



Osborne High School 2018-2019 Strategic Plan

Plan Revision Date: September 5, 2018

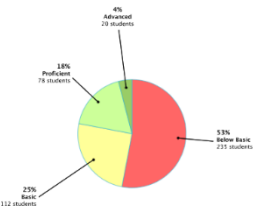
Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (<u>Due September 1</u>)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<p>Revise and submit 2018-2019 scope and sequence and pacing guides/calendars to reflect prioritization of standards within core content CCCs</p> <p>Review curriculum documents and assessments for Algebra, 11th Lit, and Biology to ensure that instruction is aligned with priority standards – these 3 teams are the focus of the school's Strategic Waiver School Improvement Plan</p> <p>Conduct informal walkthroughs (in addition to TKES) within high-priority content areas to ensure alignment of curriculum, assessment, and instruction.</p>	(Use collaborative team agendas, unit plans, observations, and/or TKES results)	<p><u>Algebra:</u> <u>AmLit:</u> <u>Biology:</u></p> <p>Level1: 48.8 28.2 41.8</p> <p>Level2: 42.0 45.0 28.9</p> <p>Level3: 8.6 23.5 26.8</p> <p>Level4: .6 3.3 2.5</p> <p>TKES data on file locally</p> <p>Each course maintains a folder with curriculum and assessment documents and data within Office 365.</p>
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	<p>Establish a new Guiding Coalition for FY19 to include facilitators of EOC CCCs, Inst. Coaches, Admin, and Department Chairs</p> <p>Create a monthly "to-do" list for CCCs to ensure consistency of expectations within the school (Guiding Coalition)</p> <p>Create the centralized location within Office 365 so that Administrators, Department Chairs, teachers, and Instructional Coaches can easily access all records from CCCs.</p> <p>Create a grid of all CCC names, meeting times, meeting locations, and facilitators</p>		(Use collaborative team agendas, unit plans, observations, and/or notes)

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

Superintendent's Priorities	District Initiatives	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)														
Use data to make decisions.	Utilize CTLs to assess, develop, deliver, and analyze common formative assessments in all core content areas.	<p>Follow the district guidelines for implementation of CTLs assessments within EOC courses (including high priority Algebra I, Biology, and 11th Lit)</p> <p>Submit a formative assessment plan by core content CCC</p> <p>Model strategies for using assessment data and monitoring progress toward goals and create a monthly list of expectations to promote consistency within and among all CCCs (Guiding Coalition)</p>	<i>(Use reports in CTLs ASSESS, generated by teacher or subject)</i>	<p>Algebra: AmLit: Biology:</p> <p>Level1: 48.8 28.2 41.8</p> <p>Level2: 42.0 45.0 28.9</p> <p>Level3: 8.6 23.5 26.8</p> <p>Level4: .6 3.3 2.5</p> <p>Each course maintains a folder with curriculum and assessment documents and data within Office 365.</p>														
	Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).	<p>Administer the RI twice each semester in 9th grade and Communication Skills classes (our school is not a pilot school for the MI).</p> <p>Share student examples within Math and Science CCCs of content vocabulary acquisition strategies in action.</p> <p>Share within ELA CCCs and Department meetings how the RI data is being used</p>		<i>(Use RI and MI data)</i>	<p>RI August 2018 – 53% Below Basic; 78% basic + below basic (445 students tested)</p>  <table border="1" style="display: none;"> <caption>RI August 2018 Results</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>53%</td> <td>235</td> </tr> <tr> <td>Basic</td> <td>25%</td> <td>112</td> </tr> <tr> <td>Proficient</td> <td>18%</td> <td>78</td> </tr> <tr> <td>Advanced</td> <td>4%</td> <td>18</td> </tr> </tbody> </table>	Category	Percentage	Number of Students	Below Basic	53%	235	Basic	25%	112	Proficient	18%	78	Advanced
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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<p>Use Title I fund to hire an FLP Math Teacher to teach basic math skills (FLP) in Fall 2018 and Foundations of Algebra Spring 2019</p> <p>Use Title I funds to hire a Title I Reading Collaborative Teacher for the reading intervention course (Communication skills/Read 180) Fall 2018 and loop with the students to 9th Lit in Spring 2019.</p> <p>Use Title I funds to purchase software for reading and math (MobyMax and Ascend) that will allow for more frequent monitoring of student progress in foundational reading and math skills.</p> <p>Create a Sheltered ESOL 9th Comm Skills in Fall 2018 course for ELs below 800 Lexile to loop with same teacher to 9th Lit in Spring 2019.</p> <p>Create both a 9th Comm. Skills and 10th grade Writer's Workshop course (one Sheltered and one Gen. Ed.) for students needing extra support before taking 9th Lit and 10th World Lit.</p> <p>Utilize a variety of digital resources to support students at different levels (i.e., USA TestPrep, Delta Math, Ascend Math, MobyMax, Read 180, etc.)</p>	<p><i>(Use CCRPI data)</i></p>	<p>9th Lit: Level1: 34.0 Level2: 34.5 Level3: 29.4 Level4: 2.0</p> <p>Algebra: Level1: 48.8 Level2: 42.0 Level3: 8.6 Level4: .6</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">% Levels 3+4</th> <th style="text-align: center;">Alg 1</th> <th style="text-align: center;">9th Lit</th> <th style="text-align: center;">Am Lit</th> <th style="text-align: center;">Biology</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">ELs</td> <td style="text-align: center;">2.63</td> <td style="text-align: center;">6.3</td> <td style="text-align: center;">2.39</td> <td style="text-align: center;">5.8</td> </tr> <tr> <td style="text-align: center;">SWDs</td> <td style="text-align: center;">0.29</td> <td style="text-align: center;">0.46</td> <td style="text-align: center;">0</td> <td style="text-align: center;">.7</td> </tr> </tbody> </table>	% Levels 3+4	Alg 1	9th Lit	Am Lit	Biology	ELs	2.63	6.3	2.39	5.8	SWDs	0.29	0.46	0	.7
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<p>Utilize 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. (Title I meetings will be videotaped and posted on our website)</p> <p>Create links on the school's website to inform parents and stakeholders of upcoming events</p>	<i>(Use GA Climate Survey data)</i>	Data forthcoming



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	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<p>Use Title I Funds to hire a Parent Liaison to operate a Parent Resource Center and offer informational sessions based on parent need</p> <p>Use Title I Funds to supplement 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 (i.e., Counseling After Dark program, food pantry, clothing closet, visits to colleges and universities, financial aid and college application workshops, etc.)</p> <p>Offer basic computer classes and other workshops for parents based on parent need and interest</p> <p>Expand ways to reach parents (i.e., Remind, website newsletter, teacher blogs, call-outs, text, Twitter, etc.)</p> <p>Utilize a common online link for teachers to log all parent contacts</p>	<p><i>(Collect data at local school)</i></p>	<p>CIS and Parent Facilitators keep a notebook on file of school-wide plans, sign-in sheets, and events designed to meet the needs of students and families.</p>
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Osborne High School 2018-2019 Strategic Plan

Plan Revision Date: September 5, 2018

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

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Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<p>Administer the Teacher Leader Self-Assessment to members of the Guiding Coalition (pre- and post) and then use the information to develop professional learning based on areas of need.</p> <p>Monitor progress toward improving TKES Standards 5 and 6 (assessment uses and strategies) through the Guiding Coalition (use mid-year TKES results to make adjustments)</p> <p>Recruit teachers on staff to assume facilitator roles in local school professional learning initiatives (i.e., S.A.F.E. series, ESOL, etc.)</p> <p>Create an ESOL and SpED Advisory Board consisting of teacher leaders within those departments</p>	<p><i>(Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan)</i></p> <p><i>TKES results from Standards 5 and 6 (pre- and post-)</i></p>	Teachers scoring level 4 on TKES 5 and 6 is less than 2% (teacher leader category)



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Plan Revision Date: September 5, 2018

		<p>Analyze last year's TKES data to determine areas for growth.</p> <p>Analyze last year's LKES data to determine areas for growth.</p> <p>Provide on-going PL based on needs identified by TKES, CCCs and individual teachers.</p> <p>Provide opportunities for Admin., Teachers, and Counselors to attend local school, district, state, and national in-services to strengthen both instructional and leadership skills.</p> <p>Provide New Teacher Induction PL and mentoring to support teachers in their first 2 years.</p>	<p><i>(Use results from TKES and LKES evaluations)</i></p>	
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