 2	204 (59.8%)	88 (25.8%)	49 (14.4%)
DOM 3	212 (62.2%)	69 (20.2%)	60 (17.6%)
DOM 4	164 (48.1%)	97 (28.4%)	80 (23.5%)
DOM 5	217 (63.6%)	85 (24.9%)	39 (11.4%)

Overall performance dropped from Spring 23 (1.98) to Fall 23 (1.99)

Discipline / School Climate Data	PBIS Data reflects the 5 least frequent behaviors gang affiliation, bus disruption, off campus offenses, inappropriate affection, & sexual misconduct. **Wraparound Parent Survey:** Parents participating in the wraparound services show a strong willingness to learn and improve their skills. They are also highly interested in supporting their child's education.	PBIS Data reflects the top 5 most frequent behaviors are tardies, skipping, insubordination, out of area, failure to serve **Wraparound family survey concerns**: • Parents have limited English proficiency and computer literacy. • Lack of understanding of academic support strategies • Uncertainty about graduation and promotion requirements • Confusion about intervention and remediation processes • Need for guidance on important tasks for each grade level	PBIS Data from CSIS Wraparound Parent Survey
Professional Learning What's been provided? What is the impact?	Differentiated Teacher PL – Asynchronous Learning Days (Teachers delivered PL from conferences.) Ellevation, Edmentum, Progress Learning, MyAccess – Learning Platforms	Effective implementation of how to use the learning platforms to increase student achievement and growth. More professional learning is needed on unpacking the standards, writing clear learning	Teacher Feedback Data Professional Learning Schedule Professional Learning Sign-in sheet

	Unpacking Standards, Engagement Strategies, PLC Process	targets, and aligning assessments with content standards with appropriate DOK assessment questions.	
Other	The 2023 graduation rate was 6.32 percentage points higher than the previous year's 4-year graduation rate. Each subgroup met the improvement target. Edmentum results for the Fall 2023 overall percentage of students that passed and completed ALL of their requirements was 87% and for the Spring 2024 was 93%.	The current 4-year graduation rate is 74.33% (lower than the state 4-year 84.4% and district 4-year grad rate 87.7%). 234 9th graders retained during the FY23-24 school year	CCRPI Graduation Rate GaDOE Edmentum Data

Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Most race or ethnic student groups have 42% Lexile proficiency. White students (52/ 1252) have 78% proficiency, Black students (317/1252) have 57% proficiency. Most student groups showed growth from the beginning to the last RI administration. <table><tr><td>Student Group</td><td>%</td><td>Growth</td></tr><tr><td>Black</td><td>54-59</td><td>4%</td></tr><tr><td>Hispanic</td><td>37-41</td><td>4%</td></tr><tr><td>SWD</td><td>17-21</td><td>4%</td></tr><tr><td>White</td><td>80-83</td><td>3%</td></tr><tr><td>Male</td><td>43-48</td><td>5%</td></tr><tr><td>Female</td><td>45-48</td><td>3%</td></tr></table>	Limited English Proficiency students have a 40% Lexile while SWD students have 22% Lexile. Limited Proficiency students showed a decline by 6% from the beginning to the last RI administration.	RI Demographic Proficiency Report and Growth Report

Math	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	5/7 student groups made progress (4 met the improvement target). 2 Targeted groups (1.5 points) all made significant gains in achievement. 	Group	FY 2022	FY 2023
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EL	14.37	20.33
SWD	16.79	24.46		Black and Hispanic student groups did not make progress. 1 targeted group (1.5 points) did not make a significant gain in achievement. | Group	FY 2022	FY 2023
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ED	31.04	32.35	 Math achievement scores decreased among Black and Hispanic students. 		FY 2022	FY 2023
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Black	36.83	34.43
Hispanic	35.46	32.30		CCRPI Algebra I

84% of students who took a traditional math course (not CVA, AOC, nor DE) passed their course, before Course Extension (2597/3085).	There was a 14.59% less pass rate from students taking Algebra in Fall 2023 to Spring 2024. Fall 2023 Pass Rate – 80.60% (162/201 students) Spring 2024 Pass Rate – 66.01% (369/559 students)	Student Transcript Report 2024

Science	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	**SY 24 Bio EOC Achievement Levels** | Student Groups	Level 1	Level 2	Level 3	Level 4
ED	129	105	95	12
ELL	59	28	5	0
Gifted	2	3	14	6
SWD	31	12	6	0
Black	34	33	28	6
Hispanic	107	88	74	6
White	7	1	13	2
Total Student in Level	151	126	125	14 | Based on the number of students in each subgroup, there is not a huge disparity by race in student performance. 61% of Hispanic students passed the Biology EOC	SWD and ELL students in Level 3 and 4 are the lowest of all student groups on the Biology EOC 5 Gifted students scored Level 1 or Level 2 on the Biology EOC.	SLDS Biology EOC Data

		66% of Black students passed the Biology EOC 70% of White students passed the Biology EOC		
Social Studies	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Strongest Domain for our ESL was domain 1 and domain 2. The strongest domain for our SWD (team taught) was domain 4 in Fall 2023 and domain 3 in Spring 2024. Fall 23-24 	LEVEL	DOM1	DOM2	DOM3	DOM4	DOM5		OVERALL
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SG	0	0	0	0	0	SG	0
ESL	1.69	1.22	1.27	1.41	1.29	ESL	1.42
Team Taught	1.22	1.35	1.4	1.59	1.49	Team Taught	1.63 | Spring 23-24 | LEVEL	DOM1	DOM2	DOM3	DOM4	DOM5		OVERALL
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SG	1	1.2	1	1	1	SG	1
ESL	1.53	1.36	1.44	1.24	1.4	ESL	1.6
Team Taught	1.46	1.52	1.63	1.6	1.6	Team Taught	1.92		Students demonstrating proficient and advanced has declined significantly from FY 23-FY24 Black from FY23 (31.5%) to FY 24 (7.269%) Hispanic from FY23 (29.28) to FY24 (13.732%) ED from FY23 (30.11%) to FY24 TBD EL from FY23 (11.4%) to FY24 (8.4 %) SWD from FY23 (22.5%) to FY24 (1.29%)	CCRPI Graduation Rate CCRPI US EOC data

US History				
ADMINISTRATION	**Winter 2022**	**Spring 2023**	**Winter 2023**	**Spring 2024**
LEVEL				
SG	0	0	0	1
ESL	0	3	2	3
Team Taught	2	3	2	3
TOTAL	2	6	4	6

From FY22-FY23 there were gains among all subgroups, but a drop in the Winter FY 23, however Spring FY24 there was gains.

Discipline / School Climate Data	☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant		The survey showed that parents need help with English and computers, understanding how to support academics, knowing graduation and promotion rules, and understanding intervention and remediation. They also want guidance on important tasks for each grade. Parents are eager to help their children succeed but need more support and information.	Parent Wraparound Service Survey
Professional Learning	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	100% of teachers received PL on ELLevation strategies to support multilingual learners and Edmentum for grade repair.	Based on the data and feedback survey, teachers need additional support on unpacking and prioritizing standards and differentiated instructional and the PLC process.	Teacher Feedback Survey PL Sign-in Sheet
Other	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	4-year grad rate was improvement Targets for all subgroups were met.		

Statement of Concern #1	Students are off cohort (Students are not earning the required credits toward graduation).
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	9th grade intervention mentoring needs to establish clear roles and responsibilities and a structure for supporting students.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Parents, teacher and students are not clear on all of the available opportunities to get on track with their cohort (grade repair, CVA, GVA, etc).
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The school personnel or cohort committee is not completely aware of who, when and why students are withdrawing and transferring.
Contributing Factors **(Outside of control)**	Trust with adults Student attendance Familial priorities

Goal **Specific, Measurable, Achievable, Relevant, Timebound**	*May 2024:* ***496 Graduated/654 FY23 Cohort = 75.8 Predicted Graduation Rate*** **By May 2027, the graduation rate of the FY27 cohort will increase from our current 74.33 to 78.3%.** *Benchmark 1: May 2024:* **575** *(0.753 x* **764***) students will be on track for graduation.* **(Completed)** *FY27 Cohort May 2024 Results:* *525/764 (69%) of current 9th graders are on track to graduate. (Before Course Extension)* Benchmark 2: May 2025: **583** (0.763x **764**) students will be on track for graduation. Benchmark 3: May 2026: **591** (0.773 x **764**) students will be on track for graduation. Benchmark 4: May 2027: **598** (0.783 x **764**) students will graduate (Graduation Rate of 78.3%).

Statement of Concern #2 **Math**	Math students are performing at significantly higher rates on common summative assessments than they are on the Algebra EOC. (64% proficiency on summative assessments compared to 17% proficiency on Algebra EOC)
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need professional development on analyzing math standards to align them to common summative assessments.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers are using repetitive practice of lower DOK questions/tasks during instruction, leading to low exposure for students to perform higher on summative assessments.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Classroom intervention actions aren't shown to be effective during our remediation and development time.
Contributing Factors **(Outside of control)**	Significant gaps in math mastery from elementary/middle school. Student attendance. Students with limited English Language Proficiency. Transient Rate
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	**Algebra I: Students scoring proficient or distinguished on the Algebra EOC will increase from 16.07% to 17.03% as indicated by the CCRPI data.** *120 students of the incoming 701 will need to score proficient or higher on the Algebra EOC by May 2025.*

Statement of Concern #3	Only 27% students scored Proficient plus Advanced in the Writing Domain on the American Literature EOC.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need professional development on how to support students with monitoring student writing and providing explicit writing, language, and vocabulary instruction and (EOC Domain Data).
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	By the time students take the American Literature EOC 60% of students are reading below grade level. (SY 23-24 EOC Raw Data)
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Only 17% of students met expectations in the American Lit EOC Writing Domain. (SY 23-24 EOC Raw Data)
Contributing Factors **(Outside of control)**	Students coming into 9th grade reading below grade level. Student Attendance Independent Reading and Novel Selection Students who did not attempt to answer the writing prompt.
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	Students scoring proficient plus advanced on the CCRPI American Lit EOC will increase from 28% to 29.62% (CCRPI Closing the Gap). Our goal is for 203 (685 approximate total) students to be proficient plus advanced by May 2025.

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	*May 2024:* ***496 Graduated/654 FY23 Cohort = 75.8 Predicted Graduation Rate*** **By May 2027, the graduation rate of the FY27 cohort will increase from our current 74.33 to 78.3%.** *Benchmark 1: May 2024:* **575** *(0.753 x* **764***) students will be on track for graduation.* **(Completed)** *FY27 Cohort May 2024 Results: 525/764 (69%) of current 9th graders are on track to graduate. (Before Course Extension)* Benchmark 2: May 2025: **583** (0.763x **764**) students will be on track for graduation. Benchmark 3: May 2026: **591** (0.773 x **764**) students will be on track for graduation. Benchmark 4: May 2027: **598** (0.783 x **764**) students will graduate (Graduation Rate of 78.3%).
Goal #2	Students scoring proficient or distinguished on the Algebra EOC will increase from 16.07% to 17.03% as indicated by the CCRPI data. The goal is for *120 students of the incoming 701 will need to score proficient or higher on the Algebra EOC by May 2025.*
Goal #3	Students scoring proficient plus advanced on the CCRPI American Lit EOC will increase from 28% to 29.62% (CCRPI Closing the Gap). Our goal is for 203 (685 approximate total) students to be proficient plus advanced by May 2025.

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

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

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	☒ Goal 1 ☐ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ 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	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ 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	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ 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 Paige Roberts 1.0	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ 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 – Math Miranda Sanders 1.0	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ 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	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ 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-Science Heidi Leonard 1.0	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ 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 – Social Studies April Hamilton-Williams 1.0	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The academic coaches will support teachers in content areas to provide professional learning, modeling of strategies, and instructional feedback to teachers.
Parent Facilitator Nadine Millan 1.0	☒ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	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.
Title I Math Interventionist for IELs/ELs. Darrell Williams 1.0	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	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.

GOAL #1	*May 2024: **496 Graduated/654 FY23 Cohort = 75.8 Predicted Graduation Rate*** **By May 2027, the graduation rate of the FY27 cohort will increase from our current 74.33 to 78.3%.** *Benchmark 1: May 2024: **575** (0.753 x **764**) students will be on track for graduation. (**Completed**)* *FY27 Cohort May 2024 Results: 525/764 (69%) of current 9th graders are on track to graduate. (Before Course Extension)* Benchmark 2: May 2025: **583** (0.763x **764**) students will be on track for graduation. Benchmark 3: May 2026: **591** (0.773 x **764**) students will be on track for graduation. Benchmark 4: May 2027: **598** (0.783 x **764**) students will graduate (Graduation Rate of 78.3%).

Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	Resources	Funding Source(s) *SWP Checklist 5.e*	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? *SWP Checklist 3.a 34 CFR § 200.26*	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? *SWP Checklist 3.b 34 CFR § 200.26*	People Responsible
The 9th-grade intervention team will establish a structure of support for at-risk students as evidenced by student watchlist data.	Subs and stipends Title 1 Parent Facilitator Edmentum 9th Reading Interventionist 9th Math EL Interventionist 9th FLP Teacher	Title I Title 1 District Title I Title I Title I	July 2024	**Implementation Performance Target:** 100% of 9th grade intervention committee, Cardinal Recovery, and Cohort members will meet all expectations as outlined by student watchlist criteria. **Implementation Plan:** • Administration will Identify members of the intervention team (Include 9th grade intervention teachers) The committee will… • Identify high risk students based on the Rank Order List provided by the district	**Evaluation Performance Target:** By May 2024, 70% of first-time 9th grade students on the watchlist will be on target to graduate on time as evidenced by 20/40/60-day data grade monitors. **Evaluation plan:** • In January, the data will be evaluated to assess the # of first-time 9th grade students on the watchlist who earn 2+ academic & 1 elective credit for Fall 2024. • In May, 4+ academic & 2 elective credits for Spring 2025.	Teachers Admin Academic Coaches Department Chairs Counselors Cardinal Recovery Committee Cohort Committee

Relevant district and out of town workshops	Title I		• Create an expectations form • Ensure students are scheduled appropriately to increase the probability of graduating • After 20 days, the committee will develop a watchlist of students needing support (attendance, grades, discipline etc.) and make referrals and action plans to support these students. • After 40 days, review watchlist to identify new students and/or students no longer needing support. • After 60 days, review watchlist to follow-up on progress of students, to identify new students and/or students no longer needing support, & evaluate progress of action plans • After 75 days, a student progress check will be completed for team to review • Dec 2024: End of semester results analysis will be completed • Once a semester the Cohort Clean up team, Cardinal Recovery (Edmentum) team, and 9th grade	**Evidence:** Summary of data from student watchlist	9th Grade Intervention Committee Counselors
Wraparound Services Coordinator	District/Local School			
School Social Worker	District/Local School			
PL supplies	Title I			
Ascend Math Software	Title I			
Title III Parent Facilitator	Title III			
Communities in Schools Rep	Title/District/Local School			
Counselors	District/Local School			

				intervention team will meet to update the support plan. **Artifacts:** • Rank Order List • Intervention Team agendas • Watchlist of student data		
Implement the Cardinal Grade Repair initiative to decrease the overall failure rates as evidenced by Edmentum reports and CT data sheets for credit recovery/grade repair data.	Stipends for Edmentum team members	Title 1	July 2024	**Implementation Performance Target:** 100% of core teachers will implement Cardinal Recovery and Repair initiative per 2023 Edmentum training as evidenced by Edmentum usage reports. 100% of non-core teachers will implement the department Collaborative Team (CT) recovery plan as evidenced by CT data sheets. **Implementation Plan:** • July 2024: Communicate plan with Department Chairs and establish expectations for the Cardinal Recovery. • August 2024: Share grade repair plan with whole staff. Academic Coaches will provide training and	**Evaluation Performance Target:** At least 70% of students in core classes will complete Cardinal Recovery requirements as evidenced by the Edmentum module completion. At least 70% of students in non-core classes will complete Cardinal Recovery requirements as evidenced by the recovery plan. **Evaluation plan:** • The Cardinal Recovery committee and department chairs will compare data before and after each 6-weeks cycle. • The Cardinal Recovery committee and department chairs will share the results	Teachers Department Chairs Admin Academic Coaches Cardinal Recovery Committee Counselors
	Edmentum Instructors (4)	Title 1				
	Academic Coaches	Title 1				
	Edmentum licenses	District				
	Study.com	Title 1				

	Subs	Title I SFPD		refresher on Edmentum for new teachers and teachers needing additional support. • August 2024: Department chairs will submit cardinal grade repair plan 3 weeks within school year. • August 2024: Parents will be informed about the Cardinal Grade Repair plan.	schoolwide to show successes and challenges. • The Cardinal Recovery committee and department chairs will provide additional support to departments as needed. • Parents will be notified of students' progress in Cardinal Recovery.	
	Counselors	District/Local School		• September 2024: The Cardinal Grade Repair committee will finalize or approve departmental plans. • Department chairs will submit a Cardinal Recovery report. • Notify Parents of students who are eligible for Cardinal Recovery every 6-weeks cycle. **Artifacts:** • Edmentum usage reports • Cardinal Recovery Departmental plans • Cardinal Recovery Report	**Evidence:** • Student grade reports • Edmentum Reports	
Refine the cohort committee monitoring process to include cohorts 2025-2028 student withdrawals and transfers to determine who, when, and why	Cohort cleanup personnel	Local	August 2024	**Implementation Performance Target:** 100% of the Cohort Monitoring Committee will work to ensure that students who are off-cohort	**Evaluation Performance Target:** The number of students who are off-cohort will be reduced by 10%	Principal Asst. Principals

students are dropping out or leaving as evidenced by student off-cohort data.	Communities in Schools	District/Title I/Local School		are identified and located as evidenced by withdrawal criteria checklist.	as evidence by the off-cohort spreadsheet.	Cohort Monitoring Committee
	Wraparound Services	District/Local School		**Implementation Plan:**		Counselors
	School Social Worker	District/Local School		• July 2024: Cohort Committee meets to establish a withdrawal process and checklist. **The committee will…**	**Evaluation plan:** • Conduct a monthly cohort meeting to share the status of withdrawals and students off-cohort.	
	Title I Parent Facilitator	Title I		• Create a cohesive plan for students off-cohort and establish communication channels with Counseling, Communities in Schools, Wrap Around services, and parent facilitator, and social worker.	• Provide a summary of support for students who are still off-cohort.	
	Title III Parent Facilitator	Tile III		• August 2024: Share withdrawal process and checklist with administrators, counselors, teacher, and staff.	**Evidence:** • Off-cohort spreadsheet • Summary of withdrawal checklist	
	Counselors	District/Local School		• Beginning August 31, 2024: 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.		
				• The cohort committee will meet once a semester with Cardinal Recovery committee and 9th grade intervention committee to update support plans.		

				Artifacts: • Withdrawal checklist • Off-cohort committee meeting minutes	
All teachers will complete required ELLevation pathways as evidenced by Ellevation Pathway Completion Report.	Academic Coaches ESOL Advisory Title III Parent Facilitator	Title I Local School Title III	August 2024	**Implementation Performance Target:** 100% of the staff will complete assigned ELLevation modules. **Implementation Plan:** 100% of teachers will implement ELLevation strategies during instruction. 1. ELLevation pathways to be completed by semester. 2. Teachers implement a specific ELLevation strategy during content instruction. 3. Academic coaches will conduct instructional walks to provide feedback, follow-up, and PD survey results 4. PD cycle and implementation continues throughout the school year. **Artifacts:** • CT Minutes • ELLevation Pathway Completion Report	**Evaluation Performance Target:** ELL students will demonstrate 3% growth on the speaking and writing bands on the ACCESS assessment. **Evaluation plan:** 1. Collaborative Teams (CTs) will determine the Speaking and Writing ELLevation strategy to use. 2. Teachers will monitor and discuss ELLevation strategies to determine effectiveness. 3. Students will be assessed in February using the ACCESS assessment. 4. Results will be reviewed. **Evidence:** • ACCESS Results summary	ESOL Advisory Asst. Principals Academic Coaches Teachers

GOAL #2	Students scoring proficient or distinguished on the Algebra EOC will increase from 16.07% to 17.03% as indicated by the CCRPI data. The goal is for *120 students of the incoming 701 will need to score proficient or higher on the Algebra EOC by May 2025.*					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
All math teachers will implement DOK 2 and 3 Tasks during weekly instruction as evidenced by instructional walkthrough data.	Discovery Education	District	August 2024	**Implementation Performance Target:** 100% of math teachers will implement DOK levels 2 & 3 Tasks during instruction by October 2024. **Implementation Plan:** August: • ACs & Math Interventionist will provide monthly professional learning on backwards design, complexity of tasks and questions, and identifying and implementing evidence-based instructional strategies. (Focused on improving DOK level 2 & 3 performance.) • CTs will plan to implement 3 common evidence-based instructional strategies in their classes aligned to common assessments. September:	**Evaluation Performance Target:** By November 2024, 68% of students will demonstrate proficiency on common formative assessments (Algebra I-Progress Learning Formative) that include questions only at DOK levels 2 & 3 **in all math courses.** Evaluation plan: • All math teachers will administer common formative assessments using DOK 2 & 3 questions. • Results will be analyzed during CT meetings and 20-day meetings. • Adjustments to instruction will be noted in CT meeting minutes. • Assessment data will be shared during 20-day meetings. Evidence:	Academic Coaches (AC) Math Interventionist All OHS Math Teachers CT Facilitators
	ELLevation	Title III				
	Progress Learning	Title I				
	PL Supplies	Title I				
	Instructional Supplies	Title I				
	Subs & Stipends for Teachers	Title I SFPD				

				• CTs will implement the common instructional strategies weekly. • Teachers are implementing DOK levels 2 & 3 tasks weekly. • CTs revise common formative assessments to include only DOK 2 & 3 questions. October: • ACs will begin instructional walkthroughs focusing on the implementation of instructional strategies and use of DOK level 2 & 3 tasks. Ongoing: • CTs will continue to implement instructional strategies in their classes. • CTs will add to their list of instructional strategies to be implemented for the remainder of school year. Artifacts: • Revised Common Formative Assessments • Instructional walkthrough summary	• Data from common formative assessments	
Algebra teachers will implement standard analysis intervention plans for targeted level 1 & 2 students during	Academic Coaches	Title I	August 2024	**Implementation Performance Target:** 100% of Algebra CARD block teachers will implement intervention plans during OHS	**Evaluation Performance Target:** 10% increase of students proficient from 20-day data to	Academic Coaches All Algebra Teachers

OHS CARD block cycles, as evidenced by CARD Block walkthrough data.	District Title I Academic Coach	Title 1		CARD block sessions by September 19, 2024 (End of CARD block cycle 1). Implementation Plan: August: • District Title I coach will facilitate professional learning on standard analysis protocol to Algebra teachers. • ACs will co-plan intervention & enrichment plans with Algebra teachers. (ongoing) • Algebra teachers will identify targeted level 1 & 2 students from 20-40-60 day data form. • Algebra teachers will create intervention and enrichment plans for each standard. September (ongoing): • Algebra CARD block teachers will implement plans during CARD block sessions. • Algebra teachers will reassess students after every unit assessment. December: • Algebra teachers will document 20-40-60 data and analyze student growth. Artifacts:	60-day data as evidenced by 20-40-60 semester data. Evaluation plan: • Algebra teachers will administer common summative assessments. • Algebra teachers will document the averages for summative assessments on the 20-40-60 day data form. • Algebra teachers will monitor level 1 & 2 students. Evidence: 20-40-60 Day Data	
	CTLS	District				
	AVID Strategies	Local School				

				- CARD block Walkthrough Data - Standard Analysis Form		

GOAL #3	Students scoring proficient plus advanced on the CCRPI American Lit EOC will increase from 28% to 29.62% (CCRPI Closing the Gap). Our goal is for 203 (685 approximate total) students to be proficient plus advanced by May 2025.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
All English Teachers will implement My Access to provide a systematic structure for writing instruction and immediate writing feedback to students as evidenced by My Access teacher usage reports.	Subs and stipends for the team	Title I SFPD	July 2024	**Implementation Performance Target:** 100% of English teachers will implement My Access Writing Software at least four times each semester as evidenced by the My Access Teacher Usage Report. **Implementation Plan:** 1. July: Academic Coach will schedule My Access refresher training for teachers. 2. July: Department Chair and CT Facilitators will revise a writing strategies fidelity checklist and rubric to be used in the English department on all levels. 3. July/August: Dept Chair and CT Facilitators will include a schedule to monitor student writing (formative/summative) twice each 6th Weeks on the CT assessment schedule. 4. Teachers will identify Level 2 and Level 3 students 20/40 Data to select intervention strategies.	**Evaluation Performance Target:** 70% of students will demonstrate writing growth as evidenced by the My Access Student Proficiency Report. **Evaluation plan:** CTs will evaluate student growth at the end of each unit of study (minimum 3 times a semester). **Evidence:** My Access Student Growth/Proficiency Report	ELA Teachers ELA CT Leads ELA Admin Academic Coach
	My Access Writing Software (licenses)	Title 1				
	CTLS	District				
	PL Supplies	Title I				
	Instructional Supplies	Title I				
	Progress Learning	Title I				
	Study.com	Title I				
	Ellevation	Title III				
	Writing Tutors	Title I				

				5. Teachers will refer students for remediation (writing lab or tutoring) before each 6th weeks CTLS summative. 6. Teachers will evaluate growth of the targeted students from the My Access formative assessment to the CTLS summative assessment at the end of each 6th weeks. **Artifacts:** Fidelity Writing Strategies checklist and rubric Assessment Schedule My Access Teacher Usage Report		
All English teachers will receive professional learning based on Progress Learning student results as evidenced by Progress Learning Student Proficiency and Assessment Comparison reports.	Academic Coaches	Title I	August 2024	**Implementation Performance Target:** 100% of 9th – 11th Grade teachers will administer 3 Progress Learning benchmarks common assessments. **Implementation Plan:** 1. Teachers will give 3 Progress Learning benchmarks on the 20-40-60 day cycle. 2. After benchmark 1, teachers will determine the students close to proficiency and distinguished for intervention. 3. Per results, Academic Coaches will provide professional learning on the reading or writing	**Evaluation Performance Target:** 70% of 9th-11th grade students will demonstrate growth as evidenced by Progress Learning growth report. **Evaluation plan:** 1. CTs will evaluate student growth after each benchmark. **Evidence:** Progress Learning Assessment Comparison Report	ELA Teachers ELA CT Leads ELA Admin Academic Coach
	District Academic Coaches	Title I				
	Reading Interventionalist	Title I				
	Read 180 Workbooks	Title I				
	ELLevation	Tile III				
	Supplemental Books/Workbooks	Title I				
	Relevant conferences/ workshops (I.e., GCTE, KSU Lit	Title I				

	Conference, KSU ESOL Conference, NCTE, Learning Forward, etc.)			intervention to be implemented. 4. The teachers will implement the strategies during the 20-40 and 40-60 cycle. 5. Academic Coaches will conduct walkthroughs to ensure implementation with fidelity. Artifacts: • PL Schedule • Progress Learning Teacher Usage Report		
	Microsoft Reading Fluency	District				

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	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 Wraround Services and intervention meetings. 4. Continue to provide all teachers training 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
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	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
☒ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	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

Category	Strategies/Activities	Responsible	Funding Source
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☒ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	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
☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	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 (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting – Deadline September 30, 2024 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.	Sept. 2024 Date TBD		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 2024 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.	Oct 24, 2024		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 30, 2024 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.	April 22, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) 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 Deadlines: PL#1 9/27/24 | PL#2 12/13/24 | PL#3 2/21/24 | PL#4 5/2/24	July 1-Sept. 20, 2024 Oct.7-Dec. 6, 2024 Jan.2, 2025-Feb. 14, 25 March 10-Apr. 25, 2025		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** 1. New 9th Grade Parent Meeting (July 2024, Cardinal Fly By) 2. College for DREAMers for Parents and Students (September 2024) 3. FASFA for Parents and Students (December 2024) 4. College and Military Night for Parents and Students (November 2024) 5. College Financial Aid Event (December 2024) 6. Rising 9th Grade Parent Meeting (February 2025) 7. Career Exploration for Parents and Students (March 2025) 8. Scholarship Workshop for Parents and Students (March 2025)	1) August 2024 2) Fall 2024 3) May 2025		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d* 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.	**List documents translated for parents:** • *Parent Compact* • *Parent Policy* • *Subtitle Power Points at meetings and post copies on school website.* • *ACCESS Score Reports*	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 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)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
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.	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Title I Parent Facilitator Title III Parent Facilitator Wraparound Services Communities in Schools Rosetta Stone Rosetta Stone Books Parent Resource Center Supplies	Title I Title III Local Title I Title III Title I Title I	Fall 2024 and Spring 2025	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.)	Nadine Millan, Parent Facilitator Title III Parent Facilitator Title I Administrator
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					
	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4					

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.)**
<mark>SCHOOL RESPONSE</mark>:

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 interventionalists 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)*

Teachers actively participate in Collaborative Teams (known as CTs) 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 MI are given 2 times per semester for Math students and the RI is given to 9th and 10th grade students at least twice a 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)*

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

<mark>SCHOOL RESPONSE</mark>:
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 2024 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.

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 0-3 Teachers 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.).

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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

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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*