

Strategic Plan 2019-2020 School Year

School Name: R.L. Osborne High School	
Mission: Empowering students to be innovative leaders and thinkers in a global society	Vision: One goal, many paths: Student success!

CCC Goal: 90% of Osborne faculty will deliver instruction within a common instructional framework (Opening, Work, Closing) as measure by walkthrough data by the end of March 2020.

Utilize your local CCC implementation plan to complete chart below:

	2019-2020	2020-2021	2021-2022
Focus on Learning	<p>Implement a common unit plan template using the 4 guiding questions for CCCs</p> <p>Include looping interventions for 9th grade ELA and Math in the Master Schedule</p> <p>Implement a common Instructional framework</p> <p>Revisit the school's mission and vision statements (Guiding Coalition)</p>		
Collaboration	<p>Implement consistent meetings of CCCs to analyze student data, adjust common assessments, and make course curriculum team decisions</p>		
Results Oriented	<p>Facilitate initial training of eCTLs for all faculty</p> <p>Utilize common and summative formative assessments (begin to upload to eCTLs)</p> <p>Develop common gradebooks for teachers of the same course</p>		

Academic Goal: Increase 9th grade promotion rate from 63% to 65% by June 30, 2020.			
	2019-2020	2020-2021	2021-2022
Initiatives, programs or strategies supporting goal:	<p>Academic</p> <p>Scheduling Interventions (looping models for FLP to Foundations of Algebra and Communication Skills (using Read 180 to 9th Lit)</p> <p>Columbia University Student Press initiative allows for students in the Communication Skills /9th Lit loop to produce and publish their writing through Teachers' College Press (Title I funds)</p> <p>Implement Course Extension (20-day funds) to allow students who fail a course with 65-69 extended time to earn course credit and stay on track for graduation</p> <p>Implement Extended School Year option for Special Education students (June 2020)</p> <p>Offer Summer Bridge program for incoming first-time 9th graders who are performing below their grade-level peers (20-day funds)</p> <p>Purchase math manipulatives, reading consumables, and instructional supplies for 9th grade student use (Title I and local school instructional funds)</p> <p>Offer 2 days during Thanksgiving break for student on GRASP caseload and working on Gradpoint to come in and get caught up (GRASP Counselor currently has 42 repeat 9th graders on caseload)</p> <p>Examine failure data from first time 9th graders to determine next steps</p> <p>Counselor review of fall semester failures in order to adjust spring schedules so that (9th grade) students could be given</p>		

	<p>opportunity to retake classes and be eligible for promotion at the end of the 2020 school year</p> <p>Summer teacher collaboration (Title I funds)</p> <p><u>Personnel</u> Hire 9th grade FLP teacher and 9th grade Reading Interventionist (Title I funds)</p> <p>Hire Parent Facilitator (Title I funds) and utilize district Title 3 ESOL Parent Facilitator to provide services and support to parents of our students, including how to access student grades and teacher info./blogs</p> <p>Hire Communities in Schools representative to work with students at risk of dropping out (Title I funds)</p> <p>Hire Instructional Coaches to facilitate CCCs and ongoing professional learning (Title I funds)</p> <p>Hire wrap-around services director to coordinate the initial phases of wrap around services for students and their families (CCSD and Title IV funds)</p> <p>Hire a GRASP Counselor (current caseload has approx. 42 repeat 9th graders to support in getting back on track for graduation)</p> <p>Provide subs for on-going PL in 9th grade CCCs (based on needs of individual CCCs) (Title I funds, SFPD funds)</p> <p><u>Technology</u> Use blended learning in intervention cohorts (Ascend Math, Read 180, REWARDS) to help catch students up with grade level peers (Title I funds)</p>		
--	---	--	--

	<p>Purchase calculators for 9th grade math classes (Title I)</p> <p>Purchase additional laptops and cart for use by students in need of technology to use in the media center to complete course tasks (Title I)</p> <p><u>Safety</u> Implement school-wide P.B.I.S with designated committee members (CCSD and GaDOE funds)</p> <p>Establish school-wide tardy policy</p> <p>Review 9th grade discipline data monthly to determine next steps in supporting the goal of increasing promotion rate</p> <p>Hire an additional onsite school resource officer</p> <p><u>Communication/Community</u> Offer REMIND to parents as a means of frequent communication</p> <p>Increase use of social media via: Twitter (@rlosbornehs) and Facebook (Osborne High School)</p> <p>Offer sessions for parents on how to use ParentVue to monitor their student’s progress and how to access teacher blogs and course information via the school website</p> <p>Offer English classes for interested parents (taught by certified teacher)</p> <p>Participate in 8th grade articulation meetings to communicate essential information about wrap-around services, 9th grade scheduling and registration, Summer Bridge, etc.</p>		
--	--	--	--

	<p><u>Culture of Care /Community</u> Provide food pantry, clothing, free book distribution, eyeglass vouchers, and school supplies for students in need (Communities in Schools)</p> <p>Facilitate socio-emotional workshops that include 9th graders (Soul to Sole female empowerment, Cooking Matters, FreshTalk to target attendance and truancy with Freshmen, Ambassador Leadership, Reality Financial Literacy, and individual and group mentorship) (Communities in Schools)</p> <p>Initiate Wrap-Around Services Phase 1 (hire coordinator, conduct needs assessment, plan socio-emotional support workshops for 9th grade students next year, coordinate meetings with students and parents at feeder patterns schools, etc.)</p> <p><u>Finance</u> Ongoing coordination of funding from Title I, local school instructional, Title 2, SFPD, and district level funds</p>		
--	---	--	--