

Comprehensive Needs Assessment 2021 School Report



Muscogee County School District
Northside High School

TEAM LEAD	
Name	Natalie Teasley
Title	Assistant Principal
Email	
Phone	
REQUIRED TEAM MEMBERS	
Name	Position/Role
Marty Richburg	Principal
Natalie Teasley	Assistant Principal or Dean
Sara Kraus	Teacher
Melissa Seckinger	Teacher
Casey Dial	SWD Teacher (when applicable)
	ESOL Teacher (when applicable)
	Paraprofessional
Barbra Lowe	Parent
Gina Todd	Parent
Garrett Todd	Student (HS only)
	Student (HS only)
	Business/Community Partner
	Business/Community Partner
ADDITIONAL TEAM MEMBERS	
Name	Position/Role
Sarah Winchester	Teacher
Jennifer Sparks Grizzard	Teacher
Chelsie Rogers	Teacher



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
CI-1 Planning for quality instruction	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	<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.	<input 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.	<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.
CI-2 Delivering quality instruction	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	<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.	<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.	<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.
CI-3 Monitoring Student Progress	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	<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.	<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.	<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.
CI-4 Refining the Instructional System	The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress	<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.	<input 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.	<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.

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 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 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.
EL-3 Ensuring high quality instruction in all classrooms	The structure of the leadership system that reduces the variability in the quality of instruction across all classrooms	<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 reduce the variability of the quality of instruction by the continual monitoring and support of evidence-based classroom practices.	<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-4 Managing the school and its resources	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.	<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 plan, direct, and monitor the use of available resources to effectively support increased student achievement.	<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-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 checked="" 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 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.

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.
PC-2 Developing staff	The structure of the professional capacity system that ensures the increasing quality of the staff's knowledge and skills	<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 implement and monitor the effectiveness of a professional learning system that supports specific targeted needs of individual teachers.	<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.
PC-3 Retaining staff	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	<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 support the placement, development, and retention of high-achieving staff.	<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.
PC-4 Ensuring staff collaboration	The structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all classrooms	<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 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.	<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.

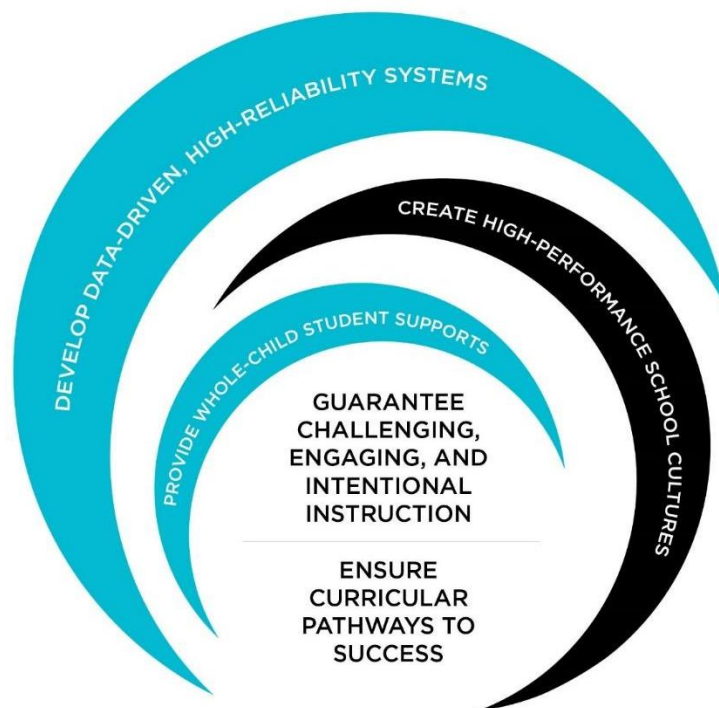
FAMILY & COMMUNITY ENGAGEMENT SYSTEM

Structure	Structure Description	Exemplary	Operational	Emerging	Not Evident
FCE-1 Welcoming all families/the community	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	<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.	✓ 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.	<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-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 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.	✓ 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.	✓ 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.
FCE-4 Empowering families	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	<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.	✓ 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.	<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-5 Sharing leadership with families/the community	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	<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 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.	✓ 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-6 Collaborating with the community	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	<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.	✓ 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	<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.

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 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, communicate, implement, and revise rules, policies, schedules, and procedures to maintain order and safety in a way that maximizes student learning and staff effectiveness.	<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-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 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 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.
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.

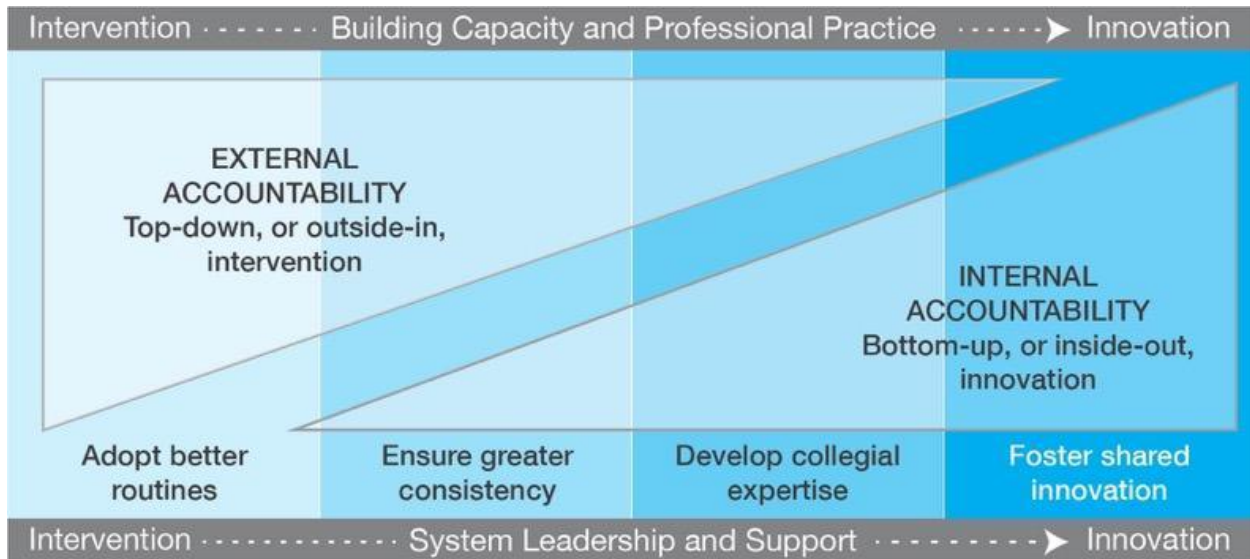
Curricular pathways to success. High-performing systems guarantee that every student, in every classroom, no matter what the aspirations, is provided with both challenging and personalized learning experiences that prepare each of them for life success.

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.

CHARTING A COURSE

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
<ul style="list-style-type: none"> ✓ All teachers are implementing state standards. <input 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. 	<ul style="list-style-type: none"> ✓ 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 type="checkbox"/> All teachers use district pacing guides. 	<ul style="list-style-type: none"> ✓ We collaborate to provide opportunities for students to engage in interest-driven and self-directed learning. ✓ 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. 	<ul style="list-style-type: none"> ✓ We collaborate to ensure learning is engaging for students at all levels. <input type="checkbox"/> Feedback from teachers and students guides curriculum adaptations.
<p>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.</p>			

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

Adopt Better Routines	Ensure Greater Consistency	Develop Collegial Expertise	Foster Shared Innovation
<ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> We implement the Gradual Release framework consistently in all classrooms. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> ✓ We have created/maintained a culture and climate conducive to learning. ☐ We offer early learning opportunities. ☐ We have a standardized approach for multi-tiered interventions. ☐ We have agreed upon expectations for behavior and learning. ☐ We engage in two-way, meaningful communication about student learning with families, staff and community. 	<ul style="list-style-type: none"> ✓ We build meaningful relationships with students and each other. ☐ We offer authentic opportunities for parent and family voice and engagement. ✓ We help students develop self-efficacy and growth mind-sets. ✓ We focus on behavior expectations that foster student success. 	<ul style="list-style-type: none"> ✓ 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. ✓ We collaborate to design and implement supports for a range of student needs. 	<ul style="list-style-type: none"> ✓ We collaborate with other institutions on the development of emerging research-informed programs. ✓ We align our curriculum with post-secondary systems (ex. technical, 4-year institutions) and help students access those programs. ✓ 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
<ul style="list-style-type: none"> ✓ 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. <input type="checkbox"/> We ensure all stakeholders are equal partners in decisions impacting students. 	<ul style="list-style-type: none"> ✓ 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. <input type="checkbox"/> We regularly discuss and celebrate progress toward shared goals. <input type="checkbox"/> We utilize Professional Learning Communities (PLCs) to drive collaboration. ✓ We empower families to be advocates for their children (and other children). 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. <input type="checkbox"/> 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
<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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).

SCHOOL GRADUATION RATE (High Schools Only)						
Year	# of Students		Graduation Rate Percentage			
2019-20	343		93.5			
2018-19	334		94.4			
2017-18	304		93			
GRADUATION RATE BY RACE/ETHNICITY (High Schools Only)						
Race/Ethnicity	2019-20		2018-19		2017-18	
	# of Students	Graduation Rate Percentage	# of Students	Graduation Rate Percentage	# of Students	Graduation Rate Percentage
American Indian/Alaskan	TFS	TFS	TFS	TFS	TFS	TFS
Asian/Pacific Islander	13	100	14	100	TFS	TFS
Black	95	91.4	93	94.9	84	94.4
Hispanic	22	91.7	19	95	26	89.7
Multi-Racial	18	85.7	24	92.3	20	95.2
White	193	95.1	184	93.9	164	92.7
GRADUATION RATE BY OTHER SUBGROUP (High Schools Only)						
Race/Ethnicity	2019-20		2018-19		2017-18	
	# of Students	Graduation Rate Percentage	# of Students	Graduation Rate Percentage	# of Students	Graduation Rate Percentage
Female	171	95	164	95.4	146	91.3
Male	172	92	170	93.4	158	94.6
Economically Disadvantaged	84	88.4	85	93.4	99	95.2
Not Economically Disadvantaged	259	95.2	249	94.7	205	91.9
Foster	TFS	TFS	TFS	TFS	TFS	TFS
Homeless	TFS	TFS	TFS	TFS	TFS	TFS
Limited English Proficient	TFS	TFS	TFS	TFS	TFS	TFS
Migrant	TFS	TFS	TFS	TFS	TFS	TFS
Military	38	97.4	71	96	26	89.7
Students w/ Disabilities	26	76.5	30	79	36	83.7
Students w/out Disabilities	317	95.2	304	96.2	268	94.4

This data can be found at <https://gosa.georgia.gov/report-card-dashboards-data/report-card>.

AVERAGE ACT SCORES (HIGHEST) – ALL STUDENTS (High Schools Only)					
Year	Test Component	Avg. National Score	Avg. State Score	Avg. District Score	Avg. School Score
2018-19	Composite	20.7	20.4	19.2	19.8
	English	20.1	19.8	18.4	19.5
	Mathematics	20.4	19.8	18.5	18.9
	Reading	21.2	21.3	20.2	20.6
	Science	20.6	20.4	19.1	19.7
	Writing Subscore	6.5	6.7	6.4	6.6
2017-18	Composite	20.8	21	19.6	20.9
	English	20.2	20.4	18.8	20.8
	Mathematics	20.5	20.4	19.1	19.8
	Reading	21.3	21.7	20.3	21.7
	Science	20.7	21	19.6	20.9
	Writing Subscore	6.5	6.9	6.5	7

This data can be found at <https://gosa.georgia.gov/report-card-dashboards-data/report-card>.

AVERAGE NEW SAT SCORES (HIGHEST) – ALL STUDENTS (<i>High Schools Only</i>)				
Year	Subject	Avg. State Score	Avg. District Score	Avg. School Score
2018-19	Evidence Based Reading & Writing	523	527	536
	Mathematics	504	502	513
	Reading	264	265	270
	Writing & Language	259	262	266
	Essay Analysis	3	3	4
	Essay Reading	5	5	5
	Essay Writing	5	5	5
2017-18	Evidence Based Reading & Writing	536	541	543
	Mathematics	516	513	502
	Reading	270	273	275
	Writing & Language	266	268	268
	Essay Analyses	4	4	3
	Essay Reading	5	5	5
	Essay Writing	5	5	5

This data can be found at <https://gosa.georgia.gov/report-card-dashboards-data/report-card>.

ADVANCED PLACEMENT (AP) EXAMS					
Year	Group	# of Tests Taken	# of Students Taking Tests	# of Test Scores 3 or Higher	% of Test Scores 3 or Higher
2018-19	School	480	492	182	38%
	District	3,032	1,573	1,682	55.5%
	State	151,279	83,605	92,155	60.9%
2017-18	School	492	508	156	32%
	District	3,150	1,772	1,551	49.2%
	State	155,818	87,150	92,954	59.7%

This data can be found at <https://gosa.georgia.gov/report-card-dashboards-data/report-card>.

ACHIEVE 3000						
Year	Grade Level	BOY Lexile	EOY Lexile	Lexile Gain	Avg. # of Articles/Week	Avg. Article Score
2020-21	9			71L	0.61	77.8%
	10			26L	0.24	70%
	11			66L	0.36	79%
	12			56L	0.26	83.5%

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 3/11/21)	9	242	35	221	66
	10	246	52	260	59
	11	265	34	258	32
	12	271	27	212	12

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REPORT CARDS - % OF STUDENTS WITH 3 OR MORE Fs		
Year	Grade Level	% of Students with 3 or More Fs
2020-21 (as of 3/11/21)		

DEMOGRAPHIC DATA

Denote student subgroups with a count of less than 15 as “TFS” (too few 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	1610	67.3	29.2	3.5	3.9
2018-19	1611	48.7	44.1	7.3	8.3
2017-18	1579	48.9	44.8	6.3	8.2

STUDENT ATTENDANCE – RACE/ETHNICITY						
Year	Race/Ethnicity	# of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More than 15 Days Absent (%)	Chronic Absenteeism (%)
2019-20	American Indian/Alaskan	3	TFS	TFS	TFS	0
	Asian/Pacific Islander	68	79.4	17.6	2.9	1.5
	Black	441	75.3	21.3	3.4	3.4
	Hispanic	154	63	31.8	5.2	5.8
	Multi-Racial	96	65.6	31.3	3.1	7.3
	White	848	63.2	33.5	3.3	3.7
2018-19	American Indian/Alaskan	4	TFS	TFS	TFS	25
	Asian/Pacific Islander	66	60.6	39.4	0	0
	Black	455	54.9	39.6	5.5	8.4
	Hispanic	134	46.3	47	6.7	8.2
	Multi-Racial	91	50.5	42.9	6.6	5.5
	White	861	44.7	46.5	8.8	9.2
2017-18	American Indian/Alaskan	6	TFS	TFS	TFS	33.3
	Asian/Pacific Islander	49	73.5	26.5	0	2.0
	Black	456	57	38.2	4.8	6.6
	Hispanic	119	53.8	42	4.2	4.2
	Multi-Racial	94	48.9	43.6	7.4	7.4
	White	855	42.5	50.1	7.5	9.9

STUDENT ATTENDANCE – OTHER SUBGROUPS						
Year	Other Subgroups	# of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More than 15 Days Absent (%)	Chronic Absenteeism (%)
2019-20	Female	803	67.5	29.9	2.6	2.6
	Male	807	67.2	28.5	4.3	5.2
	Economically Disadvantaged	441	63.5	31.3	5.2	3.9
	Limited English Proficient	21	71.4	28.6	0	0

	Students w/ Disability	191	61.3	31.9	6.8	7.9
	Students w/out Disability	1419	68.1	28.8	3	3.4
2018-19	Female	781	49.8	43.3	6.9	6.4
	Male	830	47.6	44.8	7.6	10.1
	Economically Disadvantaged	490	41.8	49	9.2	9.0
	Limited English Proficient	18	66.7	27.8	5.6	0
	Students w/ Disability	215	53.5	38.1	8.4	12.1
	Students w/out Disability	1396	47.9	45	7.1	7.7
2017-18	Female	778	48.7	45.6	5.7	7.5
	Male	801	49.1	43.9	7	9
	Economically Disadvantaged	507	42.6	48.3	9.1	8.5
	Limited English Proficient	5	TFS	TFS	TFS	20
	Students w/ Disability	217	52.5	36.4	11.1	13.4
	Students w/out Disability	1362	48.3	46.1	5.6	7.4

This data can be found at <https://qosa.georgia.gov/report-card-dashboards-data/report-card>.

STUDENT DISCIPLINE – ISS				
Total Student Count		2018	2019	2020
Total Student Count		216	234	192
Category	Subgroup	Discipline Rate %		
ISS 10 Days or Less NA = 0 – No Data Found TFS = <15 – Too Few Students	Minority	57.9	58.5	60.9
	American Indian/Alaskan	1.4	.4	TFS
	Asian	1.4	.4	TFS
	Other Pacific Islander	0	.4	TFS
	Black	42.6	41	44.3
	Hispanic	6.9	6.8	8.9
	Multi-Racial	5.6	8.5	TFS
	White	42.1	41.5	39.1
	Economically Disadvantaged	45.4	37.2	35.9
	English Language Learner	0	0	N/A
Students w/ Disabilities	14.8	14.1	14.1	
Total Student Count		2018	2019	2020
Total Student Count		TFS	TFS	N/A
Category	Subgroup	Discipline Rate %		
ISS More than 10 Days NA = 0 – No Data Found TFS = <15 – Too Few Students	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 w/ Disabilities	TFS	TFS	N/A	

STUDENT DISCIPLINE – OSS				
Total Student Count		2018	2019	2020
		111	124	94
Category	Subgroup	Discipline Rate %		
OSS 10 Days or Less <i>NA = 0 – No Data Found</i> <i>TFS = <15 – Too Few Students</i>	Minority	45.1	49.2	54.3
	American Indian/Alaskan	.9	.8	N/A
	Asian	.9	.8	N/A
	Other Pacific Islander	0	0	N/A
	Black	34.2	34.7	36.2
	Hispanic	4.5	5.6	TFS
	Multi-Racial	4.5	7.3	TFS
	White	55	50.8	45.7
	Economically Disadvantaged	44.1	30.6	39.4
	English Language Learner	0	0	N/A
Students w/ Disabilities	23.4	21.8	18.1	
STUDENT DISCIPLINE – OSS				
Total Student Count		2018	2019	2020
		TFS	TFS	TFS
Category	Subgroup	Discipline Rate %		
OSS More than 10 Days <i>NA = 0 – No Data Found</i> <i>TFS = <15 – Too Few Students</i>	Minority	TFS	TFS	TFS
	American Indian/Alaskan	TFS	TFS	N/A
	Asian	TFS	TFS	N/A
	Other Pacific Islander	TFS	TFS	N/A
	Black	TFS	TFS	TFS
	Hispanic	TFS	TFS	N/A
	Multi-Racial	TFS	TFS	N/A
	White	TFS	TFS	N/A
	Economically Disadvantaged	TFS	TFS	TFS
	English Language Learner	TFS	TFS	N/A
Students w/ Disabilities	TFS	TFS	TFS	

This data can be found at <https://gosa.georgia.gov/report-card-dashboards-data/report-card>.

BESS SCREENER (%)			
Year	Green – Normal Risk	Yellow – Elevated Risk	Red – Extremely Elevated Risk
2020-21	78	15	7

EMPLOYEE RETENTION (%)			
Year	Principal	Assistant Principal(s)	Teachers
2019-20			83
2018-19			82
2017-18			89

INEXPERIENCED TEACHERS (%)		
Year	Inexperienced Teachers (< 4 years)	Teachers Out-of-Field
2019-20	32	8

2018-19	28	9
2017-18	19	7

PERCEPTION DATA

STUDENT ENGAGEMENT SURVEY	
We See . . .	We Wonder . . .
<ul style="list-style-type: none"> → A significant percentage of students (~60%) did not complete the student response survey. → The majority of students look over notes right before assessments. → “Ritual compliance” seems apparent throughout student responses. → Students have the desire to stay off the radar. <ul style="list-style-type: none"> ◆ If students are given the option to avoid being noticed within survey questioning, they choose the option to avoid being noticed. → A large percentage of students indicated that they prefer taking easier classes if they are allowed to do so. → Approximately 25% of students indicated they don’t want to be at school. <ul style="list-style-type: none"> ◆ Alternately, approximately the same percentage of students felt that they were cared about at school. → Student perception of classroom procedures and behaviors differs significantly from teacher perception. 	<ul style="list-style-type: none"> → If mandating completion of the survey in the future would be a better policy to provide accurate reflection data. → How we can create a system of change to ensure students take assessments more seriously (and review prior to the day before an assessment). → How we can create a climate of learning to enhance student participation within the classroom environment and on surveys. → How we can move from a climate of “ritual compliance” to self-efficacy and growth mindset within the school environment.

STAFF SURVEY	
We See . . .	We Wonder . . .
<ul style="list-style-type: none"> → Within Teaching and Assessing for Learning, staff were less likely to strongly agree on teacher feedback, common grading, and collaboration. → Within Governance and Leadership, staff indicated that stakeholders may not be provided with consistent engagement and opportunities. 	<ul style="list-style-type: none"> → If staff members consistently participated in and communicated with their Professional Learning Communities (specifically Patriot Pods). → If teachers and staff members are consistently engaged in meeting expectations and procedures diligently.

FAMILY ENGAGEMENT SURVEY	
We See . . .	We Wonder . . .
<ul style="list-style-type: none"> → Survey responses only reflect approximately 10% of our overall population. → There is a disconnect within communication lines to parents and stakeholders. 	<ul style="list-style-type: none"> → What system(s) could be implemented in the future to increase the number of family survey responses. → The survey was more geared towards the needs of elementary (K-5) learners.

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"> ✓ Instruction and student progress monitoring ✓ Delivering quality instruction 	<ul style="list-style-type: none"> ✓ Collaborative planning within the classroom environment

GA SYSTEMS OF CONTINUOUS IMPROVEMENT EFFECTIVE LEADERSHIP SYSTEM TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Processes and Procedures ✓ Creating and maintaining climate and culture 	<ul style="list-style-type: none"> ✓ Cultivating and distributing leadership

GA SYSTEMS OF CONTINUOUS IMPROVEMENT PROFESSIONAL CAPACITY SYSTEM TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Developing and retaining staff 	<ul style="list-style-type: none"> ✓ Ensuring staff collaboration

GA SYSTEMS OF CONTINUOUS IMPROVEMENT FAMILY & COMMUNITY ENGAGEMENT SYSTEM TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Family and community ✓ Supporting student success; particularly through parent choice for student services 	<ul style="list-style-type: none"> ✓ Sharing leadership with families and the community

GA SYSTEMS OF CONTINUOUS IMPROVEMENT SUPPORTIVE LEARNING ENVIRONMENT SYSTEM TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Safe and orderly 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"> ✓ Using guidelines and curriculum supports ✓ Collaboration to ensure student engagement for all levels of learners 	<ul style="list-style-type: none"> ✓ Collaborative planning within the classroom environment

**MCREL'S WHAT MATTERS MOST FRAMEWORK
CHALLENGING, ENGAGING & INTENTIONAL INSTRUCTION TRENDS & PATTERNS**

Strengths	Challenges
<ul style="list-style-type: none"> ✓ Structure for improving instructional planning, common lesson planning template, evidence-based practices ✓ Support for struggling teachers ✓ Meeting the students where they are 	<ul style="list-style-type: none"> ✓ Formal and consistent implementation of Gradual Release

**MCREL'S WHAT MATTERS MOST FRAMEWORK
WHOLE CHILD STUDENT SUPPORTS TRENDS & PATTERNS**

Strengths	Challenges
<ul style="list-style-type: none"> ✓ Agreed upon expectations for behavior and learning that students understand 	<ul style="list-style-type: none"> ✓ MTSS ✓ Ensure that the community is returning with the same expectations that we left

**MCREL'S WHAT MATTERS MOST FRAMEWORK
HIGH PERFORMANCE SCHOOL CULTURES TRENDS & PATTERNS**

Strengths	Challenges
<ul style="list-style-type: none"> ✓ Conveys high expectations ✓ Students and staff are held accountable ✓ School purpose and values are articulated ✓ Staff connects work to student success ✓ Professional development opportunities are relevant and needed within the school community 	<ul style="list-style-type: none"> ✓ Using PLCs to drive collaboration ✓ Regularly discuss and celebrate progress towards shared goals

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

Strengths	Challenges
<ul style="list-style-type: none"> ✓ School-wide goals are articulated ✓ Formative and summative data informs decision-making ✓ Common protocols are in place for collecting and analyzing data 	<ul style="list-style-type: none"> ✓ Teachers are recognized and rewarded for developing expertise and applying innovative practices

STUDENT ACHIEVEMENT DATA TRENDS & PATTERNS

Strengths	Challenges
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<ul style="list-style-type: none"> ✓ Achievement is relatively consistent amongst most populations 	<ul style="list-style-type: none"> ✓ Students with Disabilities and Multiracial demographic groups are consistently decreasing in graduation rate over time ✓ Sophomores during the 2020-2021 school year are experiencing higher failure rates due to instructional challenges associated with the pandemic
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DEMOGRAPHIC DATA TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Graduation rates are consistent across demographics 	<ul style="list-style-type: none"> ✓ Attendance across all demographics, ACT/SAT and AP scores

PERCEPTION DATA TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Community, family, relationships and quality instruction 	<ul style="list-style-type: none"> ✓ Communication, common planning, ritual compliance to grit and perseverance

ECONOMICALLY DISADVANTAGED TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Discipline Incidents have decreased, Attendance has improved 	<ul style="list-style-type: none"> ✓ Graduation Rate

SPECIAL EDUCATION TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Decrease in Discipline, Improved Attendance 	<ul style="list-style-type: none"> ✓ Graduation Rate

ENGLISH LEARNERS TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ TFS 	<ul style="list-style-type: none"> ✓ TFS

PROFESSIONAL DEVELOPMENT TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Total inclusion of whole staff, buy in from staff, and addressing areas of concern 	<ul style="list-style-type: none"> ✓ Developing Professional Development with data that is not valid or reliable because of the Pandemic.

FAMILY ENGAGEMENT TRENDS & PATTERNS	
Strengths	Challenges
<ul style="list-style-type: none"> ✓ Culture and Climate, feeling a sense of belonging 	<ul style="list-style-type: none"> ✓ Communication across all areas of school

SUMMER PROGRAMMING TRENDS & PATTERNS

Strengths	Challenges
✓ Students are able to make up credits missed during the school year.	✓ Student attendance and importance of credit recovery. Communication with parents and students on importance of credit recovery.

ADDITIONAL QUESTIONS

Of all that is important to us, what will we have to give up in order to survive and thrive moving forward?

Time - We believe that in order to regain a foothold on our current students, we will have to use time to assess students' current mastery of content. We will also have to use time to address learning gaps and reteach proper behavior and expectations.

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?

Expectations, Culture and Climate

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

We want our students to leave here with full option graduation. We want them to have all of their options available to them so that they can take the skills and knowledge that they have built here at Northside to get them to where they dream to be.

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

We have focused on Student Reflection and Ownership over the past few years. We have started targeting instruction using data before the pandemic hit.

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

We have started to spread throughout our building through our professional development. We want our reflection and ownership to be more pervasive moving forward.

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

Teachers are required to submit reflection and goal setting forms for their students. They target a specific % of students to have crucial conversations which drive goal setting and performance.

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?

Learning gaps and student persistence or grit. Students being ritually compliant and not pushing themselves toward academic excellence. Pre-Assessments and teaching a growth mindset through goal setting, monitoring and implementing strategies to reach potential.

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?

You establish trust through relationships. These relationships begin early in the school year. Teachers do not accept behaviors that are counterproductive to goals which are set by the student. We have to remain positive and continue to foster the type of culture and climate Northside has become accustomed. Apathy and settling for the status quo because we do not want to exert the energy and time to be great needs to change.

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

To create an environment where all are known and valued. We want to create a space where members can collaboratively plan, to check in to ensure that we are on the correct pace, to check in to ensure members are not overwhelmed, and to communicate better with stakeholders.

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

We can use partnerships to create real life experiences which will in turn allow students to be better prepared to enter the workforce or a college and career.

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

We have to develop the opportunities with each discipline in mind. We have to answer the question: How will this PD work in an X setting. How can this PD be utilized to improve instruction across all disciplines.

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	Communication	High	Worse	Yes	
2	Self-Regulation	High	Worse	Yes	
3	Professional Learning Communities	Medium	Worse	Yes	Hard to meet in recent year
4	Data Driven Decisions	High	N/A	No	Not reliable or valid
5	Attendance	Medium	N/A	No	Not reliable or valid
6	Graduation Rate	Medium	No Change	No	
7	Growth Mindset	High	Worse	Yes	
8	ACT/SAT	Medium	No Change	No	
9					
10					

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)
Self-Regulation	1	Attendance	Yes	Yes	
		Growth Mindset	Yes	Yes	
		Experience/Exposure	Yes	Yes	
Communication	2	2nd Order Change- pandemic breakdown	Yes	Yes	
		Collaboration	Yes	Yes	
		Non-traditional student (DE and WBL)	Yes	Yes	
Data Driven Decisions	3	Changes due to pandemic related issues	Yes	Yes	
		Lack of data alignment with school needs	Yes	Yes	
		Teacher application	Yes	Yes	