



# School Improvement Plan

## 2021 – 2024

<b>General Improvement Plan Information</b>	
School	Northside High School
Principal	Martin Richburg
SIP Team Lead	Natalie Teasley
Grades Served	9-12
<b>Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box</b>	
<input type="checkbox"/> Community Eligibility Provision (CEP) <input type="checkbox"/> Free/Reduced Meal Application	
<b>Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box</b>	
<input type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	



### TEAM MEMBERS

*The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Schools must ensure they are incorporating a paraprofessional in the process.*

Name	Position
Marty Richburg	Principal
Natalie Teasley	Assistant Principal or Dean
Chelsie Rogers	Teacher
Melissa Seckinger	Teacher
Casey Dial	SWD Teacher (when applicable)
	ESOL Teacher (when applicable)
Shea Owens	Paraprofessional
Barbara Lowe	Parent
Gina Todd	Parent
Garrett Todd	Student (HS only)
Ava Clay	Student (HS only)
Pratt Whitney	Business/Community Partner
Chick-fil-A	Business/Community Partner

### ADDITIONAL TEAM MEMBERS

Name	Position
Sarah Winchester	Teacher
Sara Kraus	Teacher
Jennifer Sparks Grizzard	Teacher

#### How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

The SIP will be posted on the school website after the initial implementation; the document will also be shared at the PTO Open House. The SIP team will provide stakeholders with the opportunity to communicate throughout the implementation process through surveys and direct feedback.

### OUR SCHOOL MISSION

Our mission is to inspire and equip all students to achieve unlimited potential.

### OUR SCHOOL VISION

The MCSD is a beacon of educational excellence where all are known, valued, and inspired.

### OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Self-Regulation	Attendance Growth Mindset Experience/Exposure	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Communication	2nd Order Change- pandemic breakdown Collaboration Non-traditional student (DE and WBL)	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
3. Data Driven Decisions	Changes due to pandemic related issues Lack of data alignment with school needs Teacher application	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate

## IMPORTANT

*As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.*

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 <sup>st</sup> & 2 <sup>nd</sup> year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress ( <i>applies to all 4 goals</i> )	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.

2. Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

<b>2021 – 2024 OVERARCHING NEEDS &amp; GOALS</b>	
District Overarching Need	SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Self-Regulation	By May 2024, 100% of teachers will be trained in two areas of the Core Four for Personalized Learning, Data-Driven Decisions and Student Reflections and Ownership, and will implement with 90% fidelity as evidenced through submitted lesson plans and 1-1 student-teacher conference logs.
Communication	By May 2024, 100% of teachers will be trained on processes and procedures to improve collaborative and stakeholder communication with 80% effective implementation as evidenced by increased student attendance, a reduction in disciplinary referrals, and increased student self-reflection and ownership.

## SHORT TERM ACTION PLAN

**FALL 2021**

Goal:	By May 2024, 100% of teachers will be trained in two areas of the Core Four for Personalized Learning, Data-Driven Decisions and Student Reflections and Ownership, and will implement with 90% fidelity as evidenced through submitted lesson plans and 1-1 student-teacher conference logs.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Teachers will be instructed by leadership team members on student reflection and ownership of the core 4.	Strong	Teachers		Sheryl Green	October 12	Reflection Forms	Not Started
	Intended Outcomes:	Teachers have a better understanding of how student reflection and ownership ties in with self-regulation.					
Leadership team members will instruct teachers on student reflection sheet instructional uses.	Strong	Teachers		SIP Team Members	October 12	Canvas Module	Not Started
	Intended Outcomes:	Teachers will have an understanding as to how to implement the student reflection forms in class.					
Students will complete 1 reflection form for each of their classes during 1 <sup>st</sup> Period Class.		Students		1 <sup>st</sup> Period Teachers	October 13-15	Google Docs Canvas Submissions	Not Started
	Intended Outcomes:	Students will reflect, set goals and monitor progress towards those goals throughout the school year.					
		Students		Teachers	November - May	Google Docs	Not Started

Teachers will conference with a targeted 20% of their students.	Intended Outcomes:	Teachers will be able to monitor closely a targeted group of students in order to help those students reach specific and targeted goals in which they developed.				Canvas Submissions	
Teachers will meet with departments to discuss progress of reflections and communication efforts to determine next steps.		Teachers		Department Chairs	January 3	Discipline, Attendance and SRL Forms	Not Started
	Intended Outcomes:	Teachers will meet to discuss communication and self-regulatory behaviors in January. The purpose of the meeting will be to discuss student participation, look at achievement, discipline and attendance data to determine if efforts need to be adjusted moving into the 2 <sup>nd</sup> Semester.					
Teachers use multiple sources of data to inform academic and behavioral decisions.		Students		Teachers	Nov-May	Discipline, Attendance and SRL Forms	Not Started
	Intended Outcomes:	Teachers will tier students based on data-driven decisions, will identify targeted students for conferencing, and will schedule/record conferences.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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**SHORT TERM ACTION PLAN**

**SPRING 2022**

<b>Goal:</b> By May 2024, 100% of teachers will be trained on processes and procedures to improve collaborative and stakeholder communication with 80% effective implementation as evidenced by increased student attendance, a reduction in disciplinary referrals, and increased student self-reflection and ownership.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Admin will review the policies and procedures for 2021-2022 with teachers.	Strong	Teachers		Natalie Teasley	August 5	Pre/Post Assessment	Not Started
	Intended Outcomes:	Teachers will be trained in processes and procedures to better communicate expectations for students to ensure student success.					
Teachers will instruct students on policies and procedures for 2021-2022.	Strong	Students		ILT Teachers	August 19	Pre/Post Assessment	Not Started
	Intended Outcomes:	Students will be trained by teachers on policies and procedures to communicate expectations for students to ensure success.					
Northside High School will implement a new school wide App for communicating with all stakeholders.	Strong	Students, Faculty, Families	General Fund	Marty Richburg	January 1	Successful Downloads	Not Started
	Intended Outcomes:	Community members will download the Northside App to be better informed of all timelines, dates, events and student/parent notifications in order to provide another outlet of communication.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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## SHORT TERM ACTION PLAN

**FALL 2022**

Goal:							
By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
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	Intended Outcomes:						Choose an item.
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## SHORT TERM ACTION PLAN

**Spring 2023**

Goal:							
By July 2022, all MCS D schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
							Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.
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If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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## SHORT TERM ACTION PLAN

**FALL 2023**

Goal:							
By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
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## SHORT TERM ACTION PLAN

**Spring 2024**

Goal:							
By July 2022, all MCS D schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
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## YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Policies and Procedures	Communication / Self-Regulation		Pre/Post Assessment
PD Day #2	Instructional Core Four	Self-Regulation		Reflection Sheet
PD Day #3	Reflection Sheet	Self-Regulation		Reflection Data
Additional PD				

## YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1				
PD Day #2				
PD Day #3				
Additional PD				

## YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1				
PD Day #2				
PD Day #3				
Additional PD				

## REQUIRED QUESTIONS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

The plan was developed by a group of stakeholders that looked extensively at achievement data, surveys, qualitative and quantitative data to ensure a big picture was analyzed to form the laser focused plan.

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

The plan specifically addresses this by communicating expectations to all stakeholders early and often. The plan also addresses this by targeting a specific % of students that teachers will have 1-1 conversations on a regular basis to ensure those students stay focused on their developed goal.

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

We use the Title IV money to fund our ACT Boot Camp which is a concern that was seen in the data from our Certified Needs Assessment.

Describe how the school will support, coordinate and integrate services with middle schools, including strategies for 8<sup>th</sup> grade students in the transition from middle school to high school.

Also, describe what supports and/or services will be put into place to support 12<sup>th</sup> grade students in their transition to college or career.

We hold transition meetings with our learning support students each year that move from 8<sup>th</sup> grade to 9<sup>th</sup> grade. We hold a magnet open house for perspective 8<sup>th</sup> grade students to showcase all that Northside has to offer each year. We also allow our 8<sup>th</sup> grade students to choose classes via a google document that is sent to each incoming 9<sup>th</sup> grade student.

Our graduating students are taken through several career interest inventories to help them choose a college or career path. Students are also a part of an advisement group that discusses transcripts and different pathways to college and career. We also have a large number of our students participating in the Dual Enrollment program with Columbus State University, Columbus Technical College and Georgia Military College.