School Improvement Action Plan
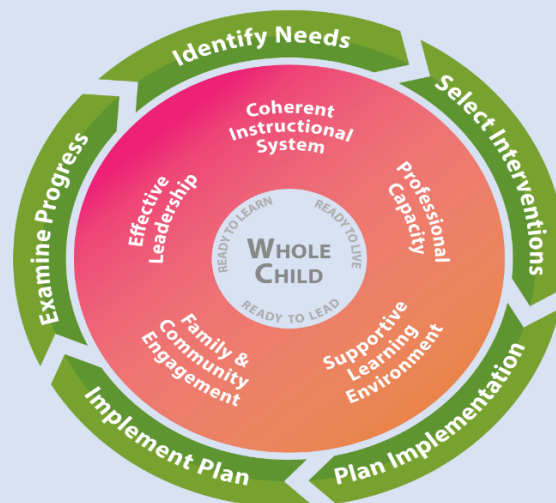
School Year:	2022-2023
School Name:	Osborne HS
Principal Name:	Joshua Morreale
Date Submitted:	May 9, 2022
Revision Dates:	6/30/22, 7/11/22

District Name	Cobb County School District
School Name	Osborne HS
Team Lead	Joshua Morreale
Position	Principal
Email	joshua.morreale@cobbk12.org
Phone	770-437-5900 x 009

	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)**
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
X	Other (if selected, please describe below)
Direct Certification	

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 and Admin 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, Nurse, Professional School Counselors, Communities in Schools Representative, Wraparound Services Coordinator, Media Specialist, Guiding Coalition, school resource officers, local school technology support, 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.

Position/Role	Name
Title I Supervisor	Lou Ferretti
Academic Coach –Literacy	Theresa Kotlar
Academic Coach – English	Sherrye Tillman
Academic Coach – Math	Verlynda Slaughter-Thompson
Academic Coach – Science	Shirlyn Mahaffey
Teacher of the Year	Elizabeth Foster
Wraparound Services Coordinator	Tinesha Dunlap
Food Services Manager	Kristie Laukka
Counselor	Greg Moncrief
Communities in Schools Representative	Sophia Olivares
Health Care Providers	Nurse Lacy Boatfield
Social Workers	Raquel Rodriguez
Students	Included in the Wraparound Surveys

Technology Experts (TIS)	Shawn Hayden
Media Specialists/Librarians	Jennifer Wright
Police/Public or School Safety Officers	Officer James Bryant
PBIS Coordinator	Jill Bristow

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.

Meeting Date(s):	May 2, May 3, May 4, May 5, May 6, May 9

Position/Role	Printed Name	Signature
Principal	Joshua Morreale	*Signature page on file*
Title I Administrator	Andrea Battaglia	
Academic Coach – Literacy	Theresa Kotlar	
Academic Coach – Math	Verlynda Slaughter-Thompson	
Academic Coach - ELA	Sherrye Tillman	
Academic Coach –Science	Shirlyn Mahaffey	
Teacher of the Year	Elizabeth Foster	
Title I Supervisor	Lou Ferretti	

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).

Previous Year's Goal #1	Increase the graduation rate from 69.3 to 70.6% by the end of the 2022 school year
Was the goal met? ☐ YES ☒ NO	
What data supports the outcome of the goal?	The 2020-2021 CCRPI data indicates the 4-year graduation rate for Osborne was 69.3. This is slightly under our goal of 70.6.
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	Last year's graduating class had been highly impacted by the 2020-2021 pandemic. As a school we began to identify and address learning gaps associated with the challenges associated with this difficult time. For example, we hired two CARES Act ELA teachers and two CARES Act Math teachers to support students with gaps in learning. In addition, we continued to offer 9th and 10th grade ELA and Math scheduling interventions to address learning gaps. We also designated a Professional School Counselor and Grad Point instructors to work specifically with juniors and seniors who came into this year behind in credits. We hope to meet our goal of 70.6 this year. We should get the results by September 2022.
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	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	CCRPI Progress Points for ELs increased from 58.96 in 2020 to 60.27 in 2021 CCRPI Content Mastery Scores showed that Black students (57.39) outperformed the average achievement rate of combined subgroups (51.99). Comparison with prior years is difficult because in 2020, the GaDOE did not release content mastery scores. **American Literature EOC Gains from Winter 2020 to Winter 2021 EOC Data** 9% increase in Proficient	**CCRPI 2021 Readiness Literacy Scores:** All 25.96 ELs 12.90 SWDs 12.24 **CCRPI Achievement Rate** All 51.99 RI Fall 2022 - 53% students scoring Below Basic upon entering 9th grade **Winter 2021 American Literature EOC** 76% Level+ Level 2 (below proficiency)	GaDOE CCRPI Readiness and Content Mastery by Subgroup ACCESS Pass Rate Table SLDS
Math	Increase in pass rate in Foundations of Algebra from 73% in 2021 to 78% in 2022 Increase in pass rate in Algebra I from 89% in 2021 to 94% in 2022 FLP Cohorts have be consistent in earning an Algebra I credit, cohort 1 (94%), cohort 2 (83%), cohort 3 (94%), and cohort 4 (97%) On average incoming 9th grade students showed at least 1 grade level increase on the Mathematics Inventory (MI) fall administration (first semester 9th grade)	30% failure rate in Foundations of Algebra to Algebra I loop 66% of incoming 9th grade students perform below basic on MI and 32% perform at the basic level Only 7.7% of students performed at the proficient level on Algebra I EOC Algebra I pass rate	Spring 2021 EOC data Pass Rate Table SLDS Mathematics Inventory (MI) FoA Algebra I pass rate
Science	Comparison with prior years is difficult because in 2020, the GaDOE did not release content mastery scores.	Interims indicate Organisms unit is weaker than the other interims (pass rate 36.23%).	CCRPI Content Mastery by Subgroup

	3% increase in Level 4 (Advanced) Unit 6 on interims had a 76% pass rate.		
Social Studies	Comparison with prior years is difficult because in 2020, the GaDOE did not release content mastery scores on the CCRPI. However, SLDS is available to compare Winter EOCs **US History EOC Gains from Winter 2020 to Winter 2021 EOC Data** +12% increase in Level 3 (Proficient) +5% increase in Level 4 (Advanced)	**CCRPI Achievement Rate (2021)** Hispanic 49.50 Black 46.73 Els 30.78 SWDs 26.37 All/ED 50.48 US History Winter 2021 45% Level 2	CCRPI Content Mastery by Subgroup SLDS
Discipline / School Climate Data	Through Wraparound Services, we now have new ways of gaining insights and hearing from students. Sample comments: "What makes me feel valued is being recognized for doing something right and not always focusing on students that make mistakes or just won't do right." "If you really knew me, you would know that I was a good student before COVID." A Student Voice survey has been created by Wraparound services to give students a chance to give input into services they would like to see for: academic and college preparation, life skills support, health and well-being support, and family support systems and programs. We will get the results back in summer.	Most of our discipline infractions are for tardy or skipping students, with twice as many males absent or skipping than females. This results in lost instructional time. 52 infractions (288 days) resulted in short term OSS, which also results in lost instructional time Related Student Comments: "What helps me feel like I belong is having time to connect with people and meet new people to develop friends. We don't have enough time to socialize here. That's why I am late all the time."	Monthly Discipline Report Stakeholder Input Report

Professional Learning What's been provided? What is the impact?	Each Academic Coach customizes professional learning to meet the needs of CCCs, departments, and individual teachers. Some teachers were able to attend conferences and workshops to gain strategies and insights for supporting students. Whole-faculty training this year included WIDA and GOTO Strategies for Newcomer ELs, CTLS ASSESS, Family Engagement, and New Teacher Induction. For Math and ELA teachers, we also offered specific PL customized by Columbia Center for the Professional Education of Teachers (CPET). We saw the impact of PL in multiple ways. Examples include, but are not limited to, changes in teacher scoring of student work after collaborative scoring exercises, changes in rubric criteria after collaborative scoring of student work, evidence of collaborative instructional planning by teams who were initially having difficulty coming together, implementation of CPET strategies in daily lessons, teacher reflections about what went well and what they would change next time they give the assignment, etc.	How to support some teachers in developing and maintaining a growth mindset Next year we will have more new teachers at Osborne who are experienced but from different schools and states as opposed to new first year teachers – we need to find a way to support them but also respect their experience. In addition to the training offered, teachers indicate they would like more professional learning on how to support these students in their classes. In addition, the high number of infractions for skipping might also indicate teachers need strategies for building relationships, engagement, and starting class on time.	Academic Coach observations and PL agendas Teacher reflections, surveys, feedback CPET Perf. Contract WIDA/CTLS completion sign-out spreadsheet Discipline Report
Other	Results of student surveys help us see what students say they need from us. 70% of students surveyed stated they need help with job placement and work-based learning opportunities 60% of students need *hands on* assistance with college readiness tasks such as college entrance essays, financial aid, college applications	Student Attendance - 27% of all students have had 16 or more absences this year, which results in lost instructional time. Free/Reduced lunch rate remains a critical issue – we need to find a way to get a more accurate figure.	Monthly attendance reports Student Survey results Title I report Stakeholder Input Results

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Identified Strengths	Identified Challenges	Multiple Data Sources
ELA	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	60% Black students are proficient or advanced 53% of Hispanic students are proficient or advanced 22% of Limited English proficiency are a band level from gaining proficiency 23% of Hispanic students are a band level from gaining proficiency	51% Limited English Proficiency students' Lexile scores were in the below basic range. 43% SPED students' Lexile scores were in the below basic range. Approx. 40% of all students scored Below Basic **CCRPI Achievement Rate** Hispanic 49.50 SWDs 25.00 ELs 22.73	Reading Inventory Proficiency Report CCRPI Content Mastery
Math	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Economically disadvantaged students have 24.14% achievement rate on Algebra I EOC which is the highest of any other subgroup.	80% of SWD students scored at level 1 (beginner learner) on the Spring 2021 Algebra I EOC 82% of EL students scored at level 1 (beginner learner) on the Spring 2021 Algebra I EOC ELs have only 13.16% achievement rate on Algebra I EOC SWDs have only 16.45% achievement rate on Algebra I EOC	SLDS EOC Data CCRPI Content Mastery

Science	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Unit 6 on interims had a 76% pass rate.	**CCRPI Achievement Rate (2021)** All/ED 47.78 Black 47.0 EL 10.58 Hispanic 22.13 SWD 9.38 Of all students scoring at Level 1, 19% students were SWD, 37% ELL, and 93% were ED.	CCRPI Content Mastery SLDS
Social Studies	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Hispanic students scored slightly higher than ALL students	**CCRPI Achievement Rate (2021)** 50.48 ED /All Achievement 30.78 ELs 26.37 SWD 46.73 Black 50.72 Hispanic	CCRPI Content Mastery SLDS
Discipline / School Climate Data	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	No major disparity of gender as of April 2022 report 294 infractions for Males 248 infractions for Females	294 infractions for Males 298 infractions for Females 420/542 infractions are for tardies or skipping	Discipline Data Report
Professional Learning	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	100% regular contract faculty completed the WIDA EL Newcomer Module for supporting multilingual learners 100% regular contract faculty completed the CTLS 6 module activities designed by the district	Not all Parapros completed the modules as required Teachers who joined at various times in Spring semester were not required to complete the modules (many were supply status and on limited contract)	MS Forms documentation of completion (spreadsheet)
Other	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant		47.1% F/R rate this year based on direct certification method which is approx. 27% lower than last year – direct certification is less accurate	Tite I Supervisor data

Overarching Challenge #1	Students entering 9th grade reading below the grade level range (9th range should be 1050-1260).
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need professional learning to address reading gaps, learn effective reading strategies to increase proficiency, and acquire language development strategies to support English Language Learners.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	For the FY23 school year, 307 incoming 9th grade students are entering with 900 or below Lexile score on the Reading Inventory.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Teachers need support with supporting literacy instruction for English Language Learners, informing parents of active reading strategies, and offering a variety of texts by Lexile and topical interest to students.
Contributing Factors **(Outside of control)**	Students are promoted without having to meet grade level proficiency. Support is needed to increase intentional reading support to struggling readers in middle school.
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	By the end of each semester, at least 85% (approx. 400 students) of 9th 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.

Overarching Challenge #2	88% of incoming 9th graders are testing below grade level on the Mathematics Inventory. Incoming 9th graders are missing the pre-requisite skills for Algebra I.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Teachers need professional learning on how to maximize instructional time by using the Six Elements of an Effective Mathematics Lesson along with how to implement remediation and enrichment. In addition, teachers need support in designing engaging lessons, maintaining high expectations, and reflecting on their belief systems.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	Support is needed for the increase in the number of IELs & ELs taking the Foundations of Algebra to Algebra I sequence. Data shows 82% of ELs are performing below grade level in Algebra I.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☒ Supportive Learning Environment ☐ Family Engagement	SPED co-teachers report they lack the content knowledge and strategies to support learners effectively.
Contributing Factors **(Outside of control)**	High absences of students; Missing skills from K-8th mathematics
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	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.

Overarching Challenge #3	Our graduation rate is below both the district and state average.
Root Cause #1 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☒ Supportive Learning Environment ☒ Family Engagement	Our students need coping skills and mental health support. The 2021 Stakeholder input assessment indicated that 63% of surveyed students would like to improve in social and emotional learning skills (anger management, emotional regulation, healthy relationships, stress management, connecting with others and meeting new friends). In addition, 62% of students surveyed would like to participate in a mentorship program, and 52% of students would like to participate in more wellness activities, including exercise and healthy food and nutrition.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Our families need better communication from the school related to their student's progress toward graduation, post-secondary options, as well as support services offered. Though much information is available electronically through ParentVue and CTLS Parent, not all families have digital access, and even when access is available, families are not always clear what services we have to offer, what the requirements are for graduation, how to access their child's assessment and grades, or how to best communicate with the school if they have a need.
Root Cause #3 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Our teachers need professional learning to enhance their professional efficacy to positively impact student achievement. Classroom visits, CCC discussions, modeling and sharing of strategies, in-depth data analysis to monitor student progress, and teacher reflection and feedback are critical to teacher success.
Contributing Factors **(Outside of control)**	It is difficult to find clinics who will treat the undocumented families for mental health issues. Nearly a third of all students have been absent more than sixteen days, with approximately 308 students absent more than 27 days as of March 31, 2022 (approx. 11%). Many students report they are working to support their families. Approximately 53% of students and families surveyed need financial assistance for utilities, food, rent, and medical support services. Housing for homeless students is also a priority need.
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	To increase our "all student" graduation rate from 69.3% to 70.6% by the end of the 2022-2023 school year.

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	By the end of each semester, at least 85% (approx. 400 students) of 9th 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.
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.
Goal #3	To increase our "all student" graduation rate from 69.3% to 71.0% by the end of the 2022-2023 school year.
Goal #4	

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

SWP Checklist 2.c(iv)

Position	Supports Goal(s)	System	What activities is the position responsible for and how will that impact the Schoolwide Plan?
Gr. 9-10 English FLP Lovepreet Kaur 1.0	☐ All ☒ 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	☐ All ☐ 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 Grad Point Joseph Rice 1.0	☐ All ☐ 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 Verlynda Slaughter-Thompson 1.0	☒ All ☐ 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	☒☐ All ☐ 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 Shirlyn Mahaffey 1.0	☒ All ☐ 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 – Literacy Theresa Kotlar 1.0	☒ All ☐ 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 Elizabeth Foster 1.0	☒ All ☐ 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.
Lemarcus Townsend Parent Facilitator TBH .5	☐ All ☐ 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.

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<td rowspan="2">GOAL #1</td>
<td colspan="6">By the end of each semester, at least 85% (approx. 400 students) of 9th 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.</td>
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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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Implement a year-long reading intervention cohort for academically at-risk 9th graders with the same teacher looping from Communication Skills to 9th Lit.	Master Schedule Title I Reading Intervention Teacher Read 180 licenses Read 180 support materials Academic Coaches Instructional Supplies	Title I District Read 180	July 2022	Implementation: Rank students based on middle school reading and writing data. Enroll identified students into the year-long cohort. Every 5 weeks CCCs will review the list of students who are failing in the Comm. Skills to 9th Lit loop and determine next steps for students who are failing. Artifacts: Master Schedule, Class rosters, Title I Rank Order Spreadsheet, Student Schedules	Desired Outcome: Reduce the number of students who are failing at the end of each 5 weeks. 80% of Cohort students will earn a 9th Lit credit at the end of the school year. Evidence: List of students who are failing every 5 weeks – CCC summary of data End of Semester Pass rates	Master Scheduler Principal
Introduce, share, and monitor the implementation of common reading and writing strategies within ELA CCCs to ensure consistency among teachers of the same course.	Academic Coaches Instructional supplies Books for students PL books for teachers	District Title I Local	July 2022	Implementation: After professional learning, regular walkthroughs will be conducted to monitor teacher implementation of the common strategies. Artifacts: CCC Agendas and data summaries, walkthrough results, artifacts brought to CCC	Desired Outcome: Strategy effectiveness will be measured by formative assessment results, increased READ 180 progress, and growth on the RI. Evidence: Read 180 progress reports	Academic Coach Dept Chair CCC Facilitators Admin Teachers

	CPET Book Project Tech Supplies			meetings showing implementation, PL Agendas	READ 180 Progress Reports Formative assessments CCC Summary of Data (growth, progress)	
Implement common remediation, extension, and enrichment strategies to support student learning.	Academic Coaches Conferences Substitutes Stipends Supp Pay Tech Supplies Inst. Supplies Study.com	Title I District Local SFPD	July 2022	Implementation: Academic Coaches will provide PL during CCC meetings and professional learning days. Teachers will collaborate in CCCs to design effective remediation, extension, and enrichment, and will also address progress of ELs, SWDs, and Dual-served students. Artifacts: CCC data summaries, PL agendas, Walkthrough data and feedback, student survey	Desired Outcome: Strategy effectiveness will be measured by formative assessment results, increases in READ 180 progress reports, and growth on the RI. Evidence: Read 180 progress reports, CCC data summaries	Academic Coach Dept Chair CCC Facilitators Teachers

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.					
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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Ensure the inclusion in the Master Schedule of the FLP to Foundations of Algebra loop with same teacher and the FoA to Algebra I intervention loop with same teacher.	FLP Teacher Delta Math DreamBox Flocabulary Manipulative supplies Calculators Instructional supplies Consumable supplies Tech Supplies	District Title I Local	July 2022	Implementation: The FLP to Foundations of Algebra loop with the same teacher will address deficit areas in basic math skills for students who are below 4th grade level. Every 6 weeks CCCs will review course pass rates for FLP and FoA-Algebra loop. The CCCs then decide how best to support the students who are failing (I.e., grade repair, reteaching, tutoring, etc,) The progress of these students will be analyzed at the end of Fall semester to see what additional support is needed for teachers and students in Spring. The FoA to Algebra intervention loop with the same teachers will address the pandemic learning gaps. Artifacts: Master Schedule, Class rosters	Desired Outcome: Increase the number of students earning at least one math credit by the end of 9th grade. The number of students who are passing at each grade interval will increase as a result of CCC support. Evidence: Grade interval data Algebra I EOC scores and Course pass rates in Foundations of Algebra and Algebra I	Master Scheduler Principal

| Implement the Six Elements of an Effective Math Lesson (Review/Preview, Drill, Instruction, Processing, Application, Homework) | Math Academic Coach

Conferences and workshops

Substitutes Professional Devt. Books

Supp Pay and Stipends

PL supplies

Tech Supplies | Title I

Local | July 2022

Oct. 2022

Feb 2023 | Implementation:
Phase 1: Introduce, model, and review the 6 Elements. Ensure instruction and processing are consistently implemented.

Phase 2: Plan for drill, application, homework, and student-centered review/preview steps.

Phase 3: Peer observations and feedback on the Six Elements of an Effective Math Lesson.

Artifacts:
Six Elements Feedback form, teacher surveys, Academic Coach feedback, PL agendas and data | Desired Outcome:
100% math teachers will observe another math teacher implementing the Six Elements of an Effective Math Lesson and provide peer feedback. 80% of Math teachers will consistently implement the 6 Elements of an Effective Math Lesson.

Evidence: Peer feedback forms and calendar of peer observations, PL agendas, Inst Framework lessons | Math teachers

Math Advisory Board

Math CCC Facilitators

Math Academic Coach

Math Department Chair

Math Admin |

GOAL #3	To increase our "all student" graduation rate from 69.3% to 71.0% by the end of the 2022-2023 school year.					
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?** **What artifacts will be used to show implementation?** *SWP Checklist 3.a*	**What is the desired outcome of the action step?** **What evidence will be used to evaluate the outcome?** *SWP Checklist 3.a*	**Person Responsible**
Implement GradPoint as an option for students to recover credits towards graduation.	Grad Point teacher Academic Coach (CCC) Substitutes Tech Supplies	Title I SFPD	July 2022	Implementation: Identify and enroll students who are behind in graduation requirements Artifacts: GradPoint rosters updates CCC data summary	Desired Outcome: 100% of students enrolled in GradPoint receive a credit toward a graduation-required course Evidence: List of students who earned a credit through GradPoint each semester	Grad Point instructor Master Scheduler Principal Academic Coach
Implement CCC support and professional learning for teachers to effectively use CTLS TEACH, LEARN, ASSESS, and PARENT.	Academic Coaches Media Specialist CTLS TEACH CTLS ASSESS Study.com Nearpod Flocabulary NY Times PL Supplies PL Books Tech Supplies	Title I Local District		Implementation: Academic Coaches will support all CCCs in weekly meetings and facilitate professional learning opportunities and student progress monitoring. Artifacts: Agendas, usage reports, samples of student work	Desired Outcome: Usage reports will reflect 100% of teachers using CTLS TEACH, ASSESS, LEARN, and PARENT. Evidence: Usage reports	OHS Teachers Media Specialist CCCs Dept Chairs Admin Academic Coaches

| Implement course extension at the end of each semester to students who fail graduation-required courses with 60-69 to provide extended time to complete course requirements. | Teachers

Academic Coaches (to support CCCs in creating tiered tasks)

Supp Pay | 20-day funds

Title I | | Implementation:
Identify students who qualify for course extension at the end of each semester and communicate the opportunity to students and families.

Artifacts: Course Extension attendance rosters | Desired Outcome:
50% of students who attend course extension will earn at least one credit

Evidence:
End of course extension data by department and credit earned | Course extension teachers

Academic Coaches

Admin |

Actions to Assist 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	Osborne is a PBIS school, supporting all students with positive behavioral interventions and supports.	PBIS team	
☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	Osborne is in the process of becoming a Whole Child Model School providing wraparound services and social-emotional support to students and families. The Whole Child Model School Team will implement a 9th grade mentoring program through Communities in schools and tutoring.	Whole Child Model School Coordinator (Wraparound services) Whole Child Model school team Communities in Schools	
☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	School-wide tutoring is available for students by core department.	OHS teachers	

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 State of the School Meeting – Deadline September 30, 2022 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.	September13, 2022		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – Deadline October 30, 2022 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.	October 18, 2022		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – Deadline April 28, 2023 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.	March 7, 2023		☐ 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 9/23/22 | PL#2 12/9/22 | PL#3 2/17/23 | PL#4 4/28/23	September 2, 2022 October 13, 2022 February 15, 2023 March 24, 2023		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for 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: New 9th Grade Parent Meeting (July 2022, Cardinal Fly By) College 101 for Parents and Students (August 2022) College for DREAMers for Parents and Students (October 2022) FAFSA for Parents and Students (November 2022) College and Military Night for Parents and Students (November 2022) College Financial Aid Event (December 2022) Career Exploration for Parents and Students (February 2023) Rising 9th Grade Parent Meeting (February 2023) Scholarship Workshop for Parents and Students (March 2023)	Cardinal Fly By (July) August 2022 October 2022 November 2022 December 2022 February 2023 March 2023		☐ 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*	List documents translated for parents: • Parent Compact • Parent Policy • Subtitle Power Points at meetings and post copy 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	Facilitator How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
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 language development software such as Rosetta Stone, etc.)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	Parent Facilitator Wraparound Services Communities in Schools Tech supplies Parent Resource Center supplies Rosetta Stone	Title I CIS Wrapround Services Local Title 3	Fall 2022 and Spring 2023	Parent Facilitator Log Parent Sign in sheets Agendas from classes/sessions	Parent Facilitator (.5)

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==:
Individual requests for input were sent out by email to stakeholders. Local School Academic Coaches collaborated with Dept Chairs and Admin 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, Nurse, Communities in Schools Representative, Wraparound Services Coordinator, Media Specialist, Guiding Coalition, school resource officers, local school technology support, and students. Information was compiled from the emails and 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 and materials, Edmentum licenses (we formerly used GradPoint), Delta Math, and DreamBox. In addition, Title II will provide professional development resources and support, and Title III will provide support for EL and dual-served 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. 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==: The school conducts semester data analysis twice a year (EOC, Course Pass Rates, etc.) and analysis of the CCRPI and Title I rank-order list annually. In addition, the Cobb Teaching and Learning System (especially CTLS ASSESS) provides ongoing monitoring of student performance and achievement. The RI is given 2-3 times in 9th grade, and results of several district assessments (MI, Interims, SKI, etc.) are given and reviewed as well. Local School Academic Coaches and Admin meet periodically with the Title I Supervisors 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==: A combination of course pass rates, EOC scores, ACCESS scores, graduation rate, performance of common assessments, and promotion to the next grade level are used to determine the effectiveness of the plan. Most data are discussed in CCCs, Dept Meetings, and Academic Coach meetings on an on-going basis throughout the year.
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:== In our local school Cobb Collaborative Communities (CCCs), we monitor student progress, share ideas and strategies, and discuss next steps to take toward meeting goals. In addition, at the end of Fall semester, we will review the school-wide semester data to monitor the progress toward meeting the goals of the plan and revise, as necessary. Most data are discussed in CCCs, Dept Meetings, and Academic Coach meetings as an on-going basis throughout the year.

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 with the common expectation of all teachers and students to exhibit S.O.A.R. expectations (positive behaviors that allow students to be Supportive, Open-Minded, Accountable, Respectful – S.O.A.R.).

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. Continuous opportunities for growth are job-embedded as part of the Cobb Collaborative Communities (CCCs) process, New Teacher Induction, and department or individual support plans. Teachers work collaboratively with guidance from Academic Coaches to plan, deliver, assess, and reflect on instruction. Core as well as non-core teams are supported. Teams submit a survey of professional learning needs and requests for the following school year, which allows Academic Coaches to customize PL in a way that meets teacher, team, and department needs.

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==:
Not applicable.

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 also informs students about Dual Enrollment opportunities with local technical colleges and universities and conducts "check-in days" where our

students can ask post-secondary questions in an open forum. The Counselor Corners' Series focused on giving information about the college application process, financial aid and FAFSA, and college for DREAMers, and our Communities in Schools Rep has planned college visits.

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*