



School Improvement Plan

2021-2022

Action Plan



SCHOOL NAME: R. L. Osborne High School

Date Submitted: Draft 6-2-24

Date(s) Revised: 7-6-2021



TITLE I

ASSESS. ACHIEVE. SUCCEED.

COHERENT INSTRUCTIONAL SYSTEM

GOAL #1	Increase graduation rate from 70.6% to 71.0%.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
Implement two reading/writing intervention cohorts for academically at-risk incoming 9 th graders to loop with same teacher(s) from Comm. Skills (Fall) to 9 th Lit (Spring). One cohort will be co-taught, and one cohort will be ESOL Sheltered.	Title I	August 2021	<p>Implementation: The Gen. Ed and ESOL sheltered looping sequences will be included in the Fall and Spring Master Schedule for FY22 by the Master Scheduler.</p> <p>Impact: Teachers will meet at least once each 6 weeks with the respective ELA or ESOL Admin. to discuss student progress and growth reports.</p> <p>Artifacts/Evidence: Master Schedule, Class Rosters, RI results, Read 180 student progress and growth reports, # students who earn ELA credit at end of loop</p>	<p>Master Scheduler</p> <p>ELA Admin. ESOL Admin. SpEd Admin. AC Tillman AC Kotlar DC Tsymbalov</p>
Implement two reading/writing intervention cohorts - 10 th grade Writer's Workshop (Fall) to 10 th Lit (Spring) for students who have been identified as still needing intensive reading and writing support from the 9 th grade intervention cohorts. One cohort will be Gen. Ed. and one cohort will be ESOL Sheltered.	Title 1	August 2021	<p>Implementation: The Gen. Ed. and ESOL sheltered looping sequences will be included in the Fall and Spring Master Schedule for FY22 by the Master Scheduler.</p> <p>Impact: Teachers will meet at least once each 6 weeks with the respective ELA or ESOL Admin. to discuss student progress and growth reports.</p> <p>Artifacts/Evidence: Master Schedule, Class Rosters, RI results, Read 180 growth and progress reports, # students who earn ELA credit at end of loop</p>	<p>Master Scheduler</p> <p>ELA Admin. ESOL Admin. SpEd Admin. AC Tillman AC Kotlar DC Tsymbalov</p>
Continue implementation of the FLP Math (Fall) to Foundations of Algebra (Spring) same teacher loop for identified at-risk incoming 9 th graders needing foundational math skills prior to Algebra (lower than 4 th grade level in Math).	Title I	July 2021	<p>Implementation: The looping sequence will be included in the Fall and Spring Master Schedule for FY22 by the Master Scheduler.</p> <p>Impact: Teachers will meet at least once each 6 weeks with the Math Admin. to discuss student progress and growth reports.</p> <p>Artifacts/Evidence: Master Schedule, Class rosters, Ascend Math growth and</p>	<p>Master Scheduler</p> <p>Math Admin. SpEd Admin. ESOL Admin. AC Mahaffey</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

			progress reports, # students who earn math credit at end of loop	
Create an academic ranking spreadsheet to assist in identifying incoming 9 th grade students needing reading and math scheduling interventions.	Title I	January 2022 June 2022	Implementation: Twice a year the Title I Supervisors will assist the school in determining what data is most needed to effectively identify and schedule students for the intervention looping sequences. Impact: Once a semester we will examine course pass rate data and student growth data from the intervention courses to prepare a semester report for the Principal. Artifacts/Evidence: Copy of the semester report	Title I Supervisors AC Mahaffey AC Kotlar
Continue collaboration with math Academic Coaches & teachers from feeder middle schools to address learning gaps and deficits in pre-requisite skills for Algebra I.	Title I Title 2 SFPD	Fall 2021 Spring 2022	Implementation: OHS Academic Coaches & vertical team members will meet with feeder school Academic Coaches and Lead teachers once a semester to discuss learning gaps and standards alignment. Impact: Osborne Math vertical team will meet once a month and the entire feeder vertical team will meet once a semester to examine classroom visit results, review placement data, discuss vertical alignment of standards, and analyze course pass rate data and credits earned. Artifacts/Evidence: Vertical team minutes, vertical standards alignment plan, pacing guides, 9 th grade placement assessment results, & vertical walks data.	AC Thompson Title I District Math Coaches Math Admin. Math Vertical Team Feeder school Academic Coaches



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Continue collaboration with ELA academic coaches and teachers from feeder middle schools to address learning gaps and deficits in pre-requisite skills for 9 th grade literature.	Title 1 Title 2 SFPD	Fall 2021 Spring 2022	<p>Implementation: OHS Academic Coaches & ELA department chair will meet feeder school Academic coaches and department chairs once a semester to discuss learning gaps and standards alignment.</p> <p>Impact: ELA DC and CCC facilitators will meet once a month to examine classroom visit results, review placement data, discuss vertical alignment of standards, and analyze current grades and student progress.</p> <p>Artifacts/Evidence: CCC team minutes, vertical standards/ alignment plan, curriculum map, and assessment results.</p>	<p>AC Tillman</p> <p>DC Richard</p> <p>CCC Facilitators</p> <p>Title I District ELA Coaches</p>
Fund necessary technology, technology supplies, subscriptions, licenses, instructional resources, and consumable student supplies to support instruction.	Title I Local District	October 2021	<p>Implementation: Requests for Title I funds will be submitted via the RR approval process. Requests for local funds will be submitted via the local approval process.</p> <p>Impact: CCCs will meet at least twice a month and will determine if teachers or students need more resources to support student success.</p> <p>Artifacts/Evidence: RR approvals, FS381 purchase requests, Title I budget spreadsheet</p>	<p>AC Kotlar</p> <p>Bookkeepers</p> <p>Principal</p>
Create at least 3 new sections per semester in the Master Schedule designated for GradPoint to allow students who have fallen behind on credits toward graduation the opportunity to catch up.	Title I	July 2021	<p>Implementation: At least 3 new sections of GradPoint per semester will be added to the Master Schedule.</p> <p>Impact: The GradPoint Instructor will submit monthly reports to the Principal indicating number of students who have earned credits toward graduation and number still in progress.</p> <p>Artifacts/Evidence: Monthly reports of course completion data and student progress data</p>	<p>Master Scheduler</p> <p>Principal</p> <p>AC Kotlar</p>
Implement a new Foundations of Algebra to Algebra course sequence using Teach-to-One to address pandemic learning gaps for students who do not need the FLP to FoA loop.	Local for licenses Title I for student supplies	July 2021	<p>Implementation: At least 6 new sections of "Teach to One" FoA to Algebra will be added to the Master Schedule.</p> <p>Impact: Teachers will submit monthly reports to the Math Admin and Principal</p>	<p>Master Scheduler</p> <p>AC Thompson</p> <p>Math Admin.</p>



TITLE I

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			summarizing usage and student progress. Artifacts/Evidence: Monthly reports	
Use local allotment to hire an ESOL Push-in teacher for 3 sections per semester of Algebra in the Master Schedule to support ELs in earning a required credit for graduation.	Local Title 3 Title 1 (materials and supplies)	July 2021	Implementation: Three ESOL push-in model sections per semester will be added to the Master Schedule for Algebra. Impact: Teachers will submit monthly reports to the Math Admin and Principal summarizing usage and student progress. Artifacts/Evidence: Master schedule, class rosters	Master Scheduler ESOL Admin



TITLE I

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP

GOAL #1	Increase graduation rate from 70.6% to 71.0%.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Hire 4 Academic Coaches to support teachers in content areas to provide professional learning, modeling of strategies, and instructional feedback to teachers.	Title 1	July 2021	Method for Monitoring Implementation: Principal and/or Title 1 Administrator will meet with the team monthly to review results and discuss upcoming plans. Evidence/Artifacts: PL Calendar, PL Agendas, Coach binders, District Monthly Coaching Timesheets	Principal Title I Admin.
Hire a Title I Parent Facilitator to establish positive relationships with OHS families in order to help increase student achievement.	Title 1	July 2021	Method for Monitoring Implementation: Title 1 Administrator and AC Mahaffey will meet with the PF monthly to review results and discuss upcoming plans. Evidence/Artifacts: PF Binder, Meeting Agendas, Family Sign-in Sheets, Faculty and Staff PL Agendas/Sign-in Sheets	Principal Title I Admin. AC Mahaffey
Hire a Communities in Schools Representative to manage a caseload of identified students who are at risk of dropping out. (Performance Contract)	Title 1	July 2021	Method for Monitoring Implementation: Title 1 Administrator and/or AC Kotlar will meet with the CIS Rep. monthly once a semester to review results and discuss upcoming plans. Evidence/Artifacts: CIS Data/Service Reports	Principal Title I Admin. AC Kotlar
Hire a Reading Interventionist to support an identified group of at-risk incoming 9 th graders in improving their reading and writing skills in the Comm. Skills to 9 th Lit looping cohort designed to help them obtain an ELA credit for graduation and promote to 10 th grade.	Title I	July 2021	Method for Monitoring Implementation: ELA Admin and/or AC Tillman will meet weekly with the Comm. Skills CCC to review progress of students. Evidence/Artifacts: CCC Agendas, RI Student Progress and Growth Data, Course Assessments, % students earning ELA credit at end of looping sequence	Principal Title I Admin. ELA Admin. AC Tillman
Hire 1 FLP Instructor to support an identified group of at-risk incoming 9 th graders to provide foundational math skills in the FLP to Foundations of Algebra looping cohort designed to help them	Title I	July 2021	Method for Monitoring Implementation: Math Admin and/or AC Mahaffey will meet weekly with the FLP CCC to review progress of students. AC Kotlar and DC Tsymbalov will touch base with the team monthly to monitor EL and Dual-Served progress.	Principal Title I Admin. Math Admin. AC Mahaffey AC Kotlar DC Tsymbalov



TITLE I

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obtain a Math credit for graduation and promote to 10 th grade.			Evidence/Artifacts: CCC Agendas, Ascend Math Student Progress and Growth Data, Course Assessments, % students earning Math credit at end of FLP to FoA looping sequence	
Hire a Grad Point Instructor to provide credit recovery opportunities to students who, during the pandemic, have fallen behind on credits toward graduation (primarily 10 th and 11 th graders).	Title I	July 2021	Method for Monitoring Implementation: Title 1 Administrator and/or AC Kotlar will request monthly data from the GP instructor to review progress of students (# students who have earned credits toward graduation and # still in progress). Evidence/Artifacts: Monthly reports of course completion data and student progress data	Principal Title I Admin. AC Kotlar
Ensure the inclusion in the Master Schedule of the ELA scheduling intervention (9 th Comm Skills to 9 th Lit loop with same 9 th teachers continuing to 10 th Writer's Workshop before enrolling in 10 th Lit) to continue providing ongoing support to the incoming academically at-risk cohort for 2 years.	Local	July 2021	Method for Monitoring Implementation: The Master Scheduler, in collaboration with the respective Admin and Department Chairs representing ELA, SpEd, and ESOL will utilize the Title I rank order list to select the students needing to be placed in the interventions. Evidence/Artifacts: Master Schedule, class rosters	Master Scheduler Principal
Ensure the inclusion in the Master Schedule of the FLP to Foundations of Algebra loop with same teacher to address deficit areas in basic math skills (for students who are below 4 th grade level).	Local	July 2021	Method for Monitoring Implementation: The Master Scheduler, in collaboration with the Math Vertical Team and the respective Department Chairs of Math, SpEd, and ESOL will utilize the Title I rank order list to select the students needing to be placed in the intervention. Evidence/Artifacts: Master Schedule, class rosters, EL student progress reports	Master Scheduler Principal
Ensure inclusion in the Master Schedule of a FoA to Algebra intervention loop with same teachers to address pandemic learning gaps.	Local	July 2021	Method for Monitoring Implementation: The Master Scheduler in collaboration with the Admin and Department Chairs of Math, ESOL, and SpEd will use pre-determined criteria to place students in this course sequence. Evidence/Artifacts: Master Schedule, class rosters	Master Scheduler Principal



TITLE I

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY

GOAL #1	Increase graduation rate from 70.6% to 71.0%.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Academic Coaches will provide professional learning based on needs of CCCs and needs of new teachers to include topics such as: identifying and supporting students with learning gaps, building academic vocabulary, supporting ELs, implementing inquiry-based learning, etc.	Title 1 SFPD Title 2	July 2021	Implementation: Academic Coaches will attend CCCs weekly and will collaborate with the CCC facilitator and/or the respective department chair/Admin to determine the PL needs, agenda, and schedule for each CCC. Artifacts/Evidence: PL calendar, PL agendas, teacher attendance documentation, CCC agendas/minutes, AC binders, walkthrough data, teacher reflection/surveys	AC Kotlar AC Thompson AC Tillman AC Mahaffey Admin. Team
The Parent Facilitator will provide professional learning to faculty on how to engage families to increase student achievement.	Title I	August 2021	Implementation: The Parent Facilitator will provide at least 2 trainings per semester for faculty and staff. Artifacts/Evidence: PL agendas, teacher attendance documentation	Parent Facilitator AC Mahaffey Title I Admin.
Provide opportunities for faculty to attend conferences, trainings, institutes, and workshops for engaging and supporting at-risk learners. (GCTE, GCTM, NCTM, NCTE, ASCD, ESSA, PLCs, Columbia)	Title I Local Title 2 Title 3	October 2021	Implementation: Faculty who attend conferences will agree to share and redeliver conference information that is relevant to their respective department or CCC. Artifacts/Evidence: Registration and travel expenditures documentation, conference programs/agendas, redelivery agendas	AC Kotlar Title I bookkeeper AC Tillman AC Thompson AC Mahaffey
Provide on-going district-level coaching and support for selected teachers implementing System 44 and Read180 in the ELA intervention cohorts (9 th and 10 th).	CCSD Title 1 Title 3	July 2021	Implementation: The district Read 180/System 44 Coach will set up a coaching schedule with each teacher for modeling of strategies, classroom visits and feedback, discussion of student progress, and training. Artifacts/Evidence: Calendar of coaching sessions, student progress/growth reports	AC Tillman CCSD Read 180 Coach AC Kotlar DC Tsymbalov Title I District Literacy Coaches
Enter Performance Contract to continue collaboration with Columbia University Center for the Professional Education of Teachers (CPET) to provide PL to teachers working with students in the 9 th and 10 th	Title 1	October 2021	Implementation: CPET will offer 3-4 PL sessions for teachers working the SPI project to help guide the teachers through the process toward successful publication of student books Artifacts/Evidence: PL agendas, teacher attendance, student publications	AC Tillman CPET Instructor



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grade ELA intervention courses to publish via the Student Press Initiative (SPI).				
Provide on-going Ascend Math training/coaching for the FLP teachers to successfully implement the program to maximize student success.	Title I	July 2021	Implementation: The Ascend Math trainer will set up a coaching schedule with each FLP teacher for modeling of strategies, classroom visits and feedback, discussion of student progress, and training. Artifacts/Evidence: Calendar of coaching sessions, student progress/growth reports	AC Mahaffey Ascend Math Trainer
Fund online CPET PL modules based on teacher need or interest as a means of meeting the needs of individual teachers or CCCs.	Title I SFPD	December 2021	Implementation: The CPET team, with whom we have a long-standing relationship, will customize PL for teachers based on expressed need or interest in the form of independent, graded modules. Upon completion of each course, teachers receive a certificate. Artifacts/Evidence: Teacher certificates, stipend forms (if applicable)	AC Tillman AC Thompson AC Kotlar AC Mahaffey



TITLE I

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SUPPORTIVE LEARNING ENVIRONMENT

GOAL #1	Increase graduation rate from 70.6% to 71.0%.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> • Method for Monitoring Implementation (Frequency) • Method for Monitoring Impact (Frequency) • Artifacts/Evidence 	<ul style="list-style-type: none"> • Lead (bold) • Support
Fund Delta Math Plus for 9 th to 12 th grade math courses to provide students with extra practice on math skills with immediate feedback.	Title I	October 2021	<p>Implementation: Delta Math will be used as a supplemental instructional resource in all math classes 9-12 to provide students with extra practice and remediation. Academic Coach will meet with each Math CCC monthly to review assessment results, usage reports, and discuss instructional and remediation plans.</p> <p>Impact: Math CCCs will review course pass rate data every 6 weeks.</p> <p>Evidence/Artifacts: Usage reports, CCC Agendas, # students receiving math course credit and # students receiving math credit via course extension</p>	<p>AC Thompson</p> <p>Math Admin</p>
Fund Ascend Math licenses for the FLP and selected Foundations of Algebra students to supplement instruction with differentiated skill-building.	Title I	October 2021	<p>Implementation: Ascend Math will be utilized approximately 50% of the time in the FLP to Foundations of Algebra loop. Academic Coach will review software usage reports monthly.</p> <p>Impact: Student growth will be analyzed twice a month during CCC's using Ascend progress reports and teacher assessment data.</p> <p>Evidence/Artifacts: Usage reports, CCC Agenda, student growth and progress reports.</p>	<p>FLP Teacher(s)</p> <p>AC Mahaffey</p> <p>Math Admin</p>
Provide System 44 and Read 180 licenses as supplemental materials for the Communication Skills and Writer's Workshop courses.	CCSD Title 1	July 2021	<p>Implementation: Read 180 licenses will be used in selected Communication Skills and Writer's Workshop courses to develop reading and writing skills among the identified academically at-risk 9th and 10th graders prior to taking required Literature courses required for graduation.</p> <p>Impact: CCCs will examine System 44 or Read 180 student progress and growth data monthly.</p> <p>Artifacts/Evidence: System 44 and Read 180 growth and progress reports</p>	<p>Course Teachers</p> <p>AC Tillman</p> <p>AC Kotlar</p>



TITLE I

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Fund USA TestPrep as a supplemental resource for extra practice during each semester and for grade repair during course extension.	Title 1 Local	October 2021	<p>Implementation: USA TestPrep will be made available to students for supplementary practice and for course extension. Academic Coach will review software utilization reports at least once a semester.</p> <p>Impact: Course extension data will be analyzed twice a year to determine number of students who received course credit.</p> <p>Artifacts/Evidence: Usage reports, course extension data</p>	<p>AC Mahaffey</p> <p>AC Tillman</p>
Fund Course Extension for all 9 th -12 th grade students failing core content classes, Health and Personal Fitness, and Pathway courses to provide extended time to earn credits toward graduation.	Title I 20-day funds	Jan. 2022 June 2022	<p>Implementation: Course Extension will be offered each semester to students who fail a course with 60-69. CCCs will revisit their course extension tasks at least once a semester.</p> <p>Impact: Course Extension data will be analyzed twice a year.</p> <p>Artifacts/Evidence: Course Extension data (number of students who earn credits toward graduation)</p>	<p>Course Extension Admin and Coordinator</p> <p>AC Thompson AC Mahaffey AC Tillman AC Kotlar</p>
Provide a Summer Bridge experience for identified academically at-risk incoming 9 th graders to facilitate the articulation between 8 th and 9 th grades.	Title 1 20-day funds	June 2022	<p>Implementation: Incoming 9th grade students, identified from a Title I rank-order list, will attend a 4-day summer program designed to facilitate the articulation from middle to high school while also working on foundational skills in literacy and math.</p> <p>Impact: Student progress towards promotion to 10th grade will be tracked twice a year during 9th grade by the Summer Bridge teachers using transcript data.</p> <p>Artifacts/Evidence: Agendas from Summer Bridge meetings, rank-order list, # students passing Fall and Spring courses during 9th grade, # students from the group being promoted to 10th grade</p>	<p>AC Mahaffey</p> <p>Summer Bridge teachers</p> <p>Title I Supervisors</p> <p>Title I Admin.</p>
Enter a performance contract with Communities in Schools (CIS) Representative to work directly with an identified caseload of students at-risk for not graduating and their families.	Title I	Fall 2021	<p>Implementation: The Communities in Schools representative will identify a caseload of students from counselor, admin, social worker, and teacher referrals which indicate a student may be at risk of dropping out.</p> <p>Impact: The CIS Rep. will submit a data report to the Principal once a semester.</p> <p>Artifacts/Evidence: Data report</p>	<p>CIS Rep.</p> <p>Principal</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Provide on-site SEL support through Wraparound Services Center for students in all grades with issues such as anxiety, depression, addiction, and anger which are interfering with academic success.	Title IV Grants P.B.I.S. Title 1	July 2021	<p>Implementation: The Wraparound Services Coordinator will collaborate with counselors, admin, the school social worker, Comm. in Schools, parent facilitators, and teachers to identify students in need of support services.</p> <p>Impact: The Wraparound Services Coordinator will submit a data report to the Principal once a semester itemizing how many students and families are utilizing each of the wraparound services.</p> <p>Artifacts/Evidence: Service Summary data report</p>	<p>Wraparound Services Coordinator</p> <p>Principal AC Kotlar</p>
Fund Turnitin (Revision Assistant) licenses for Writer's Workshop students to supplement writing instruction with differentiated skill building.	Title I Local	October 2021	<p>Implementation: Turnitin will be utilize approximately 50% of the time in the Writer's Workshop. Academic Coach will review software usage reports monthly.</p> <p>Impact: Student writing samples and student growth will be analyzed twice a month during CCC meetings.</p> <p>Evidence/Artifacts: Usage Reports, CCC Agenda, Student Writing, and Progress Reports</p>	<p>Writer's Workshop Teachers</p> <p>AC Tillman DC Tsymbalov ELA and ESOL Admin</p>



TITLE I

ASSESS. ACHIEVE. SUCCEED.

FAMILY AND COMMUNITY ENGAGEMENT

GOAL #1	Increase graduation rate from 70.6% to 71.0%.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation (Frequency) Method for Monitoring Impact (Frequency) Artifacts/Evidence 	<ul style="list-style-type: none"> Lead (bold) Support
The parent facilitator will host Parent University workshops at least twice a semester based on family input (interest and need) to foster positive relationships between families and the school.	Title I	Sep. 2021	Method for Monitoring Implementation: AC Mahaffey and Parent Facilitator will meet monthly to review attendance and feedback from parents. Evidence/Artifacts: Sign in sheets, parent feedback forms	Title 1 Admin AC Mahaffey Parent Facilitator
The school will provide a parent resource center for families to use computers, find brochures and books for raising teens, and research after-graduation opportunities for their children.	Title I Local	July 2021	Method for Monitoring Implementation: AC Mahaffey and Parent Facilitator will analyze resource center utilization rates by parents during monthly meetings. Evidence/Artifacts: Resource center sign-in sheets	AC Mahaffey Parent Facilitator Professional School Counselors
Fund 5 laptops and a small charging cart for use by families in the parent resource center to foster positive relationships with OHS families in order to help increase student achievement.	Title I	October 2021	Method for Monitoring Implementation: AC Mahaffey and Parent Facilitator will analyze resource center utilization rates by parents during monthly meetings. Evidence/Artifacts: Purchase forms, inventory, usage forms (parent sign-out)	Title 1 Admin Parent Facilitator Bookkeeper
Fund licenses to Rosetta Stone to assist <i>interested</i> families with English language development to support their child's learning and facilitate direct communication with teachers.	Title I Title 3	October 2021	Method for Monitoring Implementation: AC Mahaffey and Parent Facilitator will analyze Rosetta Stone utilization reports during monthly meetings. Evidence/Artifacts: Rosetta Stone subscriptions, family perceptual survey of how it is helping them	Title 1 Admin AC Mahaffey ESOL Admin. Bookkeeper
Offer computer Literacy classes for parents, including how to access ParentVue, CTLS Parent, and Synergy to help monitor their student's academic progress.	Title I	October 2021	Method for Monitoring Implementation: AC Mahaffey and Parent Facilitator will meet monthly to review attendance and feedback from parents and to examine usage reports from CTLS Parent and ParentVue. Evidence/Artifacts: Sign in sheets, parent feedback forms, usage reports	AC Mahaffey CIS Wraparound Services



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Provide professional learning for faculty and staff to understand the role of the school and teachers in the Parent Compact and Parent Policy to help increase student achievement.	Title 1	August 2021	Method for Monitoring Implementation: Per Title I, at least 3 times a year, faculty and staff will engage in professional learning sessions designed to strengthen relationships with families. Evidence/Artifacts: Teacher attendance, Post-PL forms, Parent Compact and Parent Policy	Parent Facilitator Title I Admin. AC Thompson AC Tillman AC Mahaffey AC Kotlar
Provide opportunities for Parent Facilitator to attend conferences and workshops related to supporting families and students.	Title 1 Local Title 2 Title 3	October 2021	Implementation: The Parent Facilitator will redeliver relevant conference information to the appropriate stakeholders. Artifacts/Evidence: Registration and travel expenditures documentation, conference programs/agendas, redelivery agenda	Parent Facilitator Title 1 Admin. Bookkeeper AC Kotlar



SUBGROUPS					
Goal #1	Increase graduation rate from 70.6 % to 71.0%.				
Action Step(s)		Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> Method for Monitoring Implementation/Impact Artifacts/Evidence to verify implementation 	<ul style="list-style-type: none"> Lead (bold) Support
Economically Disadvantaged	Increase % families who complete the Free/Reduced lunch applications to accurately reflect the number of Economically Disadvantaged students.	n/a	July 2021	Implementation/Impact: During Fall semester 2021, the cafeteria manager and parent facilitators will lead the efforts to encourage families to complete the F/R lunch forms in 2 phases – at the beginning of the year in August and the week before the official FTE count in October. Artifacts/Evidence: % Free/Reduced for FY22	Cafeteria Manager Parent Facilitators (Title I and Title 3)
English Learners	Create an EL student progress template to be completed by teachers each grading period as a means to monitor the academic progress and attendance of ELs.	n/a	July 2021 (pre-planning)	Implementation/Impact: Teachers will complete and turn in the EL monitoring forms each grading period to the ESOL Admin and Department Chair to monitor the progress of ELs for discussion and follow-up in CCCs. Artifacts/Evidence: EL Monitoring Forms, data compilation reports, sample CCC agendas	DC Tsymbalov ESOL Admin ESOL Advisory
Race / Ethnicity	Analyze pass/fail data by course and then by subgroup at the end of each semester to share with not just school leadership, but also the representatives of services provided to support the academic and SEL needs of students.	Title I	Jan. 2022 June 2022	Implementation/Impact: At the end of each semester the Admin. team will review the course pass/fail data by subgroup for discussion and follow-up by departments, Professional School Counselors, CIS, and Wraparound Services. Artifacts/Evidence: Data charts	AC Mahaffey Principal Admin Team Professional School Counselors CIS Rep WA Services Coordinator
Foster and Homeless	Provide opportunities for communication between OHS teachers and center tutors.	Title I	August 2021	Implementation/Impact: AC Kotlar will collaborate in August with the Title I Supervisor in charge of Foster/Homeless students to determine the best way for tutors and teachers to communicate to support students. Artifacts/Evidence: Sample communication	AC Kotlar Title I Supervisors



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Migrant	n/a			Implementation/Impact: Artifacts/Evidence:	n/a
Students with Disabilities	Create a systems framework for student support in FY22.	Title I (stipends, subs)	June 2021 (planning for FY22)	Implementation/Impact: The SpEd Leadership Team (2 teachers, 2 Dept Chairs, SSA, and Admin) will meet in June 2021 to create plans for the FY22 systems framework for student support and meet at least twice a semester to monitor progress of the implementation. Artifacts/Evidence: Meeting agendas, Systems Framework (document)	SSA and SpEd Admin DC Moore DC West-Allen



FY22 TITLE I SIP

REQUIRED QUESTIONS

CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA
References: Schoolwide Checklist (3.a., 3.c., 3.d.)

Statement #1: The School Improvement Plan is developed during a one-year period 2021-2022 as outlined in **Sec. 114(b) (1-5) of ESSA**.

Statement #2: (Monitoring) The School Improvement Plan 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.

Statement #3: (SIP Available to Stakeholders) The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.



Question #1: Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

References: Schoolwide Checklist (2.iii.d)

Cobb Collaborative Communities- Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers within the district and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc.)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, career tech, and physical education in addition to core content areas)

Local School:

Osborne uses Title I funds to employ four Academic Coaches to provide on-going professional learning to teachers and CCCs based on individual or team need.

Question #2: Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]

References: Schoolwide Checklist (2.iii.d)

All students at Osborne High School will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute which occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers. At Osborne High School we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We set aside specific times each week for members of CCCs to collaboratively plan, and we receive curriculum support from local and district level coaches. On-going professional learning based on teacher and team need is a priority at Osborne.

Question #3: Describe how the Title I instructional program 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, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- preparation for and awareness 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);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)

The Nest Wraparound Center focuses on improving student well-being and success by collaborating with and engaging parents, school staff, and the local community. We plan to continue multiple services and programs which were provided to students during the spring semester 2021 to include basic needs, therapeutic support services, academic support services, mentorship, various social and emotional learning groups, and job assistance. The programs and services provided to students (see chart below) were determined through the wraparound service's student voice surveys.

<u>Program/Services</u>	<u># of Students Served</u>
Number of Visits to Wraparound Center	113
Clothing Closet/Toiletries	11
Holiday Assistance	24
Mentorship	12
SEL Support Groups	36
Technology Assistance	23
Financial Literacy	18
Mental Health Therapy	19

Our school social worker reports that the greatest needs of families this year have been financial assistance, housing/homelessness, and mental health services. Despite COVID-19 restrictions in FY21, the NEST was still able to serve students' families through several grants secured by our wraparound services coordinator. These funds allowed us to assist families with basic needs and mental health support including housing and job assistance, parent book studies, emergency food distribution, etc., and we plan to continue to seek grants in FY22 to continue to provide services that meet the needs of our students and families. We also plan to continue using Title I funds to supplement a Communities in Schools (CIS) representative at our school. In FY21, the CIS rep provided mentors to a caseload of students and collaborated with Title 3 to provide bilingual tutors for Spanish-speaking students in need of academic support. CIS also supported the food pantry and families in need of rental assistance, baby items, food, eyeglasses, warm coats, and student referrals to GA Hope Scholarship program. We plan to continue these efforts in FY22.



Question #4: Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

(Only include for Local School with students residing in N & D facilities)

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. "In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s)."

Question #5: Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

The school will follow 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 that they create and post S.O.A.R. expectations in every classroom (positive behaviors that allow students to be Supportive, Open-Minded, Accountable, Respectful – S.O.A.R.). In addition, the Admin team and faculty will continue to attend professional learning on supporting the social-emotional development of adolescents which can assist in implementing an effective discipline process.

**Question #6:****Transition:**

ES: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

References: Schoolwide Checklist 2.a.iii.e

OR

MS/HS: Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

References: Schoolwide Checklist 4c

During the pandemic, Osborne High School and the School Counseling department had to alter our annual events for FY21 such as our College and Military Fair, Apply to College week, and various Financial Aid and college and career workshops. These events were held virtually this school year, but for FY22, we hope to hold face to face once again. 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.

In FY21, we hosted virtual Counselor College Check-In days where our students could ask post-secondary questions in an open forum and began the virtual Counselor Corners' Series focused on giving information about the college application process, financial aid and FAFSA, and college for DREAMers. We plan to continue in FY22 as virtual and/or face to face.

In addition, our School Social Worker has been able to support students through virtual counseling sessions and to assist 9 homeless teenagers with college information for GEAR UP, and our CIS Representative set up opportunities for OHS students to speak with college students and professionals in different fields about their experiences and how they got to the position they are in now. We plan to continue these efforts in FY22.



TITLE I

ASSESS. ACHIEVE. SUCCEED.

Question #7: If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

(Local School that is **TA Schools Only**)

N/A – Osborne is not a TA school.



Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

Question #8: Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.

The Osborne High School Title I school inventory is a TEAMS file shared by the district Title I Supervisor. The District Coach assigned to the school along with the local Instructional Coach meet once a year to verify that all technology/equipment bought with Title I funds is listed correctly on the inventory. The local Instructional Coach updates the inventory regularly, inventories new technology within 1 month, and reports stolen, damaged, and misplaced items.

Title I equipment (i.e. laptops & laptop carts) is used according to their allocation. Once allocated, the technology is assigned according to it's allocation. The Title I equipment is then housed in one location and assigned a technology manager. The manager is responsible for checking the status of the technology after each use, charging the technology as needed, monitoring the calendar requests, and assuring that the Student Assignment sheets are completed. Technology is checked out through a sign up genius calendar and maintained by the local Instructional Coach responsible for Title I Inventory.



ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

Question: How is the SIP 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

Osborne High school will integrate state and local funds and community support in several ways. Title II will provide professional development support including staff and PL opportunities. Title III will provide language proficiency support. Osborne will utilize Twenty day funds for tutoring support of our students struggling to meet state standards. The Osborne Nest (wrap around services) provides multiple resources from community members and partners. These programs will work together to meet the needs of the students and families identified in the CNA and through our parent and family surveys.