

**COBB COUNTY SCHOOL DISTRICT**  
**SCHOOL IMPROVEMENT PLANNING**  
**MID-YEAR REPORT: 2008-2009**

**SCHOOL:** R. L. Osborne High School

**AREA** 2

**I. Improvement Processes**

**A.** How did your school identify students needing additional intervention or support prior to high stakes testing?

Osborne High School used the fall diagnostic tests to identify those students in English/Language Arts and Mathematics. We also held a day of online testing using [usatestprep.com](http://usatestprep.com) for retake of ELA and Math and a first time diagnostic test in Science and Social Studies. Any junior in American Literature, U.S. History, and/or Chemistry class were tested that day. An overwhelming majority of the Juniors were given diagnostic tests that day. In addition, we have targeted all ESOL juniors and all SWD juniors, because these are the two subgroups that have a more negative impact on AYP. In addition, the CRCT is used for initial placement of students in the ninth grade community who need support and possible intervention.

How many students were identified for additional support in ELA? 204 in Math? 204

**B.** How did you provide additional intervention to students? (indicate how many students participated)

Osborne High School is using small group sessions held during the school day once a week. For the ESOL and SWD juniors, each session lasts 90 minutes. For the regular education students, each session is 45 to 60 minutes. Exceptional Education and ESOL certified teachers work with their respective students. There are seven regular education groups. Each of these groups has either a counselor or the graduation coach as the facilitator/teacher. The ESOL students have access to GHSGT/WT support classes for at least two semesters. The SWD students have a study skills class designed for support in the academic areas that are tested. Classes are held for GHSGT support in Math and Science for regular education students during the second semester. After-school tutoring for GHSGT is available every Tuesday and Thursday and bus transportation is provided. Osborne implemented a true Teacher As Advisor based on state standards for advisement sessions. For the Junior Class, many of the advisement sessions revolve around getting ready for the required graduation tests. In the Fall, GHSGT review and remediation was held. During the Winter and on through the second semester until the March GHSGTs, many of the advisement sessions will deal with each academic area of the required tests. Osborne has a Graduation Team in place that includes the principal, graduation coach, two at-risk counselors, academic coach, and social worker that is specifically designed to meet the needs of our at-risk students at all levels, but particularly with our junior class. It is a group that personifies our belief in personalization and differentiation of instruction, services, and communication to meet the needs of every student. A newly created AYP Design Team (Chris Scopa, Steve Miletto, Gail Johnson, Terri Kotlar, Gloria Atkinson, Barry Frazier, James Page-Quail, Keith Vopyles, Nathifa Carmichael) is taking the identification of students needing interventions and/or support by involving all teachers and case managers of SWD students so that more caring adults in the building (CABs) are working with our most at risk students and those most likely to assist our quest to improve our AYP status.

**C.** How were the Georgia School Standards (Georgia Keys) used for improvement planning in the first semester?

At the beginning of the first semester, Osborne's principal, Mr. Steve Miletto, presented the GA Keys to all faculty and emphasized that the Keys would be used as a major element in the school improvement and planning process. As follow-up to that presentation, the September Early Release professional development

session was designed so that faculty could interpret the GA Keys areas of Assessment and Instruction in order to self-assess their own level of performance (emergent, operational, fully operational) based on the descriptors used in the GA Keys rubrics. Information gathered from the Fall GAPSS review team was analyzed to design subsequent professional development and to frame the Corrective Action Plan that is currently being implemented as part of our School Improvement Plan.

## II. Professional Development – Mid Year

List information about the professional development sessions and/or follow-up support provided to staff members relating to your school’s student achievement and school performance goals. Indicate with a **✓** whether the session/support was included as a part of the student achievement goal or the school performance goal.

Session/Support	Date	Number attending	Facilitator or Trainer	School Achievement Goal	School Performance Goal
New Teacher Training (First Semester) <ul style="list-style-type: none"> <li>• Basics of Unit Planning / Essential Questions</li> <li>• Surviving the First 10 Days of School</li> <li>• Unpacking the Standards (collaboration with Roger Gangi)</li> <li>• Building Academic Vocabulary</li> <li>• Interacting with a Word Wall</li> <li>• Classroom Management – Part A (Routines, Procedures, Expectations)</li> <li>• Classroom Management – Part B (Relationships, Discipline)</li> <li>• “Building a Student brick-by-Brick” (collaboration with School Social Worker)</li> <li>• 5 C’s of Engagement</li> <li>• Integrated Lectures</li> <li>• Individual conferences with new teachers to provide on-going support and feedback</li> </ul>	Aug. – Dec. 2008	20-24 each session	Terri Kotlar, Academic Coach Roger Gangi, State DOE Consultant Bennie Wilkerson, School Social Worker	x	x
New Teacher Training (First Semester) <ul style="list-style-type: none"> <li>• Graphic Organizers / Structured Note-Taking</li> <li>• Activating Strategies</li> <li>• Summarizing Strategies</li> <li>• Organizing Instruction on the 90-Minute Block</li> <li>• Individual new teacher conferences to provide ongoing support and feedback</li> </ul>	Jan.- Feb. 2009	20-24 each session	Terri Kotlar, Academic Coach	x	x
AYP: Using the Data to Personalize Instruction	Sept. 2008	120	Steve Miletto, Principal Terri Kotlar, Academic Coach	x	x
Math I, Geometry, and Algebra I Teacher Training (Data Analysis, Instructional Training, Collaboration)	Oct. – Nov. 2008	14	Jennifer Glendenning, Math Dept. Chair Terri Kotlar, Academic Coach	x	x

Biology Teacher Training (Data Analysis, Instructional Training, Collaboration)	Nov. 2008	10	Shawhan Proctor, Science Dept. Chair Terri Kotlar, Academic Coach	x	x
Checking for Understanding (Formative Assessment) Part A	Oct. 2008	120	Steve Miletto, Principal Terri Kotlar, Academic Coach Amy Stump, Area 2 ALT Carlos Barrera, Teacher Monique Ross, Teacher Eric Carlson, Teacher Wade Freeman, Teacher	x	x
Checking for Understanding (Formative Assessment) Part B	Nov. 2008	120	Terri Kotlar, Academic Coach Oksana Allen, ESOL Coordinator Sandy Matthews, IEL Teacher Dr. Julie Kokan, Teacher Monique Ross, Teacher	x	x
Area Cluster Day (Data Teams, Technology, Academic Vocabulary, Writing Strategies, Reading Strategies, Working with ELLs and Struggling Students)	Nov. 2008	120	County Curriculum Supervisors Area ALTs Terri Kotlar, Academic Coach Oksana Allen, ESOL Coordinator Sandy Matthews, IEL Teacher	x	x
Assessment and Feedback – Part A	Jan. 2009	120	Steve Miletto, Principal Administrative Team (Gail Johnson, Gretchen Walton, Ron Crawford, Lisa Moore-Williams, Rebecca Edgerton) Terri Kotlar, Academic Coach Jennifer Glendenning, Math Dept. Chair Monique Ross, Teacher Linda Young-Ribiero, Teacher	x	x
Providing Effective Feedback to Students – Part B	Jan. 2008	120	Steve Miletto, Principal Administrative Team (Gail Johnson, Gretchen Walton, Ron Crawford, Lisa Moore-Williams, Rebecca Edgerton) Terri Kotlar, Academic Coach Jennifer Glendenning, Math Dept. Chair Monique Ross, Teacher Linda Young-Ribiero, Teacher	x	x
GA Keys (Instruction and Assessment)	Sept. 2008	120	Steve Miletto, Principal Administrative Team (Gail Johnson, Gretchen Walton, Ron Crawford, Lisa Moore-Williams, Rebecca Edgerton, Michael Chanin) Terri Kotlar, Academic Coach Jennifer Glendenning, Math Dept. Chair Sandy Matthews, IEL Teacher Kitt chapman, Teacher Monique Ross, Teacher	x	x

			Linda Young-Ribiero, Teacher		
Gradebook Data Analysis by Department	Sept. 2008	120	Terri Kotlar, Academic Coach Department Chairs	x	x
GHSGT Training for Counselors – Junior Testing Initiative	Dec. 2008 Jan-Feb. 2009	8	Terri Kotlar, Academic Coach	x	x
Technology Sessions (Fall 2008) <ul style="list-style-type: none"> <li>• SmartBoard Training</li> <li>• Resources for Student-Centered Research</li> <li>• Computer Games/Activities to Reinforce Academic Vocabulary and Higher-Order Thinking</li> <li>• Blogs</li> <li>• QuizLab</li> <li>• Skills Tutor</li> <li>• USA Test Prep.</li> </ul>	Fall 2008	75	Sherrri Booker, Area 2 Tech. Trainer Kate Lyons, OHS Media Specialist Mary Allen, OHS Media Specialist Gloria Atkinson, Graduation Coach Local School Technology Experts SmartBoard Consultants/Trainers	x	x
Technology Sessions (Feb.) <ul style="list-style-type: none"> <li>• SmartBoard Training</li> <li>• Podcasting</li> <li>• MovieMaker/Video Clips</li> <li>• QuizLab</li> </ul>	Feb. 2009	75	Kate Lyons, OHS Media Specialist Mary Allen, OHS Media Specialist Local School Technology Experts SmartBoard Consultants/Trainers	x	x
Learning –Focused Schools Conference (Reading, Math, Science, and higher-Order Thinking Skills)	Feb. 2009	12	Learning-Focused Schools	x	x
New Teacher Training: Exceptional Education	Sept. 2008	4	James Page–Quail, Exc. Ed. Dept. Chair Keith Voyles, Exc. Ed. Lead Teacher	x	x
Exceptional Educational Training in Data Analysis and Case Management	All Year	26	James Page–Quail, Exc. Ed. Dept. Chair Keith Voyles, Exc. Ed. Lead Teacher	x	x
AP Teacher Training – Best Practices	Oct. 2008	6	College Board	x	x
Train-the-Trainer – Best Practices	Nov. 2008	1 (Academic Coach)	Metro RESA	x	x
SAT Prep. Teacher Training	Nov. 2008	1 (Math)	College Board	x	x
EOCT Training	Nov. 2008	1 (Math)	State DOE	x	x
Biology Teacher Training - Best Practices	Oct. 2008	4	Metro RESA	x	x
Comprehensive School Counseling Model Training	Oct. 2008	7	ASCA	x	x

### III. Evidence of Change—Mid Year

In your school improvement plan, you identified the means to monitor the implementation of strategies. List below your monitoring plan and any evidence you have of change in your building for each student achievement and school performance goal. Evidence should be based on the monitoring plan specified in your School Improvement Plan.

<p><b>Student Achievement Goal 1:</b> 87.7% of all students will meet or exceed proficiency in English Language Arts (GHS GT ) and 74.9% of all students will meet or exceed proficiency in Mathematics (GHS GT)</p> <p>Strategy #1 - Direct teaching of key content vocabulary using word walls and appropriate vocabulary acquisition strategies</p> <p>Strategy #2 – Personalize instruction using appropriate strategies designed to meet the needs of individual learners</p>	
Monitoring Plan	Evidence of Change
1. Classroom Learning Walks	<p>1. Increase in faculty/classroom participation and continual integration</p> <p>2. All Juniors participated in county wide pre-testing for GHSHT English Language Arts and Math diagnostic tests. Students needing remediation were identified and have participated in personalized weekly review sessions in the Fall and Spring Semesters. Select Juniors and Seniors still needing to pass the Math and Science portions of the GHS GT were placed in GHS GT Review classes based on EOCT scores in Algebra, Geometry, and Biology as well as the diagnostic test. Additional GHS GT Study Skills classes were created for ESOL (Hispanic) and Exceptional Educational (SWD) students.</p>
2. Student Achievement Data	

<p><b>School Performance Goal:</b> 80% of Stakeholders will indicate satisfaction with the school’s overall educational program as measured by Cobb County Public School Improvement Survey</p> <p>Strategy: Osborne faculty and staff will personalize and differentiate instruction, services, and communication to meet the needs of every student (regular education, exceptional education, IEL, ELL, and all demographic subgroups).</p>	
Monitoring Plan	Evidence of Change
1. Frequent Learning Walks	<p>1. Increase in faculty/classroom differentiated and personalized instruction. The Teacher-as-Advisor program has been incorporated weekly targeting grade-specific educational and social development.</p> <p>2. Faculty members of the 9<sup>th</sup> and 10<sup>th</sup> grade communities engage in peer observations, reflecting on learning standards and differentiated instructional strategies.</p> <p>3. The Curriculum Administrator meets weekly with department chairs to discuss and evaluate progress in instructional objectives. Additional topics include grading procedures, student performance on progress reports, and effective parental communication.</p>
2. Classroom Observations	
3. Curriculum Administrator Weekly Meeting	

#### IV. Mid-Year Adjustment

Based on the evidence of change occurring in your building, list any mid-year adjustments that the school will make for second semester.

Area of Change (Student Achievement or School Performance)	Changes that will be made
Student Achievement School Performance	Counselor/Graduation Coach advisement for GHSGT Skills Review – Weekly small group sessions in which identified regular education students receive additional skills preparation for the GHSGT
Student Achievement School Performance	SWD GHSGT Skills Review – a weekly pull out session for SWD students Juniors and Seniors that have not passes all four GHSGT to work with a Exceptional Education Certified Teachers for skill enhancement
Student Achievement School Performance	ESOL GHSGT Skills Review – a weekly pull out session for ESOL Juniors and Seniors that have not passed all four GHSGT to work with a ESOL Certified Teachers for skill enhancement
Student Achievement School Performance	Mentorship Program – All ESOL Juniors and identified SWD Juniors are paired with a caring adult in the building to provide additional support, encouragement, and motivation
Student Achievement	AYP Design Team – A group of administrators, state and county consultants, faculty, and counselors meets bi-weekly to look at individual and sub-group student data to gauge effectiveness of interventions and make necessary adjustments. This team will share results with teachers and SWD case managers of each student identified.

Steven Miletto

Principal

February 3, 2009

Date Submitted

Email to Judi Jones in Accountability and to your Area Assistant Superintendent by February 5th.