



School Improvement Plan 2021-2022 Comprehensive Needs Assessment



Osborne High School

DATE SUBMITTED

May 1, 2021

DATE REVISED

July 6, 2021

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Georgia's Systems of Continuous Improvement

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia's Systems of Continuous Improvement

Georgia Department of Education School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Osborne High School
<i>Team Lead</i>	Joshua Morreale
<i>Position</i>	Principal
<i>Email</i>	joshua.morreale@cobbk12.org
<i>Phone</i>	770-437-5900, x009
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific *Measurable* *Attainable* *Relevant* *Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

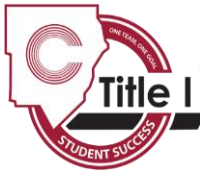
2. School Improvement Goals

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community



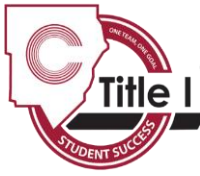
PLANNING and PREPARATION

Date(s) _____ March 29-31, April 1-2, April 12 _____

1.1 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 in order 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
Local School Title I Administrator	Angelo Washington
Academic Coaches (Local School)	Theresa Kotlar, Verlynda Slaughter-Thompson, Shirlyn Mahaffey, Sherrye Tillman
PTSA President	Manouchka Antoine
OHS Parent (non CCSD employee)	Faviola Martinez
Counselor	Gregory Moncrief
Parent Facilitator	Edwin Mendez
Health Care Providers	Lacy Boatfield
Social Workers	Raquel Rodriguez
Food Service Manager	Kristie Lakkua
Wraparound Services Coordinator	Tinesha Dunlap
Communities in Schools Rep	Guadalupe Ortiz
Media Specialists/Librarians	Mary Allen, Jennifer Wright
School Nurse	Lacy Boatfield
Paraprofessional	Wendy Vaughn
Classroom Teacher	Shawhan Proctor



Cobb County Title I School Improvement Plan 2021-2022

Meeting Date(s): _____

IDENTIFICATION OF TEAM

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 school.

Position/Role	Printed Name	Signature
Joshua Morreale, Principal		
Angelo Washington, AP		
Theresa Kotlar, AC		
Verlynda Slaughter-Thompson, AC		
Sherrye Tillman, AC		
Shirlyn Mahaffey, AC		
Jennifer Glendenning, AP Math		
Andrea Hopkins-Taylor, Math DC		
Jo Richard, ELA DC		
Heidi McCravy, AP ESOL		
Oksana Tsymbalov, ESOL Lead		
Andrea Battaglia, AP SpEd		



IDENTIFICATION of STAKEHOLDERS

References: Schoolwide Checklist 3.b.

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 federal program requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

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)]

Individual requests for input were sent out by email to most stakeholders, as the pandemic has made it difficult to gather as a group. The school followed Title I recommendations to seek stakeholders we had not considered in the past, such as the school nurse, cafeteria manager, instructional para, media specialists, and the school social worker to add to the perspectives of those from whom we traditionally seek input. Local school instructional coaches, department chairs, and respective administrators collaborated to determine high priority needs within each department, and our wraparound services coordinator, Communities in Schools coordinator, school counseling department chair, PTSA officers, and Title I parent facilitator also gave valuable input. The ESOL and Special Education department chairs and administrator considered their needs to address learning gaps within these two critical subgroups, which helped inform our plan as well.



Comprehensive Needs Assessment (*References: Schoolwide Checklist 1.a.*)

Comprehensive Needs Assessment Evaluation of Goal(s)

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).

For the School Year: FY21

Goal 1: Increase 9th grade promotion rate to 65% (for first-time 9th graders)

1. Was the goal met?

At the end of the FY20 school year, we received a district directive that all students, in all courses, would receive a passing grade. Subsequently, our 9th grade promotion rate was higher than our original goal of 65%. That said, we are seeing learning gaps emerge. For example, 57% of 9th graders tested on the RI at the beginning of the school year were “below basic,” with only 20% proficient while 69% of them tested “below basic” on the MI with only 2% proficient. Our 9th grade ELA courses showed a 10% decrease in pass rate and Foundations of Algebra showed only a 73% pass rate with Dual-served and ELs showing only a 39% and 61% pass rate respectively.

2. What data supports the outcome of the goal?

OnTrack data reveals that our 9th grade promotion rate for FY20 was 92% compared to the 62% the year before (only 50 of 592 students were retained due to Fall 2019 failures, with 110 withdrawals from the original 702 students). Data does not reflect the 110 students who withdrew, which is a significant number that will impact the 9th cohort graduation rate.

3. What process/action step/Intervention contributed to the outcome of the goal?

The automatic passing of all students in all courses certainly contributed to the outcome.

However, we also believe that our 9th grade scheduling interventions (FLP to FoA loop with Title I FLP teacher, Comm Skills to 9th Lit loop with Title I Reading Interventionist, and adding a Writer’s Workshop) also played a significant role in meeting both the academic and SEL needs of students during the pandemic. In addition, we offered a sheltered ESOL Comm Skills course for students just out of the Intensive English Language program (IEL) to work on basic reading and writing skills prior to entering 9th Lit. Many of these efforts were challenged by student access to technology, but the school was able to help by providing laptops from our existing carts. This, however, depleted our available technology to use on campus and has necessitated that teachers create both F2F and remote lessons, which has led to a greater need for teacher support.

Local school Instructional Coaches worked with teachers to support instruction in the new blended learning environments and attended to the social-emotional needs of faculty as well. In addition, we hired a Wraparound Services Coordinator who assisted with SEL for students and staff. In the Fall of 2020, the whole faculty participated in SEL training offered by Hanover Institute, and, during the first 3 weeks of the FY21 school year, our district technology support



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specialists created and provided very specific PL related to using the Cobb Teaching and Learning System effectively to support both remote and F2F learners.

Our Title I and Title 3 Parent Facilitators reached out to families in need of technology and demonstrated for them how to use ParentVue and the new CTLS Learn and CTLS Parent. In addition, we began English classes for families. Our school social worker, Communities in Schools representative, Wraparound Services Coordinator, counselors, Admin team, and teachers all assisted with the food needs of families, as Osborne was a designated meal pick-up location during the pandemic.

Finally, though we see an almost “artificial” 9th grade promotion rate from last year, we are also seeing a trend of failures in the upper grades which will ultimately affect grad rate. For example, as of March 2021, approximately 34% of current Sophomores and 32% of current Juniors are not on track for graduation. Hiring an additional GradPoint instructor will allow us to help these students stay on track for graduation with their cohort.

Reflecting on outcomes:

- a. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?

Though the goal was officially “met,” we know learning gaps still exist.

We need to continue implementing the 9th grade scheduling interventions for ELA and Math (described above) and to provide needed support for students most at risk, especially ELs, SWDs, and dual-served students. We anticipate that learning gaps will continue to emerge as students enter both 9th and 10th grades. For example, only 61% of students in the reading intervention course sequence showed any growth this year on the RI. In addition, the pass rate of Geometry was only 57%, indicating learning gaps among last year’s Algebra students who were automatically passed but still lacking pre-requisite skills.

We plan to continue to offer course extension and GradPoint as options for all students to earn course credit and catch up with their grade-level peers. To help meet this need, we will need to hire an additional GradPoint instructor along with possibly in-class, certified academic tutors as well.

In addition, we are considering creating a section of Math for 9th grade repeater students in Fall 2021. We also plan to hire an additional .5 FLP teacher to help address learning gaps of EL and Dual students coming in from 8th grade, as one FLP teacher will not be sufficient for all GenEd, SpEd, EL, and Dual students with gaps in learning.



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We will continue to work with our Title I Supervisors to analyze a “rank-order of risk” list they provide for us of our incoming 9th graders from feeder schools to develop appropriate scheduling interventions designed to address learning gaps.

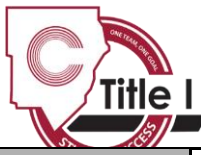
Instructional Coaches will continue to provide on-going PL and resources based on the needs of CCCs or individual teachers and will continue to support teachers’ SE needs as well. Media Specialists report that many teachers have requested school-wide subscriptions to Padlet, EdPuzzle, and Study.com to enhance both F2F and online instruction, as 21st century digital content will still be a priority even if we move to F2F only next year. Hi-tech and lo-tech technology to support teachers, such as scanners, drives, whiteboards, instructional resources, and a designated media center laptop cart which will allow more classes in the media center at one time, will be needed to enhance instruction.

Our Parent Facilitator and Wraparound Services Coordinator will continue to reach out to families to help them in supporting their children’s academic success, and we plan to continue to supplement funding (Title 1) for our Communities in Schools representative on site, as CIS services will be needed for students 9-12. Also, our PTSA President, an OHS Parent, and our Parent Facilitator all emphasize the need to expand the communication platforms and educate families who need training on how to use those platforms so more families can receive needed information.

Comprehensive Needs Assessment (References: Schoolwide Checklist 1.a.)

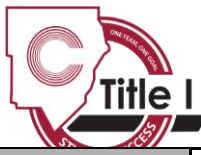
Comprehensive Needs Assessment Summary of Findings

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data	<p>RI scores for 9th grade saw a drop in Below Basic from 57% to 54% during the year (indicating they moved out of Below Basic into upper levels).</p> <p>The 2020 CCRPI Progress for showed an increase in EL “Progress Toward English Language Proficiency” from 50.93 to 58.96 (based on ACCESS growth – ACCESS given prior to the pandemic)</p>	<p>47% incoming 9th graders who will enter OHS Fall 2021 scored in the bottom quartile of Reading on the 7th grade ITBS (last standardized test given under “normal” circumstances before the pandemic) and 48% were in the bottom quartile in Math. The same ITBS results show that in all, 76% Reading and 78% Math were in the bottom two quartiles.</p> <p>As of March 2021, approx. 32% Juniors and 34% Sophomores are not on track for graduation.</p>	<p>Limited CCRPI FY20</p> <p>ITBS</p> <p>Course Pass Rates</p> <p>RI</p> <p>ACCESS for ELs</p> <p>Transcripts as of March 2021</p>



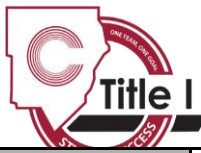
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ELA	<p>Scheduling Intervention Loop (Comm Skills with reading and writing support prior to 9th Lit followed by 10th grade writer's workshop before 10th Lit)</p> <p>There was an 80% pass rate for Writer's Workshop in Fall 2020 and 61% students in the reading intervention class showed growth on the RI despite the pandemic challenges.</p>	<p>Teachers need strategies to address student literacy needs.</p> <p>Teachers need ideas and strategies for engaging students in deeper analysis of texts with support from texts in different mediums.</p> <p>Teachers need differentiation ideas and strategies to support learning gaps.</p>	<p>Course Pass Rates</p> <p>ITBS quartiles for incoming 9th graders</p> <p>RI scores (pre- and post-)</p> <p>Walkthrough data</p> <p>At-risk "rank order" lists</p>
Math	<p>FLP to FoA loop with Title I teacher prior to Algebra</p> <p>During FY'21, classroom walkthrough data shows 90% of Math lessons observed included checking for understanding during lessons and providing opportunities for grade repair.</p>	<p>Teachers need strategies for how to provide vocabulary instruction & support to ELs in Math classes.</p> <p>9th grade scheduling interventions and CCC collaboration time is needed to adjust pacing are necessary to address learning gaps.</p>	<p>Walkthrough data</p> <p>Teacher Reflection</p> <p>Math Course pass rates</p> <p>At Risk List/Student Transcripts</p> <p>SLDS</p> <p>Post MI scores</p>
Science	<p>Science teachers have embraced digital learning and have provided students with a variety of online learning experiences to keep them engaged in the curriculum.</p> <p>The science department has added a Physical Science course which provides an additional option for at-risk students needing a 4th science to graduate.</p>	<p>More PL is needed to discuss and analyze grading equity and providing differentiated instruction to address learning needs and gaps.</p> <p>Teachers need collaboration time and the materials and supplies to create science labs, and singleton teachers need time to collaborate with peers.</p>	<p>CCC discussions</p> <p>Walkthrough Data and Feedback</p> <p>Course Catalog</p> <p>Gradebook Data</p> <p>Course Pass Rates</p>
Social Studies	<p>Similar gradebook data across teachers of same course indicates greater collaboration among SS teachers in CCCs as the department works toward gradebook equity.</p>	<p>The SS teachers need more PL on developing and implementing student-centered inquiry-based learning and building students' literacy skills.</p> <p>The SS teachers need additional help on</p>	<p>Course Pass Rates</p> <p>Walkthrough data</p> <p>RI scores</p> <p>Gradebook Analysis</p> <p>DBQ usage reports</p>



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	Implementation of DBQs and highest usage in the county of Online DBQ program	differentiating for SWD and EL students.	
Other	Creation of the NEST Support Team (collaboration among wraparound services, Comm.in schools, school social worker, professional school counselors, Inst. Coaches, etc.) to support the SE needs of students and teachers and provide student mentoring	There continues to be a strong need among students and families for financial assistance, housing, medical, and mental health services.	SSW reports and referrals NEST Student survey data Input from Comm. in Schools and school social worker
Discipline / School Climate Data		We have had 29 COVID positive staff members, 46 COVID positive students, with 74 staff and 349 students quarantined as of March 2021. Teachers have often had to cover classes during planning which has resulted in lost instructional planning time and lost instructional time. 55 students received “Out of School Suspension” – 82% (45/55) are 9 th and 10 th graders.	Discipline Data COVID and Contact Tracing Teacher coverage records
Perception Data	Virtual platform has increased parent participation in Parent University classes – parents indicate it removes barriers such as issues with transportation. Feedback from Parent University classes is positive (“the social emotional topics discussed have helped [a parent] as she focuses on being a mother and challenging her son to expand his comfort zone”)	Not all parents who want to participate in Parent University have technology, so while it removes the barrier of transportation, we still have the barrier of digital access for all.	Family feedback given to the course facilitators (Parent Facilitator, CIS Rep, etc.)



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Process Data	<p>Data from wraparound services in its first year of operation indicates that</p> <table><tr><th>Program/Services</th><th># of Students Served</th></tr><tr><td>Number of Visits to Wraparound Center</td><td>113</td></tr><tr><td>Clothing Closet/Tolietries</td><td>11</td></tr><tr><td>Holiday Assistance</td><td>24</td></tr><tr><td>Mentorship</td><td>12</td></tr><tr><td>SEL Support Groups</td><td>36</td></tr><tr><td>Technology Assistance</td><td>23</td></tr><tr><td>Financial Literacy</td><td>18</td></tr><tr><td>Mental Health Therapy</td><td>19</td></tr></table> <p>services are needed and utilized.</p> <p>83% current Communities in School students are meeting their academic goals</p>	Program/Services	# of Students Served	Number of Visits to Wraparound Center	113	Clothing Closet/Tolietries	11	Holiday Assistance	24	Mentorship	12	SEL Support Groups	36	Technology Assistance	23	Financial Literacy	18	Mental Health Therapy	19	<p>Free and Reduced data for feeder schools is decreasing which will affect us in the near future. (i.e., Smitha Middle School is 74.42%- they are lower than 75% --Milford ES is 79.54%. and Hollydale is 76.64% but trend is that these % drop in middle school so we need to keep an eye on feeder pattern FR lunch %</p> <p>Sample of one CTLS communication showed that only 37.4% of <i>delivered</i> emails were actually viewed and nearly 10% were undeliverable. This speaks to the need to not only get correct contact information from families, but also to communicate in a way that makes families <i>want</i> to open and view the info. In addition, only 1% Title I input surveys returned.</p>	<p>NEST surveys to students and services reports</p> <p>F-R Lunch data</p> <p>CTLS communication tracking data</p> <p>CIS data</p>
	Program/Services	# of Students Served																			
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Prioritized Need #1

We need to address learning gaps and prioritize support for 9th through 12th graders who have fallen behind in their credits needed for graduation during the highly unanticipated events of the pandemic.

Root Cause #1	Many students enter 9 th grade with gaps in learning that occurred long before the COVID19 pandemic began; however, we are also now experiencing learning gaps that emerged because of interrupted schooling and automatic passing from FY20 during the pandemic beginning.
Root Cause #2	As of March 2021, approximately 32%-36% of each of the 9 th , 10 th , and 11 th grades are not currently on track for graduation. Efforts need to be made to help them catch up.
Root Cause #3	Classroom walkthroughs, virtual classroom visits, CCC discussions, and teacher reflection and feedback indicate that teachers need professional learning in ways to identify and address these learning gaps.
Root Cause #4	Students receiving services through wraparound services, Communities in Schools, professional school counselors, and our school social worker indicate that they need not just academic support, but also on-going therapeutic support as well for issues such as anxiety, depression, anger, and addiction in order to continue staying in school.
Root Cause #5	Families are not always clear what the requirements are for graduation, how to access their child's assignments and grades, and how to communicate with the school if they have a need.
GOAL	Goal: Maintain the 70.6% graduation rate achieved in the 2019 CCRPI. Attempting to increase the FY20 graduation rate (74.1%) is not a realistic goal given the high percentage of students not on track for graduation at this time.