

2022-2023 Local School Plan for Improvement (LSPI)

School: Osborne MS Principal: Kenney Wells

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future: Empathy, Equity, Effectiveness, and Excellence](#). All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement/

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
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2022-2023 Local School Plan for Improvement (LSPI)

School: Osborne MS Principal: Kenney Wells

Empathy 1B:

Staff and student wellbeing

Budget

Implications:

Local School GCPS Provided Resources: Student Wellness Screeners, SEL Lessons, Adult SEL Resources, ESS Surveys)

Person(s)

Responsible:

Administrators, Counselors, Grade Level Chairs, CIA Council Leaders, Advisement Team, PBIS Team, and Student Council.

Osborne Middle recognizes the importance of promoting student and staff well-being through prioritizing self-care, physical and mental health, and social emotional learning.

Students

1. Students will participate in two 20 minute SEL & Advisement lessons each week throughout both first and second semesters. One lesson will occur during SOAR time while the other will occur during Connections.
2. Students will receive guidance lessons and have the opportunity to participate in small groups guidance based on results from the Wellness Screener.

Staff

1. One of the two 20 minute student SEL & Advisement lessons each week will also include an adult SEL component throughout the second semester.
2. Communicate the fitness, nutrition, and emotional wellbeing opportunities available to staff by establishing an OMS Health & Wellness course page.
3. Emphasize the importance of staff recognition by increasing opportunities and awareness to spotlight staff; Create a Staff Hawk of the Month display board prior to the start of second

Students

Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:

Most students are respectful of others at this school.

Baseline: 37%

2023 Target: 40%

I enjoy coming to school.

Baseline: 50%

2023 Target: 53%

My teachers often tell me how I am doing in their class.

Baseline: 58%

2023 Target: 61%

Staff

Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items:

I receive training on instruction to support social-emotional learning.

Baseline: 43%

2023 Target: 46%

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		semester where all levels and departments are recognized, and publish these recognitions in the Observer and school website.	<p>My principal/administrator cares about me as a person. Baseline: 76% 2023 Target: 79%</p> <p>Staff at all levels are treated fairly here. Baseline: 73% 2023 Target: 76%</p> <p>There is a willingness to address conflict in this school. Baseline: 46% 2023 Target: 49%</p> <p>When there is a problem in my school, we talk about how to solve it. Baseline: 45% 2023 Target: 48%</p>

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1B- 90 Day Review: Action Steps Updates

Students

1. Osborne Middle students have participated in 25 Advisement lessons so far during the 2022-2023 school year, compared to 7 lessons taught during the 2021-2022 school year. At its core, Advisement time is a dedicated block of time weekly to build connections between students and staff that contribute to a positive school climate and culture. It is a time focused around establishing a supportive community that supports academic enrichment, social emotional learning, student agency, and belonging. When it comes to our students' wellbeing, our goal remains to build stronger communities, take care of our students as people, and help them learn how to take care of each other. Topics included in this year's lessons include:

- ★ Respectful Disagreements
- ★ Positive Behavior Rules & Expectations
- ★ School Bus Safety
- ★ Establishing School-wide Rules
- ★ Positive Self-Talk
- ★ Title IX Overview
- ★ Time Management Skills
- ★ 1:1 Chromebook Lesson
- ★ Specific Personal Routines
- ★ Empathy
- ★ Evaluating Relationships
- ★ Solving Problems
- ★ SMART Goals
- ★ Digital Citizenship
- ★ GCPS Student/Family Handbook Review

1B- 90 Day Review: Data Updates

Awaiting EES Survey Results

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		<ul style="list-style-type: none">★ Growth Mindset★ Kindness in Middle School★ Team Building★ Goal Setting★ Positive and Negative Peer Pressure <p>2. Counseling Small Groups- In addition to continuing to provide ongoing anxiety small groups, all grade level counselors launched small group mentoring groups to establish our mentoring program during the spring semester. Counselors contacted the parents and obtained consent prior to meeting. A GCPS Behavior Coach has committed to meet with our identified male students once per month, while the grade level counselors will meet with the identified female students. During these sessions, students will discuss topics such as study skills, time management, and what constitutes a model student. Currently, there are six sessions planned, and the identified students will meet during Connections A twice per month. The topics to be covered are as follows:</p> <ul style="list-style-type: none">★ Introduction: Writing a New Ending To Your Story★ Positive Self Esteem★ Setting Meaningful Goals★ Resilience★ Mindfulness★ Love Yourself First★ Summary: All topics	

Staff

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		<p>1. The Osborne Advisement Team led training with all teachers during semester one on explicit instruction to support social-emotional learning with students. At its core, the Advisement Team emphasized that Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. This training yielded fruitful discussions in specific teacher moves within SEL instruction, including the benefits of truthfulness, playfulness, & honesty during Advisement lessons. The Advisement Team training also included introductory training on Navigate 360, a new tool in GCPS for implementing a comprehensive approach to SEL and building a common language around SEL. The tool, which is available to all GCPS students and staff members, includes 36 lessons per grade level aligned to the five Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies:</p> <ul style="list-style-type: none">★ Self-awareness★ Self-management★ Social awareness★ Relationship skills★ Responsible decision making <p>2. To continually support the wellbeing of its staff members, the Osborne lead wellness teacher sends out weekly OMS Health & Wellness Information via an</p>	

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		<p>eClass Course page dedicated to staff wellbeing. This page is updated weekly and includes OMS Fitness Group weekly after school workout schedules, staff member shoutouts, staff fitness challenges, and community event calendars. Additionally, the OMS Fitness Group requested additional equipment for after school weekly workouts, and the school purchased weighted vests, weight sets, jump ropes, and yoga balls for the OMS Fitness Group to begin using this year.</p> <p>3. In preparation for Osborne's first ever Black History month recognition, a Black History Month Committee was formed in December 2022. Committee planning occurred throughout January 2023, including a schoolwide student application process to participate in the OMS Black History Month Showcase. The committee facilitated six practice sessions throughout February 2023, and the preparations culminated in the OMS Black History Month Historical Showcase assembly, "Know the Past, Shape the Future," during Connections by grade level in the Osborne gym on Wednesday, February 22, 2023.</p> <p>4. To support staff members in facilitating trauma-sensitive learning environments, the Osborne Counselors presented to the staff during the second semester. The presentation outlined the counselor's job duties and responsibilities and their role in overall student health and wellbeing. The counseling presentation also focused on ACES and trauma informed mindset for caring for students. The presentation emphasized the need as educators to help build resilience in our students by consistently exhibiting compassion and care as adults.</p>	

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		<p>5. To amplify staff wellbeing through the power of recognition, Osborne shout outs to staff/teachers continues to propel employees to thrive and lift spirits. Authentic recognition is positively impacting staff members' emotions and wellbeing.</p>	
<p>Equity 2A: Multi-tiered system of supports</p> <p>Budget Implications: Local School GCPS Provided Resources</p> <p>Person(s) Responsible: MTSS team consisting of</p>	<p>Osborne MS will use performance data to ensure that every student demonstrates mastery of the AKS.</p>	<p>Students</p> <ol style="list-style-type: none"> Students will take universal screeners in reading and math three times per year. Students will participate in a dedicated block of time for intervention, remediation, acceleration, and enrichment opportunities. <p>Staff</p> <ol style="list-style-type: none"> Implement a comprehensive framework to fully operational- 	<p>Students</p> <p>Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:</p> <p>I solve problems by first breaking them into smaller steps.</p> <p>Baseline: 59% 2023 Target: 62%</p> <p>Adults in this school help me plan and set goals for my future.</p> <p>Baseline: 57%</p>

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<p>all administrators and counselors, school psychologist, social worker and clinic worker, teacher representation from grade levels, connections, ESOL, special education, and gifted, PBIS Coach, I-STEEP progress monitor, MTSS Coordinator, one reading and one math intervention teacher.</p>		<p>ize a multi-tiered system of supports to address academic and non-academic students need and remove barriers to success.</p> <p>2. Create an MTSS team consisting of all administrators and counselors; the school psychologist, social worker and clinic worker; teacher representation from grade levels, connections, ESOL, special education, and gifted; PBIS Coach; I-STEEP progress monitor; MTSS Coordinator: one reading and one math intervention teacher.</p> <p>3. Reading and math intervention teachers will provide Tier II and Tier III interventions and use the district provided intervention tools. Progress monitoring will occur using I-STEEP.</p> <p>4. Targeted Tier 2, and 3 interventions will be based on screener data. Tier 2 and Tier 3 interventions will not occur</p>	<p>2023 Target: 60%</p> <p>Staff Decrease in the % of students achieving beginning on Milestones; 100% of students will move at least one performance band (i.e. Beg. to Dev./Dev. To Proficient/Pro. To Distinguished)</p> <p><u>% Beginning on GMAS</u></p> <table border="1" data-bbox="1262 943 1780 1414"> <thead> <tr> <th></th> <th>2022 Baseline</th> <th>2023 Target</th> </tr> </thead> <tbody> <tr> <td>6th LA</td> <td>8%</td> <td>7%</td> </tr> <tr> <td>6th MA</td> <td>9%</td> <td>8%</td> </tr> <tr> <td>7th LA</td> <td>6%</td> <td>5%</td> </tr> <tr> <td>7th MA</td> <td>5%</td> <td>4%</td> </tr> <tr> <td>8th LA</td> <td>8%</td> <td>7%</td> </tr> </tbody> </table>		2022 Baseline	2023 Target	6th LA	8%	7%	6th MA	9%	8%	7th LA	6%	5%	7th MA	5%	4%	8th LA	8%	7%
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		<p>during core content class periods. Tier 2 interventions will include iReady lessons for math. Tier 3 interventions are Read 180 (for reading) and mCLASS Burst Lessons in math. Tier II and Tier III interventions will occur during the intervention block.</p> <p>5. Teacher training to provide additional support and resources for Tier 1 instruction. (Small Group Differentiated Instruction)</p> <p>6. A PBIS team will be established and trained to implement Positive Behavior Interventions and Supports.</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 30%;">8th MA</td> <td style="width: 30%;">11%</td> <td style="width: 30%;">10%</td> </tr> <tr> <td>8th Sci</td> <td>15%</td> <td>14%</td> </tr> <tr> <td>8th SS</td> <td>5%</td> <td>4%</td> </tr> </table> <p>Decrease in the # of students supported at Tier 2 or 3 through screeners Baseline: established in SY2022-23</p> <p>Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:</p> <p>Struggling students receive early intervention and remediation to acquire skills. Baseline: 53% 2023 Target: 56%</p> <p>Osborne Middle is currently at Level 1 (Installing) of the PBIS level rating system. The 4 levels include Installing, Emerging, Operational, and Distinguished.</p>	8th MA	11%	10%	8th Sci	15%	14%	8th SS	5%	4%
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		<p><u>Students</u></p> <p>Osborne Middle hired a reading intervention teacher who is teaching two Connections classes per grade level using Achieve 3000 and Read 180 intervention programs. Students were identified who scored in the Tier 2 or Tier 3 range on the Fall iReady screener. Student progress was discussed with teachers during Kid Talks, and these students were placed in the reading intervention class after teachers, counselors, and administrators reviewed multiple data points, including screener scores, teacher observations, classroom work samples, Milestones scores, CogAT scores, etc. The number of students receiving Tier 2 and Tier 3 Intervention is listed below per class.</p> <ul style="list-style-type: none">★ 6A= 12★ 6B= 12★ 7A= 8★ 7B= 9★ 8A= 11★ 8B= 11 <p><u>Staff</u></p> <ol style="list-style-type: none">1. The new Reading Intervention teacher assessed each student in her classes in January to gather baseline data to determine students' reading needs. The Reading Intervention teacher used the district's adopted progress monitoring tool, iSTEEP, and Tier 2 reading intervention tool, Achieve 3000, to gather this data.	<p>i-Ready Screener Results in May</p>

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		<ol style="list-style-type: none">2. An additional Osborne teacher has been trained to provide Wilson Reading as an intervention to meet the needs of our students. This teacher is examining student data and current reading progress to determine who will need to continue with Wilson Reading and who should move to Leveled Literacy Intervention.3. Each administrator will visit our feeder elementary schools in March and April to examine how they implement a school-wide Multi Tiered System of Supports (MTSS). Best practices will be observed and discussed.4. The 2023-24 bell schedule will include a total of 30 minutes of intervention and enrichment time. Teachers will be trained in AKS/CQI concepts this semester and develop plans to begin Tier 1 intervention and Enrichment at the start of 2023-24.5. A math intervention class will also be added to connections for Tier 2 and Tier 3 students effective 2023-24.6. The Osborne Middle School Positive Behavior Interventions and Supports (PBIS) program is off to a great start. The full implementation of the PBIS program will begin in the 2023-2024 school year, but a solid foundation is being laid to ensure a smooth and successful August 2023 start. The PBIS team consists of five teachers from various departments, one counselor, and three administrators with support from the cluster behavior specialist. All team members attended the district level training in September and November 2022. During the training, team members engaged in useful and positive discussions to help guide the next steps in the development of PBIS	

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		<p>at OMS. All OMS teachers participated in two professional development sessions led by the PBIS Coach and Team Leader. Teachers had the opportunity to take the Self Assessment Survey, provide feedback on the behavior matrix, and learn about school-wide PBIS rewards systems. While all systems are being developed, the teacher feedback has proved to be valuable and given the PBIS team a chance to build the program around the specific needs of OMS. PBIS Team members have been able to update the OMS behavior matrix. Positive expectations with consistent language across the building have been created to reinforce expected student behavior. Posters of the matrix have been created and are hanging around the building. Additionally, a discipline flow chart has been created to provide teachers with guidance on consequences. Next steps for the PBIS team include creating a staff rewards program, planning school-wide reward programs, providing additional guidance and support on the token rewards system for students, and exploring ways to engage parents as a valuable support piece of the PBIS implementation.</p>	

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Equity 2B:

Opportunity and access

Budget

Implications

Local School GCPS Provided Resources

Person(s)

Responsible

MTSS team consists of all administrators and counselors, school psychologist, social worker and clinic worker, teacher representation from grade levels, connections, ESOL, special education, and gifted, PBIS Coach, I-STEEP progress monitor, MTSS Coordinator,

Osborne MS will expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework, and enrichment activities (e.g., the arts, gifted, STEM, career technical education).

Students

1. Students will carry out hands-on investigations that foster critical thinking and problem solving, all while exploring the applications of engineering design through the lens of PBL and Inquiry-Based learning using a state-of-the-art STEM Makerspace Lab. Students will design, experiment, build, and invent as they deeply engage in science, technology, engineering, and math (STEM)

Staff

1. Osborne Middle will review academic data along with the new universal screener data to identify additional students for gifted evaluation.

2. Osborne Middle 6th grade teachers will incorporate problem-based and project-based learning activities in math and science classes.

3. Osborne Middle will implement a Reteaching and Reassessment process to ensure mastery of the AKS.

Students

Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:

My teachers help me learn by challenging me with interesting activities in class.

Baseline: 56%

2023 Target: 59%

Work I do in this school is useful and interesting to me.

Baseline: 44%

2023 Target: 47%

Staff

Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:

Instruction is personalized to meet the needs of each student

Baseline: 49%

2023 Target: 52%

Number of Student Racial/Ethnic Groups Underrepresented in Gifted & Talented Programs

Baseline: 2022

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<p>one reading and one math intervention teacher.</p>		<p>4. Osborne Middle Gifted certified teachers will participate in focused Gifted 101 training that will build their capacity to contribute to a gifted program that creates access to equitable gifted identification and effective gifted instruction.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: left;">Race/Ethnicity</th> <th style="text-align: right;">Total #</th> <th></th> </tr> </thead> <tbody> <tr> <td>American Indian/Alaskan Native</td> <td style="text-align: right;">3</td> <td style="text-align: right;">0.18%</td> </tr> <tr> <td>Asian</td> <td style="text-align: right;">214</td> <td style="text-align: right;">12.83%</td> </tr> <tr> <td>Black</td> <td style="text-align: right;">385</td> <td style="text-align: right;">23.08%</td> </tr> <tr> <td>Hawaiian/Pacific Islander</td> <td style="text-align: right;">4</td> <td style="text-align: right;">0.24%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: right;">281</td> <td style="text-align: right;">16.85%</td> </tr> <tr> <td>Multi-racial</td> <td style="text-align: right;">76</td> <td style="text-align: right;">4.56%</td> </tr> <tr> <td>White</td> <td style="text-align: right;">705</td> <td style="text-align: right;">42.27%</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Total Students</td> <td style="text-align: right;">1668</td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: left;">Race/Ethnicity</th> <th style="text-align: right;">Total #</th> <th></th> </tr> </thead> <tbody> <tr> <td>American Indian/Alaskan Native</td> <td style="text-align: right;">1</td> <td style="text-align: right;">0.25%</td> </tr> <tr> <td>Asian</td> <td style="text-align: right;">76</td> <td style="text-align: right;">19.05%</td> </tr> <tr> <td>Black</td> <td style="text-align: right;">50</td> <td style="text-align: right;">12.53%</td> </tr> <tr> <td>Hawaiian/Pacific Islander</td> <td style="text-align: right;">1</td> <td style="text-align: right;">0.25%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: right;">33</td> <td style="text-align: right;">8.27%</td> </tr> <tr> <td>Multi-racial</td> <td style="text-align: right;">20</td> <td style="text-align: right;">5.01%</td> </tr> <tr> <td>White</td> <td style="text-align: right;">218</td> <td style="text-align: right;">54.64%</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Total Gifted Students</td> <td style="text-align: right;">399</td> <td></td> </tr> </tbody> </table>	Race/Ethnicity	Total #		American Indian/Alaskan Native	3	0.18%	Asian	214	12.83%	Black	385	23.08%	Hawaiian/Pacific Islander	4	0.24%	Hispanic	281	16.85%	Multi-racial	76	4.56%	White	705	42.27%	Total Students	1668		Race/Ethnicity	Total #		American Indian/Alaskan Native	1	0.25%	Asian	76	19.05%	Black	50	12.53%	Hawaiian/Pacific Islander	1	0.25%	Hispanic	33	8.27%	Multi-racial	20	5.01%	White	218	54.64%	Total Gifted Students	399	
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			2023 Target: Black 15.53% Hispanic 11.27%

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2B- 90 Day Review: Action Steps Updates

Staff

1. Navigate 360 lessons are provided to students who receive in-school or out of school suspension based on their infraction and identified need.
2. The GCPS English Language Learner (ELL) office provided an additional training opportunity for all teachers in January focusing on effective reading strategies to use with our ELL students.
3. Gifted evaluation update: Gifted eligibilities SY 2022-23 by grade level:
 - ★ 6th grade- 26 students (schedule accommodations honored for S2 Gifted services)
 - ★ 7th grade- 29 students (schedule accommodations honored for S2 Gifted services)
 - ★ 8th grade- 48 students (serve next year in 9th grade)
 - ★ TOTAL= 103 new gifted eligibilities
4. Osborne has a goal to offer up to 20 teachers the opportunity to become gifted certified through an online gifted certification program paid by the school. At this time, 13 teachers have committed for 2023-24.

2B- 90 Day Review: Data Updates

Will explore how to add behavior reflection opportunities following Navigate 360 lessons.

Gifted Services:

2023 Target:

Black 15.53%

Hispanic 11.27%

Goal Progress:

Black 21.35%

Continue to work with the county ELL office to identify the needs of our diverse population.

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<p>Effectiveness 3A: Results-Based Evaluation System</p> <p>Budget Implications: Local School GCPS Provided Resources</p> <p>Person(s) Responsible All certified staff</p>	<p>Osborne Middle will redefine the inputs, behaviors, and outcomes that determine the standards for student success as measured by the Results-Based Evaluation System (RBES) to support school improvement and student growth.</p>	<p>Students</p> <p>1. Students will experience small group instruction & differentiation through flexible grouping to provide individualized support while other students support each other collaboratively on differentiated tasks.</p> <p>2. Students will reflect on and apply their knowledge and prior through the use of guiding questions, and/or speaking/listening protocols to provide structure and increase accountability and participation.</p> <p>Staff</p> <p>1. Osborne Middle will develop and implement a peer observation program where teachers conduct classroom observations each semester and provide feedback to colleagues.</p> <p>2. Osborne Middle will conduct paired walkthroughs with members of the</p>	<p>Students</p> <p>Percentage of students improving on district Milestones benchmark between 1st and 2nd semester</p> <p>Baseline: 2023 Data</p> <p>Percentage of students scoring Proficient / Distinguished on GMAS</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">2022 Baseline</th> <th style="width: 35%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>6th LA</td> <td>92%</td> <td>93%</td> </tr> <tr> <td>6th MA</td> <td>91%</td> <td>92%</td> </tr> <tr> <td>6th LA</td> <td>94%</td> <td>95%</td> </tr> <tr> <td>7th MA</td> <td>95%</td> <td>96%</td> </tr> <tr> <td>8th LA</td> <td>92%</td> <td>93%</td> </tr> <tr> <td>8th MA</td> <td>89%</td> <td>90%</td> </tr> <tr> <td>8th Sci</td> <td>85%</td> <td>86%</td> </tr> <tr> <td>8th SS</td> <td>95%</td> <td>96%</td> </tr> </tbody> </table>		2022 Baseline	2023 Target	6th LA	92%	93%	6th MA	91%	92%	6th LA	94%	95%	7th MA	95%	96%	8th LA	92%	93%	8th MA	89%	90%	8th Sci	85%	86%	8th SS	95%	96%
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2022-2023 Local School Plan for Improvement (LSPI)

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		<p>administrative team to calibrate observations, ratings, and feedback that will result in improved learning and student achievement.</p> <p>3. Osborne Middle School will continue to utilize our weekly PLCs to plan lessons, create common formative and summative assessments, analyze data, and determine next instructional moves that will ensure student mastery of the AKS.</p>	<p>Staff Peer observations / coaching and feedback is a tool we use to improve instruction.</p> <p>Baseline: 52% 2023 Target: 55%</p>
<p>3A- 90 Day Review: Action Steps Updates</p> <p><u>Staff</u></p> <p>1. Throughout the month of February, all teachers are observing fast formatives/small group differentiation. Small group cohort 1 and cohort 2 teachers each chose two dates and times where teachers would be able to observe. Administration assigned CIA teams to observe one teacher on two separate dates. The teachers who are observing are filling out a colleague observation form to document their reflections, and they will debrief what they saw and next steps during CIA meetings in March.</p>		<p>3A- 90 Day Review: Data Updates</p> <p>Our goal is for all staff to conduct peer observations.</p> <p>Milestones Benchmark Results</p>	

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<p>2. Teachers were asked to pull final exam/Milestones Benchmarks data for each of their classes and enter it into the RBES Mid-Year Implementation Update.</p> <p style="margin-left: 20px;">a. Current Scores per content received on the 1st Semester Finals/GCPS Milestones Benchmark :</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Subject</th> <th style="width: 25%;">School</th> <th style="width: 25%;">District</th> <th style="width: 25%;">% above District</th> </tr> </thead> <tbody> <tr> <td>6th SS</td> <td>75%</td> <td>63%</td> <td>12%</td> </tr> <tr> <td>6th Sci</td> <td>81%</td> <td>68%</td> <td>13%</td> </tr> <tr> <td>6th Math</td> <td>76%</td> <td>65%</td> <td>11%</td> </tr> <tr> <td>6th LA</td> <td>58%</td> <td>51%</td> <td>7%</td> </tr> <tr> <td>7th SS</td> <td>79%</td> <td>67%</td> <td>12%</td> </tr> <tr> <td>7th Sci</td> <td>78%</td> <td>67%</td> <td>11%</td> </tr> </tbody> </table>			Subject	School	District	% above District	6th SS	75%	63%	12%	6th Sci	81%	68%	13%	6th Math	76%	65%	11%	6th LA	58%	51%	7%	7th SS	79%	67%	12%	7th Sci	78%	67%	11%	
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		7th Math	57%	48%	9%
		7th LA	69%	60%	9%
		8th SS	72%	58%	14%
		8th Sci(Physical Sci)	75%	62%	13%
		8th Alg	32%	36%	-4%
		Alg 1	79%	58%	21%
		8th LA	72%	65%	7%

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<p>Postsecondary and workforce readiness. 4B:</p> <p>Budget Local School GCPS Provided Resources</p> <p>Person(s) Responsible All certified staff</p>	<p>Osborne Middle will prepare each and every student for post-secondary and workforce readiness so that they have multiple path-ways to success based on their demonstrated knowledge, skills, abilities, and interests</p>	<p>Students</p> <ol style="list-style-type: none"> 1. Monitor and reflect on academic progress for the purpose of establishing performance goals that connect to their future aspirations. 2. Students will analyze their own work to identify misconceptions and errors in order to make progress in their learning goals. 3. Students will engage in classroom instruction by asking questions to clarify the real-world relevancy of their learning, while thinking deeply and in response to probing questions. <p>Staff</p> <ol style="list-style-type: none"> 1. Teachers will utilize this valuable information about their scholar's academic strengths and weaknesses to help inform possible interventions, remediations, or accelerations. 2. Teachers will monitor student progress 	<p>Students</p> <p>Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items:</p> <p>Adults in this school help me plan and set goals for my future Baseline: 57% 2023 Target: 60%</p> <p>What we do in school will help me succeed in life. Baseline: 67% 2023 Target: 70%</p> <p>Staff</p> <p>PSAT 8/9 scores will increase by 2%. Baseline Reading & Writing: 68% 2023 Target: 70%</p> <p>Baseline Math: 64% 2023 Target: 66%</p>

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		<p>towards AKS mastery and adjust instruction as needed to increase student learning.</p> <p>3. Teachers will collaborate with the student to establish learning goals and discuss progress of stated goals.</p>	
<p>4B- 90 Day Review: Action Steps Updates</p> <p><u>Students</u></p> <ul style="list-style-type: none"> - PSAT Scores from October 2022 - 68% of our 8th grade students met both Benchmarks as compared to 56% in 2021-22. - 78% achieved an evidence Based Reading and Writing (ERW) Benchmark as compared to 68% in 2021-22. - 74% achieved the Math Benchmark as compared to 64% last year. <p><u>Staff</u></p> <p>Based on PSAT 8/9 feedback, teachers may focus on having students work on a wide range of sources which will improve a student's ability to interpret, analyze, synthesize, and use evidence found in a wide range of these sources to help improve the ERW Scores. For math, teachers may focus on having students work on linear relationships, ratios, percentages, proportional relationships, data analysis, and non-linear equations and functions.</p>		<p>4B- 90 Day Review: Data Updates</p> <p>2022-23 PSAT Achievement Results</p> <p>88% of 8th grade students took the PSAT in 2021 (548 out of 626)</p> <p>80% of 8th grade students took the PSAT in 2022 (470 out of 586)</p> <p>Naviance 3000 data</p> <p>i-Ready screener</p> <p>Common Formative Assessments</p>	

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		<p>Counselors are giving Naviance 3000 career surveys and will use this data to drive conversations with students about future career opportunities.</p> <p>Students participated in a goal setting Advisement lesson.</p> <p>Teachers are using iReady screener results as well as CFA results to determine which students need enrichment and remediation opportunities.</p> <p>CFAs allow teachers the opportunity to make instructional decisions to ensure all students learn at high levels.</p>	