

Comprehensive Needs Assessment

2021 School Report

Muscogee County School District

Aaron Cohn Middle School

TEAM LEAD	
Name	Heather White
Title	Leadership Chair

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REQUIRED TEAM MEMBERS

Name	Position/Role
James Stone	Principal
Dr. Stefan Lawrence	Assistant Principal
Rebecca Duncan	Dean
Lori Marstin	Teacher
Amanda Snipes	Teacher
Heather White	SWD Teacher (when applicable)
	ESOL Teacher (when applicable)
Donna Vaughan	Paraprofessional
Casey Thomas	Parent
Denise Hale	Parent
Pratt & Whitney	Business/Community Partner
Midland UMC	Business/Community Partner

ADDITIONAL TEAM MEMBERS

Name	Position/Role

INSTRUCTIONS: For the next 5 pages, rate collaboratively with your SIP Team where you are with the 5 Systems in Georgia’s Continuous Improvement Process by checking the box for Exemplary, Operational, Emerging or Not Evident for each Structure

COHERENT INSTRUCTIONAL SYSTEM

Structure	Structure Description	Exemplary	Operational	Emerging	Not Evident
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<p>CI-1 Planning for quality instruction</p>	<p>The structure of the instructional system in which teams plan 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</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools/districts to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by teachers of content areas to plan collaboratively at least once weekly using data to inform the creation and implementation of rigorous curriculum and assessment tools that are aligned to the required standards.</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>
<p>CI-2 Delivering quality instruction</p>	<p>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</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools/districts to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by teachers of all content areas to deliver quality instruction as they (a) introduce content by setting learning targets, (b) practice its use along with students, (c) actively engage students in using the content on their own with evidence-based instructional practices, (d) provide timely and individualized feedback to students, (e) build student capacity to self-monitor, and (f) meet specific learning needs of students.</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>

<p>CI-3 Monitoring Student Progress</p>	<p>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</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools/districts to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by teachers of all content areas to continuously monitor student mastery of required standards using a balanced blend of assessments (diagnostic, formative, and summative) to support individual learning needs by providing systematic, data-driven interventions and enrichment.</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>
<p>CI-4 Refining the Instructional System</p>	<p>The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools/districts to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school/district leadership to progress monitor the effectiveness of collaborative planning and instructional delivery to determine if substantial improvement is occurring in student learning, and to guide the creation and implementation of next steps in the work of school/district improvement.</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>

EFFECTIVE LEADERSHIP SYSTEM

Structure	Structure Description	Exemplary	Operational	Emerging	Not Evident
EL-1 Creating and maintaining a school 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	<input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	<input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school leadership to ensure the effective planning, implementing and monitoring of protocols that focus the climate and culture of the school on ensuring high levels of learning for all students.	<input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	<input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
EL-2 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	<input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	<input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by the principal to engage the entire staff in shared decision-making and problem-solving in order to build leadership capacity.	<input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	<input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.

<p>EL-3 Ensuring high quality instruction in all classrooms</p>	<p>The structure of the leadership system that reduces the variability in the quality of instruction across all classrooms</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school leadership to reduce the variability of the quality of instruction by the continual monitoring and support of evidence-based classroom practices.</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>
<p>EL-4 Managing the school and its resources</p>	<p>An organized, intentional, explicit set of processes is routinely used by the principal to plan, direct, and monitor the use of available resources to effectively support increased student achievement.</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by the principal to plan, direct, and monitor the use of available resources to effectively support increased student achievement.</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>

EL-5 Driving improvement efforts	The structure of the leadership systems that methodically, intentionally, and effectively improves the schools major systems, structures, and processes	<input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	<input type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school leadership to methodically, intentionally, and effectively improve the systems, structures, and processes of the school in order to positively impact student outcomes.	<input checked="" type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	<input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
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PROFESSIONAL CAPACITY SYSTEM

Structure	Structure Description	Exemplary	Operational	Emerging	Not Evident
PC-1 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 school to achieve its mission	<input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	<input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school leadership to collaborate with the district to recruit, interview, and hire new staff members.	<input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	<input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.

<p>PC-2 Developing staff</p>	<p>The structure of the professional capacity system that ensures the increasing quality of the staff's knowledge and skills</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school leadership to implement and monitor the effectiveness of a professional learning system that supports specific targeted needs of individual teachers.</p>	<p><input checked="" type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>
<p>PC-3 Retaining staff</p>	<p>The structure of the professional capacity system that ensures that quality staff is working in the context/position that is most beneficial to student achievement</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school leadership to support the placement, development, and retention of high-achieving staff.</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>

<p>PC-4 Ensuring staff collaboration</p>	<p>The structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all classrooms</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by administrators and teachers to collaborate as a professional learning community using evidence-based and data-driven protocols that enhance individual and collective performance to improve instructional quality.</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>
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FAMILY & COMMUNITY ENGAGEMENT SYSTEM

Structure	Structure Description	Exemplary	Operational	Emerging	Not Evident
<p>FCE-1 Welcoming all families/the community</p>	<p>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 school</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by the school to establish a positive learning environment that welcomes, encourages, and successfully engages family and community members as active participants in the life of the school.</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>

				consistent, routine practice.	
FCE-2 Communicating effectively with families/the community	The structure of the family and community engagement system that ensures families/community and school staff engage in regular, two-way, meaningful communication about student learning	<input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	<input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by the school to create and maintain clear, reciprocal, and continuous communication between the school and stakeholders regarding student learning.	<input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	<input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
FCE-3 Supporting student success	The structure of the family & community engagement system that ensures families 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	<input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	<input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by the school to build capacity for all stakeholders to collaboratively develop and use effective support strategies that strengthen student learning at school and at home.	<input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	<input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.

<p>FCE-4 Empowering families</p>	<p>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</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by the school to empower families and the community to advocate for students regarding fair and equitable treatment and access to learning opportunities that will support student success.</p>	<p><input checked="" type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>
<p>FCE-5 Sharing leadership with families/the community</p>	<p>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</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.</p>	<p><input type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by the school to create a partnership with families and the community to solicit input and feedback on educational policies, practices, and programs that affect student learning.</p>	<p><input checked="" type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>
<p>FCE-6 Collaborating with the community</p>	<p>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</p>	<p><input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to</p>	<p><input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school staff and families to effectively collaborate with community members, local businesses, and civic organizations to expand learning</p>	<p><input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not</p>	<p><input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>

		increased student achievement.	opportunities and services for students.	yet reached a level of consistent, routine practice.	
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SUPPORTIVE LEARNING ENVIRONMENT SYSTEM

Structure	Structure Description	Exemplary	Operational	Emerging	Not Evident
SLE-1 Maintaining order and safety to ensure a healthy school climate and culture	The structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met	<input checked="" type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	<input type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school leadership and staff to develop, communicate, implement, and revise rules, policies, schedules, and procedures to maintain order and safety in a way that maximizes student learning and	<input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	<input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.

			staff effectiveness.		
SLE-2 Developing and monitoring a multi-tiered system of supports	The structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs	<input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	<input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by school leadership and staff to develop, implement, and monitor a multi-tiered system of supports to meet students' unique whole-child needs.	<input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	<input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
SLE-3 Ensuring a student learning community	The structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms	<input type="checkbox"/> The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	<input checked="" type="checkbox"/> An organized, intentional, explicit set of processes is routinely used by the school to support a student learning community that encompasses healthy behavioral and academic norms.	<input type="checkbox"/> Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	<input type="checkbox"/> Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.

McREL's *What Matters Most* Framework

Challenging, engaging, and intentional instruction. At the core of effective systems are teachers who challenge students, develop positive relationships with them, and are intentional in their use of a broad repertoire of teaching strategies.

Curricular pathways to success. High-performing systems guarantee that every student, in every classroom, no matter what the aspirations, is provided with both challenging and personalized learning experiences that prepare each of them for life success.

Whole-child student supports. Setting high expectations requires providing students with the scaffolding they need to succeed—a just-in-time, personalized response to students' cognitive, psychosocial, and academic needs.

High-performance school cultures. Effective schools ensure high-quality learning experiences in every classroom. At the same time, they develop a culture of high expectations for learning and behavior, which is an even more powerful predictor of student success than socioeconomic status.

Data-driven, high-reliability systems. High performing school systems put data systems and processes in place to ensure high-quality learning experiences for all students, as well as real-time responses to student failures.

Stages of Improvement

1. **Adopting better routines.** The key difference between high- and low-performing schools is summed up in one word: *consistency*. The first thing schools must do as they improve and move toward innovation is focus on adopting better routines to increase the quality, and reduce the variability, in core elements of teaching and learning.
2. **Ensuring greater consistency.** The second phase of improvement grows out of the first; it focuses on ensuring consistent implementation of the better routines to guarantee that all students benefit from high-quality learning environments.
3. **Developing collegial expertise.** Better routines, however, are simply that: *better*, but not yet perfect. Consistently implementing better routines (e.g., a set of research-based instructional strategies) will often bring significant initial gains. Yet even the best strategies won't work for all students, all the time. Schools recognizing this must pivot to *inside-out* approaches and professional capacity building, as shown in Figure 3, that empower and support teachers to adapt best practices to more precisely meet the needs of their students.
4. **Fostering shared innovation.** Ultimately, creating learning environments where curiosity can flourish requires complex approaches like inquiry-based learning or personalized learning. Schools that create such learning environments adopt a “fail fast” and “fail forward” ethos—using data and working collaboratively to engage in rapid-cycle innovation efforts.

Begin with the “Adopt Better Routines” column and check the boxes next to items you believe accurately describe your school as a whole (nearly all). Move through each column following the same process. The goal is not to exaggerate your position on the pathway, but rather to engage in a thoughtful assessment of your strengths and opportunities to increase consistency and move toward expertise and innovation. A gap in check marks provides an opportunity for a focused improvement priority. It is also important to note that this pathway is not meant to be exhaustive; rather, it describes high-leverage practices that successful schools usually implement effectively.

Charting a Course Reflection Tool: CURRICULAR PATHWAYS TO SUCCESS			
Adopt Better Routines	Ensure Greater Consistency	Develop Collegial Expertise	Foster Shared Innovation
<input checked="" type="checkbox"/> All teachers are implementing state standards. <input checked="" type="checkbox"/> We collaboratively plan what students should know & do, determine how students will show they “know” the content & can “do a skill or performance task.	<input checked="" type="checkbox"/> We consistently use the adopted curriculum supports to help teach standards (ex. Achieve 3000, IXL Math, etc). <input type="checkbox"/> Model classrooms are identified and utilized for teacher-to-teacher observations (live observations and/or video). <input checked="" type="checkbox"/> All teachers use district pacing guides.	<input type="checkbox"/> We collaborate to provide opportunities for students to engage in interest-driven and self-directed learning. <input checked="" type="checkbox"/> We collaborate to enhance and adapt our common curriculum resulting in a range of shared resources for learners working above, on, or below expected levels.	<input checked="" type="checkbox"/> We collaborate to ensure learning is engaging for students at all levels. <input type="checkbox"/> Feedback from teachers and students guides curriculum adaptations.

A focus on essential and guaranteed curriculum: No single pathway or curriculum is ideal for all students. The challenge for schools becomes implementing the approved curriculum, strengthening teacher practice for delivering the curriculum, then extending the curriculum and instructional practices to meet the diverse needs of all learners. A demanding curriculum for all students calls for flexible yet consistent approaches to how students engage in the curriculum, pursue their interests, and develop their unique talents.

**Charting a Course Reflection Tool:
CHALLENGING, ENGAGING, AND INTENTIONAL INSTRUCTION**

**Adopt Better
Routines**

**Ensure Greater
Consistency**

**Develop Collegial
Expertise**

**Foster Shared
Innovation**

We have adopted the Gradual Release framework.

We have an established structure for improving instructional planning, delivering quality instruction and monitoring student progress.

We have adopted a common template for lesson planning.

We use a method to calibrate classroom walk-throughs.

We support struggling teachers.

We have adopted a set of evidence-based instructional practices.

We implement the Gradual Release framework consistently in all classrooms.

We implement the adopted evidence-based instructional strategies consistently in all classrooms.

We introduce content, practice its use with students, and allow students to use content on their own while providing them regular, ongoing standards-based feedback.

We regularly assess students to see if they are/are not getting the content and act accordingly.

We use peer coaching to develop teacher expertise.

We accelerate instruction with technology, as appropriate.

We intentionally adapt our instructional model and evidence-based instructional strategies to meet student needs.

We use action research to develop teaching approaches that engage learners and foster curiosity.

We work together and with students to create student-driven learning activities that reflect student needs, interests, and the climate and culture of our community.

A focus on the core: At the heart of most successful school improvement efforts is an explicit focus on curriculum and instruction—guaranteeing challenging, engaging, and intentional instruction and providing all students with curricular pathways to success. It is difficult to imagine improvement efforts that do not, in some way, address teaching and learning being successful.

**Charting a Course Reflection Tool:
WHOLE CHILD STUDENT SUPPORTS**

Adopt Better Routines	Ensure Greater Consistency	Develop Collegial Expertise	Foster Shared Innovation
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> We have created/ maintained a culture and climate conducive to learning. <input type="checkbox"/> We offer early learning opportunities. <input type="checkbox"/> We have a standardized approach for multi-tiered interventions. <input checked="" type="checkbox"/> We have agreed upon expectations for behavior and learning. <input checked="" type="checkbox"/> We engage in two-way, meaningful communication about student learning with families, staff and community. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> We build meaningful relationships with students and each other. <input type="checkbox"/> We offer authentic opportunities for parent and family voice and engagement. <input checked="" type="checkbox"/> We help students develop self-efficacy and growth mind-sets. <input checked="" type="checkbox"/> We focus on behavior expectations that foster student success. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> We collect information from students to inform how well we are doing as a school on a range of issues from classroom teaching, routines, and procedures to whole school culture. <input checked="" type="checkbox"/> We collaborate to design and implement supports for a range of student needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> We collaborate with other institutions on the development of emerging research-informed programs. <input type="checkbox"/> We align our curriculum with post-secondary systems (ex. technical, 4-year institutions) and help students access those programs. <input checked="" type="checkbox"/> We collaborate with each other and staff at other schools to share data on student learning and social-emotional supports to ensure continued student success.

A focus on the whole child: Barriers to learning are widespread and intractable in the lives of some children. They arise from the varied backgrounds and social factors that contribute to or inhibit their ability to perform well in school. Studies show that addressing these needs via school-based programs can have a positive effect on learning, achievement, and college readiness. The first guiding principle for whole-child student supports reflects the old Benjamin Franklin adage, “an ounce of prevention is worth a pound of cure.” It’s very clear that effective teachers are one factor that have great impact on student achievement. Schools that exemplify the characteristics of Purposeful Communities, especially those that possess a strong sense of collective efficacy (Goddard et. al. 2000; 2003; Jacob et. al., 2015) can and **do overcome the barriers that get in the way of student achievement.**

Charting a Course Reflection Tool: HIGH PERFORMANCE SCHOOL CULTURES			
Adopt Better Routines	Ensure Greater Consistency	Develop Collegial Expertise	Foster Shared Innovation

We communicate expectations for instruction across the school.

We communicate and hold students and staff accountable to high expectations for learning and behavior.

We have articulated a school purpose and values reflecting our belief that all students can learn and we are responsible to support them.

A SIP/leadership team leads improvement efforts methodically, intentionally and effectively.

We cultivate and distribute leadership throughout the building.

We ensure all stakeholders are equal partners in decisions impacting students.

Our leaders embrace their roles as instructional leaders, conducting regular walkthroughs and coaching teachers toward better, more consistent practice.

The physical appearance of our school conveys high expectations for teaching, leading, and learning.

We regularly discuss and celebrate progress toward shared goals.

We utilize Professional Learning Communities (PLCs) to drive collaboration.

We empower families to be advocates for their children (and other children).

All school personnel, from teachers to support and janitorial staff, connect their work to student success.

Professional development is determined by evaluating data and collaboratively developing a coherent plan to address prioritized needs and goals.

Professional development includes opportunities for peer coaching and teacher self-directed learning.

We embrace a fail-forward ethos, making and learning from mistakes, and problem solving to support student and staff success.

We share our successes as a school community and invite student and family feedback on our performance.

We participate in professional networks across schools and districts in order to learn more and contribute to our profession.

A focus on the culture: As reported in *High-Needs Schools: What Does It Take to Beat the Odds?*, several differences emerged between the perceptions of teachers in high-performing vs. low-performing schools. Teachers in the low-performing schools reported that their schools appeared to be doing many of the “right” things research says are correlated with higher levels of student achievement. For example, they were focusing on offering challenging curricula, encouraging teacher collaboration, and improving teachers’ practices through high-quality professional development. The missing ingredient—the thing that beat-the-odds schools were attending to that struggling schools were not—was their school culture.

**Charting a Course Reflection Tool:
DATA-DRIVEN HIGH RELIABILITY SYSTEMS**

**Adopt Better
Routines**

**Ensure Greater
Consistency**

**Develop Collegial
Expertise**

**Foster Shared
Innovation**

We have articulated district/school-wide goals for teaching and learning.

We collaboratively align resources to our prioritized needs and goals.

We use formative and summative data to inform decision-making.

We use common protocols for collecting and analyzing implementation and effectiveness data.

We have processes in place to recruit and retain the best teachers possible.

We use fair, consistent teacher evaluations that improve performance.

We use data systems that track a variety of data such as student achievement, dropout indicators, engagement, school perceptions of culture and climate, program implementation, etc.

We have standard operating procedures for responding to student failure.

We regularly collect, analyze, and use a variety of data to make shared decisions about where we must improve and innovate to address adaptive challenges.

We have systematized innovation with agreed-upon processes for rapid-cycle improvement.

We recognize and reward teachers for developing expertise and applying innovative practices in their classrooms.

A focus on system reliability: Modeling school systems after core principles of high-reliability organizations is the last key to changing the odds for students. This final component of the What Matters Most Framework is not so much a new or additional leverage point, but rather, a way of thinking about how to bring together and leverage the other four high-impact areas of the framework by ensuring their flawless implementation. The simple and straightforward idea at the heart of this final area is this: *One of the most powerful things school systems can do to change the odds for all students is simply doing well what they already know they must do.*

STUDENT ACHIEVEMENT DATA

Denote student subgroups with a count of less than 15 as "TFS" (too few students).

ACHIEVE 3000						
Year	Grade Level	BOY Lexile	EOY Lexile	Lexile Gain	Avg. # of Articles/Week	Avg. Article Score
2020-21	6TH	792	859	67	1.86	70.4
	7TH	870	1025	150	2.1	75.5
	8TH	1004	1192	188	1.86	80.3
	ACMS	900	1027	127	2.01	75.9

LEXIA													
20 - 21		Grammar				Reading Comprehension				Word Study			
		# students	foundational	Intermediate	Advanced	# students	foundational	Intermediate	Advanced	# students	foundational	Intermediate	Advanced
	6th	123	36%	50%	15%	98	17%	60%	22%	137	32%	64%	4%
	7th	147	22%	50%	29%	79	15%	53%	32%	161	20%	70%	9%
	8th	104	18%	51%	31%	59	22%	54%	24%	168	17%	71%	11%

19 - 20		Grammar				Reading Comprehension				Word Study			
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		# students	foundational	Intermediate	Advanced	# students	foundational	Intermediate	Advanced	# students	foundational	Intermediate	Advanced
	6th	163	22%	60%	18%	130	18%	48%	33%	164	23%	72%	5%
	7th	197	18%	52%	30%	162	10%	40%	49%	200	12%	72%	17%
	8th	190	17%	54%	29%	133	11%	56%	34%	199	17%	77%	7%

IXL MATH DIAGNOSTIC (%)				
Year	Grade Level	Below Grade Level	On Grade Level	Above Grade Level
2020-21	6	47%	17%	2%
	7	36%	20%	10%
	8	28%	9%	11%
2019-20				

STAR EARLY LITERACY/READING					
Year	Grade Level	Tier 1 – Green At/Above Benchmark Distinguished	Tier 2 – Blue On Watch Proficient	Tier 3 – Yellow Developing Intervention	Tier 4 – Red Beginner Urgent Intervention
2020-21	6TH	5%	46%	26%	23%
	7TH	4%	43%	31%	21%
	8TH	7%	45%	35%	12%
	ACMS	6%	45%	31%	18%
2019-20	6TH	9%	42%	39%	10%
	7TH	5%	45%	31%	19%
	8TH	9%	44%	33%	14%
	ACMS	8%	44%	34%	15%

STAR MATH

Year	Grade Level	Tier 1 – Green At/Above Benchmark Distinguished	Tier 2 – Blue On Watch Proficient	Tier 3 – Yellow Developing Intervention	Tier 4 – Red Beginner Urgent Intervention
2020-21	6TH	4%	28%	48%	21%
	7TH	25%	23%	30%	22%
	8TH	31%	24%	32%	14%
	ACMS	21%	25%	36%	19%
2019-20	6TH	15%	27%	39%	20%
	7TH	12%	38%	34%	16%
	8TH	40%	20%	26%	14%
	ACMS	24%	28%	32%	16%

REPORT CARDS – PROFICIENT/FAILURE RATES (%)					
Year	Grade Level	ELA <i>(Include data from all Reading/ELA courses)</i>		Math <i>(Include data from all Math courses)</i>	
		Proficient (≥80/B)	Failure (<69)	Proficient (≥80/B)	Failure (<69)
2020-21 (as of 5/24/21)	6th	66.2%	4.1%	68%	5.1%
	7th	73%	6.1%	74.2%	4.29%
	8th	78%	6.5%	67.67%	12.67%

REPORT CARDS - % OF STUDENTS WITH 3 OR MORE Fs		
Year	Grade Level	% of Students with 3 or More Fs
2020-21 (as of 5/24/21)	6	1.9%
	7	4%
	8	8%

DEMOGRAPHIC DATA

Denote student subgroups with a count of less than 15 as “TFS” (too few students).

STUDENT ATTENDANCE - ALL STUDENTS

STUDENT ATTENDANCE – ALL STUDENTS					
Year	# of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More than 15 Days Absent (%)	Chronic Absenteeism (%)
2019-20	592	63.9%	31.6%	4.6%	4.7%
2018-19	709	54.2%	37.8%	8.0%	8.6%
2017-18	623	58.4%	35.5%	6.1%	7.5%

STUDENT ATTENDANCE - RACE/ETHNICITY

		Number of Students	5 or Fewer Days	More Than 15	6 to 15 Days Absent	Chronic Absenteeism (%)
2019-20	American Indian/Alaskan	1				0.0%
	Asian/Pacific Islander	15	93.3%	0.0%	6.7%	0.0%
	Black	267	67.8%	4.5%	27.7%	6.0%
	Hispanic	43	76.7%	2.3%	20.9%	2.3%
	Multi-Racial	31	67.7%	9.7%	22.6%	3.2%
	White	235	54.5%	4.7%	40.9%	4.3%
2018-19	American Indian/Alaskan	1				0.0%
	Asian/Pacific Islander	21	81.0%	0.0%	19.0%	4.8%
	Black	332	54.8%	8.1%	37.0%	9.0%
	Hispanic	60	61.7%	5.0%	33.3%	6.7%
	Multi-Racial	36	30.6%	16.7%	52.8%	13.9%
	White	259	52.9%	8.1%	39.0%	8.1%
2017-18	Asian/Pacific Islander	16	87.5%	0.0%	12.5%	0.0%
	Black	280	63.2%	5.0%	31.8%	7.9%
	Hispanic	47	66.0%	4.3%	29.8%	8.5%
	Multi-Racial	34	47.1%	8.8%	44.1%	17.6%
	White	246	51.2%	7.7%	41.1%	6.1%

STUDENT ATTENDANCE - OTHER SUBGROUPS

		Number of Students	5 or Fewer Days	6 to 15 Days Absent	More Than 15	Chronic Absenteeism (%)
2019-20	Economically Disadvantaged	196	61.2%	33.7%	5.1%	7.1%
	Female	291	66.3%	28.9%	4.8%	3.8%
	Limited English Proficient	9				0.0%
	Male	301	61.5%	34.2%	4.3%	5.6%
	Not Economically Disadvantaged	396	65.2%	30.6%	4.3%	3.5%
	Students With Disability	87	58.6%	35.6%	5.7%	11.5%
	Students Without Disability	505	64.8%	30.9%	4.4%	3.6%
2018-19	Economically Disadvantaged	327	46.8%	40.7%	12.5%	12.5%
	Female	346	57.8%	33.8%	8.4%	9.5%
	Limited English Proficient	7				0.0%
	Male	363	50.7%	41.6%	7.7%	7.7%
	Not Economically Disadvantaged	382	60.5%	35.3%	4.2%	5.2%
	Students With Disability	105	43.8%	40.0%	16.2%	16.2%
	Students Without Disability	604	56.0%	37.4%	6.6%	7.3%
2017-18	Economically Disadvantaged	247	49.4%	41.3%	9.3%	11.3%
	Female	292	60.3%	32.9%	6.8%	8.9%
	Limited English Proficient	3				0.0%
	Male	331	56.8%	37.8%	5.4%	6.3%
	Not Economically Disadvantaged	376	64.4%	31.6%	4.0%	5.1%
	Students With Disability	102	47.1%	37.3%	15.7%	15.7%
	Students Without Disability	521	60.7%	35.1%	4.2%	6.0%

Available in district provided CPI data

Student Discipline

		2018	2019	2020
	Total Student Count	111	127	62
		Discipline rate %	Discipline rate %	Discipline rate %
ISS 10 days or less	Minority	81.1	71.7	82.3
	American Indian/Alaskan	0.0	0.0	NA
	Asian	0.0	0.0	NA
	Other Pacific Islander	0.0	0.0	NA
	Black	71.2	63	69.4
	Hispanic	4.5	5.5	TFS
	Multi-Racial	5.4	3.1	TFS
	White	18.9	28.3	TFS
	Economically Disadvantaged	58.6	68.5	62.9
	English Language Learner	0.0	0.0	NA
	Students with Disabilities	25.2	19.7	TFS

		2018	2019	2020
	Total Student Count	TFS	TFS	TFS
		Discipline rate %	Discipline rate %	Discipline rate %
ISS More than 10 days	Minority	TFS	TFS	TFS
	American Indian/Alaskan	TFS	TFS	NA
	Asian	TFS	TFS	NA
	Other Pacific Islander	TFS	TFS	NA
	Black	TFS	TFS	TFS
	Hispanic	TFS	TFS	NA
	Multi-Racial	TFS	TFS	NA
	White	TFS	TFS	TFS
	Economically Disadvantaged	TFS	TFS	TFS
	English Language Learner	TFS	TFS	NA
	Students with Disabilities	TFS	TFS	TFS

		2018	2019	2020
	Total Student Count	44	53	30
		Discipline rate %	Discipline rate %	Discipline rate %
OSS 10 days or less	Minority	77.3	75.5	73.3
	American Indian/Alaskan	0.0	0.0	NA
	Asian	0.0	0.0	NA
	Other Pacific Islander	0.0	0.0	NA
	Black	72.7	66	66.7
	Hispanic	0.0	1.9	TFS
	Multi-Racial	4.6	7.5	TFS
	White	22.7	24.5	TFS
	Economically Disadvantaged	47.7	79.2	TFS
	English Language Learner	0.0	0.0	NA
	Students with Disabilities	29.6	28.3	TFS

		2018	2019	2020
	Total Student Count	TFS	TFS	N/A
		Discipline rate %	Discipline rate %	Discipline rate %
OSS More than 10 days	Minority	TFS	TFS	N/A
	American Indian/Alaskan	TFS	TFS	N/A
	Asian	TFS	TFS	N/A
	Other Pacific Islander	TFS	TFS	N/A
	Black	TFS	TFS	N/A
	Hispanic	TFS	TFS	N/A
	Multi-Racial	TFS	TFS	N/A
	White	TFS	TFS	N/A
	Economically Disadvantaged	TFS	TFS	N/A
	English Language Learner	TFS	TFS	N/A
	Students with Disabilities	TFS	TFS	N/A

BESS SCREENER (%)			
Year	Green – Normal Risk	Yellow – Elevated Risk	Red – Extremely Elevated Risk
2020-21	77%	14%	9%

EMPLOYEE RETENTION (%)			
Year	Principal	Assistant Principal(s)	Teachers
2019-20	TFL	TFL	100

2018-19	TFL	TFL	81
2017-18	TFL	TFL	81

INEXPERIENCED TEACHERS (%)		
Year	Inexperienced Teachers (< 4 years)	Teachers Out-of-Field
2019-20	34%	0%
2018-19	19%	5%
2017-18	42%	7%

PERCEPTION DATA

STUDENT ENGAGEMENT SURVEY	
We See . . .	We Wonder . . .
<ul style="list-style-type: none"> • Students feel supported and respected by their teachers • Students feel safe in the building • Students feel cared for at school 	<ul style="list-style-type: none"> • Why some students feel bored and tired at school • Why some students feel pressured when completing work at school

STAFF SURVEY

We See . . .	We Wonder . . .
<ul style="list-style-type: none"> • Our staff/faculty understands our mission and vision • Teachers participate in collaborative learning communities • Our teachers create challenging curriculum and learning experiences providing equity for all students in the development of learning, thinking, and life skills 	<ul style="list-style-type: none"> • If there are better ways to utilize peer coaching within our building • How we can create a mentorship program within the school to partner students/teachers so that each student has a well known advocate

FAMILY ENGAGEMENT SURVEY	
We See . . .	We Wonder . . .
<ul style="list-style-type: none"> • Parents have respectful and supportive experiences with ACMS • Parents are aware of the school happenings. 	<ul style="list-style-type: none"> • How to increase parental involvement

DATA ANALYSIS

After analyzing the school's data, answer the guiding questions below to determine existing trends and patterns that support the identification of continuous improvement, student achievement, demographic and perception needs.

GA SYSTEMS OF CONTINUOUS IMPROVEMENT COHERENT INSTRUCTION SYSTEM TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Standards based lesson 	<ul style="list-style-type: none"> • Differentiation

<ul style="list-style-type: none"> • Collaboration 	
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GA SYSTEMS OF CONTINUOUS IMPROVEMENT EFFECTIVE LEADERSHIP SYSTEM TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Include staff in decision making 	<ul style="list-style-type: none"> • Change in leadership

GA SYSTEMS OF CONTINUOUS IMPROVEMENT PROFESSIONAL CAPACITY SYSTEM TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Teacher retention • Target specific needs of teachers 	<ul style="list-style-type: none"> • Developing Staff

GA SYSTEMS OF CONTINUOUS IMPROVEMENT FAMILY & COMMUNITY ENGAGEMENT SYSTEM TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Empower parents to advocate for their children. 	<ul style="list-style-type: none"> • Volunteer opportunities • Including families in decision making

GA SYSTEMS OF CONTINUOUS IMPROVEMENT	
SUPPORTIVE LEARNING ENVIRONMENT SYSTEM TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Safe School • School Climate 	<ul style="list-style-type: none"> • MTSS

MCREL'S WHAT MATTERS MOST FRAMEWORK	
CURRICULAR PATHWAYS TO SUCCESS TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • All teachers are implementing state standards • We collaboratively plan what students should know and do. • We consistently use the adopted curriculum supports (Acheive 3000, IX MATH) 	<ul style="list-style-type: none"> • Model Classrooms • All teachers use district pacing guides • Collaboration for student interest-driven and self-directed learning

MCREL'S WHAT MATTERS MOST FRAMEWORK	
CHALLENGING, ENGAGING & INTENTIONAL INSTRUCTION TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • We support struggling teachers • We implement the adopted evidence-based instructional strategies constantly • We accelerate instruction with technology, as appropriate 	<ul style="list-style-type: none"> • School wide common template lesson plan • Gradual release framework

MCREL'S WHAT MATTERS MOST FRAMEWORK WHOLE CHILD STUDENT SUPPORTS TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Culture and Climate conducive to learning • We build meaningful relationships with students and each other • Collaboration 	<ul style="list-style-type: none"> • MTSS • Parent involvement

MCREL'S WHAT MATTERS MOST FRAMEWORK HIGH PERFORMANCE SCHOOL CULTURES TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • We communicate expectations for instruction • We hold students and staff accountable • We cultivate and distribute leadership throughout the building • We regularly discuss and celebrate progress toward shared goals. 	<ul style="list-style-type: none"> • We participate in professional networks across schools and districts • Professional Development includes opportunities for peer coaching and teacher self-directed learning.

MCREL'S WHAT MATTERS MOST FRAMEWORK DATA-DRIVEN HIGH RELIABILITY SYSTEMS TRENDS & PATTERNS	
Strengths	Challenges

<ul style="list-style-type: none"> • Formative and Summative data to inform decision making • We have school wide goals for teaching and learning • We have standard operating procedures for responding to failure 	<ul style="list-style-type: none"> • Consistently using data to inform decisions. • We recognize and reward teachers for going above and beyond.
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STUDENT ACHIEVEMENT DATA TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Student growth • Lexile growth 	<ul style="list-style-type: none"> • Differentiation • Below grade deficits in math and reading skills

DEMOGRAPHIC DATA TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Attendance • Non-Transient population 	

PERCEPTION DATA TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Quality instruction with high expectations • Rigor 	<ul style="list-style-type: none"> • Parent volunteer opportunities

<ul style="list-style-type: none"> • Student recognition • Safe environment 	
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ECONOMICALLY DISADVANTAGED TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Growth 	<ul style="list-style-type: none"> • Parental involvement

SPECIAL EDUCATION TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Closing the Gaps 	<ul style="list-style-type: none"> • N/A

ENGLISH LEARNERS TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

PROFESSIONAL DEVELOPMENT TRENDS & PATTERNS	
Strengths	Challenges

<ul style="list-style-type: none"> • PLC's • Teacher Led PD 	<ul style="list-style-type: none"> • Time
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FAMILY ENGAGEMENT TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Communication with parents 	<ul style="list-style-type: none"> • Volunteer opportunities

SUMMER PROGRAMMING TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> • Teacher participation • Credit recovery 	<ul style="list-style-type: none"> • Student participation

ADDITIONAL QUESTIONS

Of all that is important to us, what will we have to give up in order to survive and thrive moving forward?
It is important to us to focus on all areas of need when it comes to our students' education. Due to the pandemic, many of our students' social and emotional well being is not where it should be. Therefore, we must incorporate this into our instructional planning.

Of all that is important to us, what characteristics are essential to preserve moving forward to keep us from losing our values, capabilities and identity?

Aaron Cohn thrives on encouraging students to reach their full potential socially, emotionally and academically. Building relationships is key to this. We also look for ways for all students to be involved and feel a part of the Aaron Cohn community.

How does the vision for our school align with the district's vision? How does our vision communicate the limitless possibilities for our students?

Aaron Cohn has the same vision as the district, which is "to inspire and equip all students to achieve their unlimited potential".

PERSONALIZED LEARNING – Where are we as a school with the Core Four?

Our focus is on Targeted Instruction. We have a group of trailblazers who are leading this initiative. We also added approximately 8 additional teachers to this group to bring them on board and broaden personalized learning within our school. Due to the pandemic, there have been hindrances this school year. However, these teachers have worked hard to incorporate targeted instruction within the concurrent teaching models.

PERSONALIZED LEARNING – Where are we with preparation with our team to scale PL to the other teachers in the building?

The trailblazer teachers, along with our PL core team, will be the ones leading PL professional development.

What are our current monitoring processes for ensuring effectiveness and a return on investment?

The core PL team has created a no fail atmosphere so that teachers are willing to try new targeted instruction strategies. The PL core team observes teachers to offer feedback. Teachers

are also able to observe their peers to see PL in action. Teachers monitor student data regularly, as this is the forefront of our instruction.

What challenges/barriers do we foresee for the next 3 years? What can we proactively put in place to meet these challenges/ barriers? For elementary schools, how can we be proactive in ensuring students are proficient in Reading by the end of 3rd grade?

As a result of learning loss due to the pandemic, we anticipate learning gaps. We also anticipate social and emotional needs greater than what we have previously experienced. We will utilize data from screeners to identify students' learning and social/emotional needs, throughout the year. We have classes built into our master schedule to address students' academic needs. We also have time built in to address social emotional learning. .

How do we establish school-wide and classroom environments of trust, safety and belonging? Which characteristics of our culture and climate need to be preserved? Which characteristics need to change?

Aaron Cohn has a house system that creates a sense of community and belonging to the school for students and staff. Students and staff kick off each school year with a school wide house sorting/celebration. We also use PBIS to teach and model school wide and classroom expectations for Aaron Cohn.

What is our purpose and desired impact for school leaders, decision-making and collaborative teams?

Our purpose is to make data-driven decisions for the betterment of all stakeholders.

How do we incorporate community partnerships to help engage students in learning?

We have strong PIE partnerships with Pratt Whitney, CFA, Liberty Mutual, American Legion 33, and the Midland United Methodist Church. The PIE/PTO/LSC team meets monthly.

How do we differentiate professional development opportunities for staff while ensuring that we are being responsive to the needs of students?

Professional development needs are determined by teacher needs and requests. School leaders work collaboratively to ensure all teachers are supported to meet his/her needs for the betterment of our students, and school as a whole.

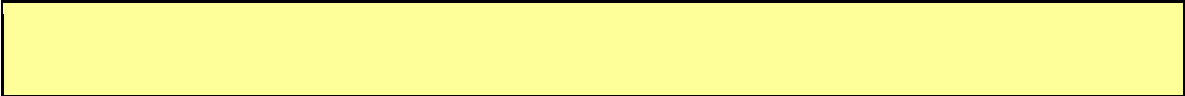
IDENTIFICATION/PRIORITIZATION OF NEEDS & ROOT CAUSE ANALYSIS

PRIORITIZED NEEDS					
Priority Order	Identified Need	How severe is the need?	Is the need trending better or worse over time?	Can root causes be identified?	Additional Considerations
1	Personalized Learning	High	No change	Yes	
2	PBIS in the Classroom	High	Better	Yes	Are there ways to increase individual student recognition
3	Differentiation	Medium	Better	Yes	We want to utilize PL to improve school wide differentiation strategies

4	Parental Involvement	Medium	Better	Yes	Due to the pandemic parental involvement was decreased. We would like to improve parent involvement at our school.
5		Choose an item.	Choose an item.	Choose an item.	
6		Choose an item.	Choose an item.	Choose an item.	
7		Choose an item.	Choose an item.	Choose an item.	
8		Choose an item.	Choose an item.	Choose an item.	
9		Choose an item.	Choose an item.	Choose an item.	
10		Choose an item.	Choose an item.	Choose an item.	

ROOT CAUSE ANALYSIS					
Overarching Need	Priority Order	Root Causes to be Addressed	This is a root cause & not a contributing symptom	This is something we can affect	Impacted Programs (Titles I-A, II-A, III-A, IV-A, SI, IDEA)

Targeted Instruction	1	Not all teachers are trained in Personalized Learning	X		
		Personalized learning was impacted this school year due to the pandemic			
		Professional learning on personalized learning was delayed due to the pandemic.			



PBIS in the Classroom	2	School wide expectations on how behavioral data should be collected was not uniformly implemented.			
		Professional learning on PBIS was impacted due to the pandemic.			



Differentiation	3				
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		<p>1. Due to several staff changes we need PD on Differentiation to ensure that all staff are utilizing differentiation strategies.</p>			
Due to					
Parental Involvement	4				
		<p>1. There was limited oppotunities for parents to be involved in school activities due to the pandemic.</p>			