

**Board Goal 1: Vary learning experiences to increase success in college and career pathways.**

<p><i>District Focus Priorities 2016-2019</i></p> <p><i>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</i></p>	<p><b>2017-18 Aligned Actions and Measurements</b> <u>(Current School Year Plan and Evaluation of previous year’s plan due September 1)</u></p>					<p><b><i>Focus Priority Status:</i></b> IP = In Progress FO = Fully Operational</p>
<p><i>1. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</i></p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year’s plan: <u>(Due September 1)</u></b></p>	
	<p>Provide PL focused on rigor and assessment uses and strategies (TKES 5, 6, 8) to include DOK Levels and creating higher DOK Tasks</p> <p>Provide on-going Professional Learning on implementation of formative Touchstones</p> <p>Monitor critical subgroup progress (Els and SWDs) n core content areas + Health/PE</p> <p>Create remediation and course extension opportunities for students both during and after the school day</p>	<p>Pass Rate on Milestones, SLO’s and Pathway EOPAs</p> <p>PLC Data and SMART goals</p> <p>TKES Data for standards 5, 5, and 8</p>	<p>Teachers</p> <p>Academic Coaches</p> <p>Admin</p> <p>Content Paras</p>	<p>Funds from Title 1 Title 2 and SFPD</p> <p>Support from District Supervisors and Consultants</p>		

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<p><i>2. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>	<p>Utilize CTLS to continue the on-going creation and revision of common formative assessments through core data teams.</p> <p>Examine student work (constructed response) in all data teams to facilitate discussion about student performance</p>	<p>Course pass rates</p> <p>EOC Pass Rates</p> <p>CTLS Data</p>	<p>Academic Coaches</p> <p>Admin</p> <p>Teachers</p> <p>Content Paras</p>	<p>Title I, Title 2, SIG, and SFPD funds for subs/release time</p>		
<p><i>3. Implement critical Professional Learning Communities (PLC's) by grade level/content areas to ensure success for students and teachers. (LD)</i></p>	<p>Provide professional learning based on needs of individual departments, PLC's, data teams, and Pathway teams</p> <p>Provide professional learning focused on CTLS ASSESS, CTLS Teach, and Assessment Uses/Strategies</p>	<p>% Teachers scoring overall proficient or higher on TKES Standards 5, 6, and 8</p> <p>Formative walkthrough Results</p> <p>CTLS Data</p>	<p>Department Chairs</p> <p>Academic Coaches</p> <p>Teachers</p> <p>Admin</p> <p>Content Paras</p>	<p>Funds from Title I, Title 2, SFPD</p>		

<p>4. Increase percentage of students reading on grade level. <b>(S)</b> (Based on CCRPI Reading Scores)</p>	<p>Hire a Title I Collaborative Reading Teacher for 9<sup>th</sup> grade Communication Skills/9<sup>th</sup> Lit courses</p> <p>Identify 10<sup>th</sup> graders needing continued intervention from last year (will enroll in Communication Skills II)</p> <p>Administer the RI to the following classes: 9<sup>th</sup> grade Communication Skills, 9<sup>th</sup> Lit, ESOL Sheltered Current Topics, ESOL Sheltered Comm. Skills, ESOL Sheltered 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> Lit classes, and 10<sup>th</sup> grade Communicaiton Skills II to monitor growth in Lexiles</p> <p>9<sup>th</sup> Grade Intervention Team will identify students reading level at 3<sup>rd</sup> grade or below to provide on-going support during het 9<sup>th</sup> grade year</p> <p>Implement the ELA Independent Reading Initiative</p>	<p>Pre-post RI data for 9<sup>th</sup> graders and selected 10<sup>th</sup> graders</p> <p>Results from Milestones 9<sup>th</sup> and 11<sup>th</sup> ELA</p>	<p>Teachers</p> <p>Academic</p> <p>Coaches</p> <p>Admin</p>	<p>Funding from Title I for Reading Teacher</p> <p>Funding for Books/ Non-fiction materials</p> <p>Funding from Title I for release time for Reading Intervention Team</p>		
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<p>5. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b> (Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</p>	<p>Ensure appropriate math sequencing for students through monthly math vertical team meetings.</p> <p>Monitor implementation of Math DOK Level Training.</p> <p>Implement 6 Elements of an Effective Math Lesson in all Math classes</p> <p>Flexible Learning Program (FLP) offered as an elective math class during the school day</p> <p>9<sup>th</sup> grade Intervention Team will identify students below grade level proficiency in Math to schedule for support classes</p>	<p>Algebra and Geometry Milestones Data</p> <p>Course pass rates</p> <p>Diagnostic and Post-test MI results</p> <p>SLO Pre-Post Data for non-EOC courses</p> <p>Math Semester at a Glance data</p>	<p>Math Teachers (Data Teams)</p> <p>Math Dept. Chair</p> <p>Admin</p> <p>Academic Coaches</p> <p>Content Paras</p>	<p>Funding for USA Test Prep</p> <p>Funding from Title I, Title 2, SFPD for subs/release time</p> <p>Title I funds for calculators, calculator software, I-pad or laptop cart, and related instructional materials for Math</p> <p>Funding for FLP math course manipulatives and materials</p>		
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<p>6. Increase number of students academically completing every grade. (S)</p>	<p>Establish a 9<sup>th</sup> Grade Intervention Team to monitor progress of students identified as most at risk of retention</p> <p>Establish a committee to develop the Graduation Capstone for 12th grade</p> <p>Offer Flexible Learning Program (FLP Math) as an elective math class during the school day</p> <p>Provide on-going parent communication about student progress every 6 weeks</p> <p>Offer Course Extension opportunities to students who fail eligible courses with a grade of 65 -69.</p> <p>Offer on-going after-school tutoring</p> <p>Offer Grad Point as an online option</p> <p>Strategically schedule students to maximize Pathway completers and monitor elective credits</p> <p>Monitor every 6 weeks critical subgroup performance (ELL and SWD)</p> <p>Implement 12<sup>th</sup> grade EL Mentoring Plan</p>	<p>Grade level promotion rate</p> <p># students attending tutoring</p> <p># Pathway Completers</p> <p>EOPA Pass Rate</p> <p>Course Extension data</p> <p>Grad Point data</p> <p>EL and SWD pass rates</p> <p>Grad Rate</p>	<p>Graduation Advocacy teachers</p> <p>Counselors</p> <p>Admin</p> <p>PLCs</p> <p>Academic Coaches</p> <p>Content Paras &amp; Teachers</p> <p>Dept. Chairs</p>	<p>Funds for presentation boards and supplies for Graduation Capstone projects</p> <p>Funding from Title I, Title 2, SFPD for subs/release time for Graduate Capstone committee, 9th grade Intervention Team, and PLCs</p>		
<p>7. Other: (Priorities specific to school.)</p>	<p>Focus on school- wide writing initiative by having all teachers create and evaluate Constructed Response Questions, DBQs, FRQs, etc.</p>	<p>Milestones CRQ data</p>				

**Board Goal 2: Differentiate resources for students based on needs.**

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>
<p>Identify, support, and evaluate local school innovations to increase student achievement. <b>Not limited to those that require system waivers. (IE<sup>2</sup>)</b></p>	<p>Offer 9<sup>th</sup> and 10<sup>th</sup> Communication Skills for students below basic in reading</p> <p>Offer FLP and Foundational Courses in Math</p> <p>Offer Course Extension (end of semester grades of 65-69)</p> <p>Hire 9<sup>th</sup> Grade Reading Teacher</p> <p>Develop a 9<sup>th</sup> Grade Intervention Plan</p> <p>Establish a SpEd Task Force (for 9<sup>th</sup> &amp; 12<sup>th</sup>)</p> <p>Establish an ELL Task Force (12<sup>th</sup> Grade Mentoring)</p> <p>Offer Grad Point as an option</p> <p>Offer tutoring</p> <p>Create Math KINEX Labs</p> <p>Offer Advanced Composition</p>	<p>MI &amp; RI Scores</p> <p>9<sup>th</sup> Grade Promotion Rate/Course Pass Rate</p> <p>Course Extension Data</p> <p>Graduation Rate ELL &amp; SPED</p> <p>Scores on the Milestones 9<sup>th</sup> and 11<sup>th</sup> Lit</p> <p>Scores on Algebra and Geometry Milestones</p> <p>ELA and Math Course Pass Rates</p>	<p>Admin</p> <p>Teachers</p> <p>Instructional Coaches</p> <p>Counselors</p> <p>SPED Case Managers</p> <p>Department Chairs</p> <p>ESOL Dept.</p>	<p>Access to Technology</p> <p>Funding for Course Extension and Tutoring</p> <p>Funding for 9<sup>th</sup> grade Reading teacher</p> <p>Release time and sub funds for PL</p> <p>Planning &amp; collaboration time</p>		

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<p>Provide targeted resources for students:</p> <ol style="list-style-type: none"> <li>1. Not reading on grade level (Lexile)</li> <li>2. Unsuccessful in Math/Algebra (Based on CCRPI Math/Algebra scores)</li> <li>3. Not on-track for graduation <b>(S)</b></li> </ol>	<p>Hire 9<sup>th</sup> Grade Reading Teacher</p> <p>Hire 1 math teacher for FLP Math</p> <p>Offer Grad Point, FLP, Course Extension opportunities</p>	<p>9<sup>th</sup> grade and 11<sup>th</sup> ELA Milestones</p> <p>Lexile Data</p> <p>Algebra and Geometry Milestones Data</p> <p>Graduation Rate</p>	<p>Teachers</p> <p>Admin</p> <p>Academic Coaches</p> <p>Counselors</p>	<p>Title I, Title 2, SFPD</p>		
<p>Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. <b>(AD)</b></p>	<p>Dual Enrollment (formerly "Move on when ready")</p> <p>Blended learning options</p> <p>Grad Point</p> <p>Lab for CVA &amp; Georgia Virtual</p> <p>Expand AP course offerings</p>	<p>Course Pass rate data</p> <p>Course Completion data</p> <p>College Credit Earned data</p> <p>Pass rates for End of Pathway completers</p> <p>EOPA data</p>	<p>Teachers</p> <p>Admin</p> <p>Counselors</p>	<p>20-day funds</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>						

**Board Goal 3: *Develop stakeholder involvement to promote student success.***

<p><i>District Focus Priorities 2016-2019</i></p> <p><b>Focus Priorities:</b> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, Academic Division-AD, and Leadership Division - LD)</p>	<p><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
<p>Utilize stakeholder input to improve school processes. <b>(AdvED)</b></p>	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p> <p>Create various perceptual surveys to collect input from stakeholders to determine steps (I.e., 9th grade parent survey, PBIS survey for students and faculty, Title I Parent input, etc.)</p> <p>Open Bi-annual Title I meeting to all parents and community members, including feeder schools. (Offered twice per day: morning and evenings)</p>	<p><b>Measured by:</b></p> <p>Discipline data</p> <p># survey completers</p> <p># parents in attendance</p>	<p><b>Owner(s):</b></p> <p>Entire Staff</p> <p>Communities in Schools (CIS) Rep.</p> <p>PTSA</p> <p>Designated students</p> <p>Parent Facilitator</p>	<p><b>Resources Needed:</b></p> <p>Supplies for events (i.e., poster paper, printer and copier toner, laminating film, paper, border, lettering, magazine racks, etc.)</p> <p>Prizes</p> <p>Cardinal Mobile Maintenance</p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>



<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. <b>(S)</b></p>	<p>Utilize a Parent Liaison to operate a Parent Resource Center and offer informational sessions based on parent need</p> <p>Utilize a Communities in Schools Representative (CIS) to help support students and families in need</p> <p>Utilize professional school counselors and a school social worker to support families and students in need</p>	<p># parents attending various events</p> <p># students being served through CIS and social worker</p> <p>Grad Rate</p> <p>9<sup>th</sup> Grade promotion Rate</p>	<p>Counselors</p> <p>Parent Liaison</p> <p>Social Worker</p> <p>Admin</p> <p>Communities in Schools (CIS) Rep</p> <p>9<sup>th</sup> Grade Intervention Committee</p>	<p>Supplies for parent resource center</p>		
<p><b>Other:</b> (Priorities specific to school.)</p>						

**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, Academic Division-AD, and Leadership Division-LD)</p>	<p><b>2017-18 Aligned Actions and Measurements</b> (Current School Year Plan and Evaluation of previous year's plan due September 1)</p>					
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results of Key Actions from last year's plan:</b> (Due September 1)</p>	<p><b>Focus Priority Status:</b> IP = In Progress FO = Fully Operational</p>

<p>Ensure that teachers are well trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. <b>(AD)</b></p>	<p>PLCs will determine team PL needs and Instructional Coaches will assist in facilitating the PL or finding resources for professional learning for the team. In addition, PLCs will continue work begun last year on effective student progress monitoring and on implementing and using data from common formative assessments.</p> <p>Continue technology training based on teacher interest (blogs, digital resources for students, technology presentation tools for students, increasing engagement through technology, etc.). These optional trainings will be offered throughout the year.</p> <p>Continue On-going CTLS Training needed for full implementation</p> <p>Utilized various funding sources to provide off campus professional learning opportunities not funded through the district (ie counselors, administrators, non-core teachers)</p> <p>Provide on campus workshops and speakers to train the faculty and staff on topics related to cultural sensitivity, diversity, and success/growth mindset.</p>	<p>Student performance data on common formative and summative assessments; Decreases in Level 1 % on EOCs; growth on SLOs</p> <p>Title I technology usage reports (purpose of use and frequency of use monitored)</p> <p>Usage reports; student performance data from CTLS assessments</p> <p>Increase in cohort promotion rates; increase in grad rate</p>	<p>PLC facilitators , Admin, and Inst. Coaches</p> <p>Media Specialists , Inst. Coaches, District Tech. trainers</p> <p>District CTLS Trainers</p> <p>Admin, Dept. Chairs, Inst. Coaches</p>	<p>Funding for subs</p> <p>Technology funds; funds for subs when necessary</p> <p>Funds for subs and conf. Registration &amp; travel where necessary</p>		
<p>Determine Professional Learning needs based on results of TKES and LKES evaluations. <b>(IE<sup>2</sup>)</b></p>	<p>Determine which teachers need PL for the 2 areas most in need on TKES: Professionalism and Differentiation and offer support through small group sessions, one on one coaching and feedback, team coaching when necessary, etc.</p>	<p>Increases in % of teachers scoring 3 or higher on TKES</p>	<p>Admin, Dept. Chairs, Inst. Coaches</p>	<p>Subs, if needed</p>		
<p><b>Other:</b> (Specific to school.)</p>						

