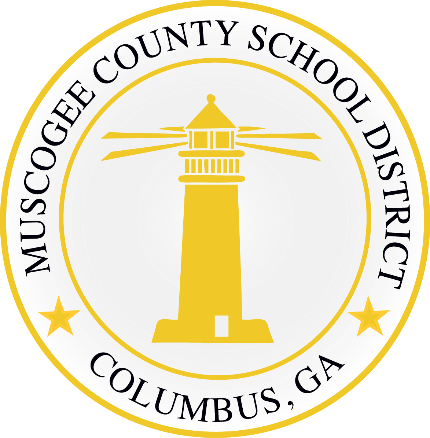
**Comprehensive Needs Assessment**

**2021 School Report**



**Muscogee County School District**

G.W. Carver High School

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| --- | --- | --- |
| **TEAM LEAD** | | |
| Name | Roxanne N. Jarrett | |
| Title | Academic Coach | |
| Email | [Jarrett.roxanne.n@muscogee.k12.ga.us](mailto:Jarrett.roxanne.n@muscogee.k12.ga.us) | |
| Phone | 706-748-4001 | |
| **REQUIRED TEAM MEMBERS** | | |
| **Name** | | **Position/Role** |
| Christopher B. Lindsey | | Principal |
| Michelle Holloway | | Assistant Principal or Dean |
| Wendy Henderson | | Academic Coach |
| Caneisha Harbison | | Teacher |
| Chastity Boyd | | Teacher |
| David Evans | | SWD Teacher (when applicable) |
| N/A | | ESOL Teacher (when applicable) |
| Phineas Johnson | | Paraprofessional |
| Glenda Harris | | Family Engagement Representative |
| Jennifer Olgetree | | Parent |
|  | | Parent |
|  | | Student (HS only) |
|  | | Student (HS only) |
|  | | Business/Community Partner |
|  | | Business/Community Partner |
| Steven Olive | | GaDOE (SI schools only) |
|  | | RESA (SI schools only) |
| **ADDITIONAL TEAM MEMBERS** | | |
| **Name** | | **Position/Role** |
| Mario Nazien | | Teacher |
| Tandra Holyfield | | Teacher |
| Mortimer Floyd | | 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 | 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. | 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. | 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. | 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 | 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. | 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. | 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. | 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 | 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. | 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. | 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. | 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 | 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. | 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. | 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. | Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure. |

**EFFECTIVE LEADERSHIP SYSTEM**

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| **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 | 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 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. | 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. | 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 | 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 principal to engage the entire staff in shared decision-making and problem-solving in order to build leadership capacity. | 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. | 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 | 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 leadership to reduce the variability of the quality of instruction by the continual monitoring and support of evidence-based classroom practices. | 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. | 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. | 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 principal to plan, direct, and monitor the use of available resources to effectively support increased student achievement. | 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. | 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 | 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 leadership to methodically, intentionally, and effectively improve the systems, structures, and processes of the school in order to positively impact student outcomes. | 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. | Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure. |

**PROFESSIONAL CAPACITY SYSTEM**

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| **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 | 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 leadership to collaborate with the district to recruit, interview, and hire new staff members. | 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. | 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 | 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 leadership to implement and monitor the effectiveness of a professional learning system that supports specific targeted needs of individual teachers. | 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. | 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 | 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 leadership to support the placement, development, and retention of high-achieving staff. | 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. | 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 | 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 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. | 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. | Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure. |

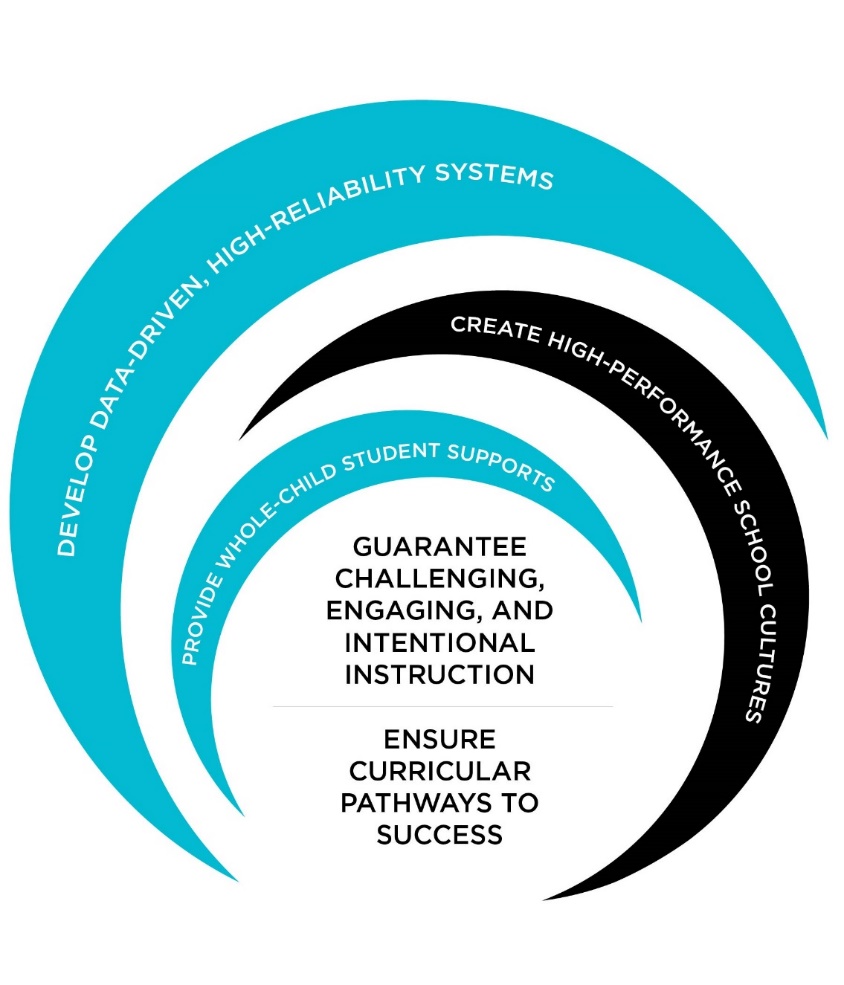
**FAMILY & COMMUNITY ENGAGEMENT SYSTEM**

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| **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 | 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. | 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. | 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 | 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 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. | 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 | 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. | 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. | 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 | 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. | 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. | 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 | 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 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. | 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 | 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 opportunities and services for students. | 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. | Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure. |

**SUPPORTIVE LEARNING ENVIRONMENT SYSTEM**

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| **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 | 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 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. | 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. | 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 | 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 leadership and staff to develop, implement, and monitor a multi-tiered system of supports to meet students’ unique whole-child needs. | 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. | 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 | 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 support a student learning community that encompasses healthy behavioral and academic norms. | 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. | 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

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Description automatically generated

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.
5. **CHARTING A COURSE**
6. *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.*

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| **Charting a Course Reflection Tool:**  **CURRICULAR PATHWAYS TO SUCCESS** | | | |
| **Adopt Better Routines** | **Ensure Greater Consistency** | **Develop Collegial Expertise** | **Foster Shared Innovation** |
| All teachers are implementing state standards.  We collaboratively plan what students should know & do, determine how students will show they “know” the content & can “do a skill or performance task. | We consistently use the adopted curriculum supports to help teach standards (ex. Achieve 3000, IXL Math, etc).  Model classrooms are identified and utilized for teacher-to-teacher observations (live observations and/or video).  All teachers use district pacing guides. | 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. | We collaborate to ensure learning is engaging for students at all levels.  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. | | | |

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| **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. | | | |

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| **Charting a Course Reflection Tool:**  **WHOLE CHILD STUDENT SUPPORTS** | | | |
| **Adopt Better Routines** | **Ensure Greater Consistency** | **Develop Collegial Expertise** | **Foster Shared Innovation** |
| 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. | 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. | 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. | 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.** | | | |

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| **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. | | | |

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| **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).*

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| **SCHOOL GRADUATION RATE (*High Schools Only*)** | | | | | | | | |
| Year | | # of Students | | | | Graduation Rate Percentage | | |
| **2019-20** | | 203 | | | | 92.3% | | |
| **2018-19** | | 245 | | | | 88.5% | | |
| **2017-18** | | 227 | | | | 86.3% | | |
| **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** | TFS | | TFS | TFS | TFS | | TFS | TFS |
| **Black** | 192 | | 92.8% | 233 | 88.9% | | 206 | 86.6% |
| **Hispanic** | TFS | | TFS | TFS | TFS | | TFS | TFS |
| **Multi-Racial** | TFS | | TFS | TFS | TFS | | TFS | TFS |
| **White** | TFS | | TFS | TFS | TFS | | TFS | TFS |
| **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** | 120 | | 95.2% | 139 | 95.9% | | 127 | 91.4% |
| **Male** | 83 | | 88.3% | 106 | 80.3% | | 100 | 80.7% |
| **Economically Disadvantaged** | 203 | | 92.3% | 245 | 88.5% | | 227 | 86.3% |
| **Not Economically Disadvantaged** | TFS | | TFS | TFS | TFS | | TFS | TFS |
| **Foster** | TFS | | TFS | TFS | TFS | | TFS | TFS |
| **Homeless** | 21 | | 95.5% | 18 | 81.8% | | 10 | 71.4% |
| **Limited English Proficient** | TFS | | TFS | TFS | TFS | | TFS | TFS |
| **Migrant** | TFS | | TFS | TFS | TFS | | TFS | TFS |
| **Military** | TFS | | TFS | 13 | 100% | | TFS | TFS |
| **Students w/ Disabilities** | 36 | | 83.7% | 31 | 66% | | 33 | 76.7% |
| **Students w/out Disabilities** | 167 | | 94.4% | 214 | 93% | | 194 | 88.2% |

*This data can be found at* [*https://gosa.georgia.gov/report-card-dashboards-data/report-card*](https://gosa.georgia.gov/report-card-dashboards-data/report-card)*.*

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| **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 | 16.7 |
| **English** | 20.1 | 19.8 | 18.4 | 15.2 |
| **Mathematics** | 20.4 | 19.8 | 18.5 | 16.1 |
| **Reading** | 21.2 | 21.3 | 20.2 | 17.8 |
| **Science** | 20.6 | 20.4 | 19.1 | 17.1 |
| **Writing Subscore** | 6.5 | 6.7 | 6.4 | 6.4 |
|  | | | | | |
| **2017-18** | **Composite** | 20.8 | 21 | 19.6 | 16.0 |
| **English** | 20.2 | 20.4 | 18.8 | 14.1 |
| **Mathematics** | 20.5 | 20.4 | 19.1 | 16.5 |
| **Reading** | 21.3 | 21.7 | 20.3 | 16.4 |
| **Science** | 20.7 | 21 | 19.6 | 16.6 |
| **Writing Subscore** | 6.5 | 6.9 | 6.5 | 6.2 |

*This data can be found at* [*https://gosa.georgia.gov/report-card-dashboards-data/report-card*](https://gosa.georgia.gov/report-card-dashboards-data/report-card)*.*

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| **AVERAGE NEW SAT SCORES (HIGHEST) – ALL STUDENTS (*High Schools Only*)** | | | | |
| **Year** | **Subject** | **Avg. State Score** | **Avg. District Score** | **Avg. School Score** |
| **2018-19** | **Evidence Based Reading & Writing** | 523 | 527 | 474 |
| **Mathematics** | 504 | 502 | 439 |
| **Reading** | 264 | 265 | 240 |
| **Writing & Language** | 259 | 262 | 234 |
| **Essay Analysis** | 3 | 3 | 3 |
| **Essay Reading** | 5 | 5 | 4 |
| **Essay Writing** | 5 | 5 | 5 |
|  | | | | |
| **2017-18** | **Evidence Based Reading & Writing** | 536 | 541 | 475 |
| **Mathematics** | 516 | 513 | 438 |
| **Reading** | 270 | 273 | 246 |
| **Writing & Language** | 266 | 268 | 229 |
| **Essay Analyses** | 4 | 4 | TFS |
| **Essay Reading** | 5 | 5 | TFS |
| **Essay Writing** | 5 | 5 | TFS |

*This data can be found at* [*https://gosa.georgia.gov/report-card-dashboards-data/report-card*](https://gosa.georgia.gov/report-card-dashboards-data/report-card)*.*

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| **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** | 108 | 243 | 8 | 7.4% |
| **District** | 3,032 | 1,573 | 1,682 | 55.5% |
| **State** | 151,279 | 83,605 | 92,155 | 60.9% |
|  | | | | | |
| **2017-18** | **School** | 116 | 245 | 12 | 10.3% |
| **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*](https://gosa.georgia.gov/report-card-dashboards-data/report-card)*.*

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| **ACHIEVE 3000** | | | | | | |
| **Year** | **Grade Level** | **BOY Lexile** | **EOY Lexile** | **Lexile Gain** | **Avg. # of Articles/Week** | **Avg. Article Score** |
| **2020-21** | **9** | 740L | 795L | 54L | 1.08 | 71.4 |
| **10** | 881L | 974L | 93L | 1.33 | 75.9 |
| **11** | 946L | 1044L | 98L | 1.39 | 78.2 |
| **12** | 998L | 1145L | 147L | 1.93 | 79.5 |
|  | | | | | | |
| 2019-20 |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  | | | | | | |
| 2018-19 |  |  |  |  |  |  |
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| **LEXIA** | | | | |
| Year | Grade Level | % Below Grade Level | % On Grade Level | % Above Grade Level |
| 2020-21 |  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
|  | | | | |
| 2019-20 |  |  |  |  |
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| 2018-19 |  |  |  |  |
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| --- | --- | --- | --- | --- |
| **IXL MATH DIAGNOSTIC (%)** | | | | |
| Year | Grade Level | Below Grade Level | On Grade Level | Above Grade Level |
| 2020-21 |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | | | | |
| 2019-20 |  |  |  |  |
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| **STAR 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 |  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |
|  | | | | | |
| 2019-20 |  |  |  |  |  |
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| --- | --- | --- | --- | --- | --- |
| **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 |  |  |  |  |  |
|  |  |  |  |  |
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| 2019-20 |  |  |  |  |  |
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| **REPORT CARDS – PROFICIENT/FAILURE RATES (%)** | | | | | |
| **Year** | **Grade Level** | **ELA**  ***(Include data from all Reading/ELA courses)*** | | **Math**  ***(Include data from all Math courses)*** | |
| **Proficient (>80/B)** | **Failure (<69)** | **Proficient (>80/B)** | **Failure (<69)** |
| **2020-21**  (as of 3/11/21) | **9** | 41% | 49% | 37% | 50% |
| **10** | 48% | 37% | 47% | 43% |
| **11** | 46% | 6% | 29% | 47% |
| **12** | 40% | 21% | 36% | 16% |
|  | | | | | |
| 2019-20 |  |  |  |  |  |
|  |  |  |  |  |
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| 2018-19 |  |  |  |  |  |
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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) | **9** | 47% |
| **10** | 37% |
| **11** | 41% |
| **12** | 18% |
|  | | |
| 2019-20 |  |  |
|  |  |
|  |  |
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|  | | |
| 2018-19 |  |  |
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**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** | | 974 | | 53.29% | | 33.98% | | 12.73% | | 15.6% | |
| **2018-19** | | 1058 | | 35.26% | | 41.3% | | 23.44% | | 25.5% | |
| **2017-18** | | 1263 | | 35.63% | | 38.8% | | 25.57% | | 26.9% | |
| **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** | | 1 | | TFS | | TFS | | TFS | | 0% |
| **Asian/Pacific Islander** | | 2 | | TFS | | TFS | | TFS | | 0% |
| **Black** | | 894 | | 53.6% | | 13.0% | | 33.4% | | 15.3% |
| **Hispanic** | | 33 | | 45.5% | | 15.2% | | 39.4% | | 21.2% |
| **Multi-Racial** | | 16 | | 50.0% | | 0.0% | | 50.0% | | 0.0% |
| **White** | | 28 | | 57.1% | | 10.7% | | 32.1% | | 28.6% |
| **2018-19** | **American Indian/Alaskan** | | NA | | NA | | NA | | NA | | NA |
| **Asian/Pacific Islander** | | NA | | NA | | NA | | NA | | NA |
| **Black** | | 985 | | 35.4% | | 23.5% | | 41.1% | | 24.9% |
| **Hispanic** | | 40 | | 35.0% | | 22.5% | | 42.5% | | 27.5% |
| **Multi-Racial** | | 12 | | 25.0% | | 25.0% | | 50.0% | | NA |
| **White** | | 21 | | 33.0% | | 23.8% | | 42.9% | | NA |
| **2017-18** | **American Indian/Alaskan** | | NA | | NA | | NA | | NA | | NA |
| **Asian/Pacific Islander** | | 1 | | TFS | | TFS | | TFS | | TFS |
| **Black** | | 1169 | | 35.9% | | 25.5% | | 38.6% | | 26.6% |
| **Hispanic** | | 42 | | 26.2% | | 28.6% | | 45.2% | | 31.0% |
| **Multi-Racial** | | 21 | | 23.8% | | 28.6% | | 47.6% | | 42.9% |
| **White** | | 30 | | 46.7% | | 20.0% | | 33.3% | | 23.3% |
| **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** | | 509 | | 50.9% | | 35.4% | | 13.8% | | 15.7% |
| **Male** | | 465 | | 55.9% | | 32.5% | | 11.6% | | 15.5% |
| **Economically Disadvantaged** | | 974 | | 53.3% | | 34.0% | | 12.7% | | 15.6% |
| **Limited English Proficient** | | 2 | | TFS | | TFS | | TFS | | 50.0% |
| **Students w/ Disability** | | 188 | | 46.8% | | 35.6% | | 17.6% | | 25.0% |
| **Students w/out Disability** | | 786 | | 54.8% | | 33.6% | | 11.6% | | 13.4% |
| **2018-19** | **Female** | | 556 | | 32.6% | | 41.5% | | 25.9% | | 27.7% |
| **Male** | | 502 | | 38.2% | | 41.0% | | 20.7% | | 23.1% |
| **Economically Disadvantaged** | | 1058 | | 35.3% | | 41.3% | | 23.4% | | 25.5% |
| **Limited English Proficient** | | 3 | | TFS | | TFS | | TFS | | 33.3% |
| **Students w/ Disability** | | 210 | | 26.7% | | 41.0% | | 32.4% | | 36.2% |
| **Students w/out Disability** | | 848 | | 37.4% | | 41.4% | | 21.2% | | 22.9% |
| **2017-18** | **Female** | | 661 | | 32.7% | | 42.1% | | 25.3% | | 26.2% |
| **Male** | | 602 | | 38.9% | | 35.2% | | 25.9% | | 27.7% |
| **Economically Disadvantaged** | | 1263 | | 35.6% | | 38.8% | | 25.6% | | 26.9% |
| **Limited English Proficient** | | 2 | | TFS | | TFS | | TFS | | 0.0% |
| **Students w/ Disability** | | 232 | | 30.6% | | 34.1% | | 35.3% | | 37.5% |
| **Students w/out Disability** | | 1031 | | 36.8% | | 39.9% | | 23.4% | | 24.5% |

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| **STAFF ATTENDANCE – CERTIFIED** | | | | | |
| Year | # of Staff | SICK/PERSONAL LEAVE | | PROFESSIONAL DEVELOPMENT | |
| # of Total Days Out | % of Total Contract Days | # of Total Days Out | % of Total Contract Days |
| 2019-20 |  |  |  |  |  |
| 2018-19 |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |
| **STAFF ATTENDANCE – CLASSIFIED** | | | | | |
| Year | # of Staff | SICK/PERSONAL LEAVE | | PROFESSIONAL DEVELOPMENT | |
| # of Total Days Out | % of Total Contract Days | # of Total Days Out | % of Total Contract Days |
| 2019-20 |  |  |  |  |  |
| 2018-19 |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |

*Available in district provided CPI data*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT DISCIPLINE – ISS** | | | | |
| **Total Student Count** | | **2018** | **2019** | **2020** |
| TFS | 20 | TFS |
| Category | **Subgroup** | **Discipline Rate %** | | |
| **ISS 10 Days or Less**  *NA = 0 – No Data Found*  *TFS = <15 – Too Few Students* | **Minority** | TFS | 100% | TFS |
| **American Indian/Alaskan** | TFS | 0% | NA |
| **Asian** | TFS | 0% | NA |
| **Other Pacific Islander** | TFS | 0% | NA |
| **Black** | TFS | 95% | TFS |
| **Hispanic** | TFS | 5% | NA |
| **Multi-Racial** | TFS | 0% | NA |
| **White** | TFS | 0% | NA |
| **Economically Disadvantaged** | TFS | 100% | TFS |
| **English Language Learner** | TFS | 0% | NA |
| **Students w/ Disabilities** | TFS | 30% | TFS |
|  | | | | |
| **Total Student Count** | | **2018** | **2019** | **2020** |
| NA | TFS | NA |
| **Category** | **Subgroup** | **Discipline Rate %** | | |
| **ISS More than 10 Days**  *NA = 0 – No Data Found*  *TFS = <15 – Too Few Students* | **Minority** | NA | TFS | NA |
| **American Indian/Alaskan** | NA | TFS | NA |
| **Asian** | NA | TFS | NA |
| **Other Pacific Islander** | NA | TFS | NA |
| **Black** | NA | TFS | NA |
| **Hispanic** | NA | TFS | NA |
| **Multi-Racial** | NA | TFS | NA |
| **White** | NA | TFS | NA |
| **Economically Disadvantaged** | NA | TFS | NA |
| **English Language Learner** | NA | TFS | NA |
| **Students w/ Disabilities** | NA | TFS | NA |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT DISCIPLINE – OSS** | | | | |
| **Total Student Count** | | **2018** | **2019** | **2020** |
| 139 | 82 | 72 |
| Category | Subgroup | **Discipline Rate %** | | |
| **OSS 10 Days or Less**  *NA = 0 – No Data Found*  *TFS = <15 – Too Few Students* | **Minority** | 99.3% | 97.6% | 94.4% |
| **American Indian/Alaskan** | 0% | 0% | NA |
| **Asian** | 0% | 0% | NA |
| **Other Pacific Islander** | 0% | 0% | NA |
| **Black** | 95% | 93.9% | 91.7% |
| **Hispanic** | 2.9% | 2.4% | TFS |
| **Multi-Racial** | 1.4% | 1.2% | NA |
| **White** | 0.7% | 2.4% | TFS |
| **Economically Disadvantaged** | 100% | 100% | 100% |
| **English Language Learner** | 0% | 0% | NA |
| **Students w/ Disabilities** | 25.9% | 22% | 34.7% |
|  | | | | |
| **Total Student Count** | | **2018** | **2019** | **2020** |
| 22 | TFS | TFS |
| Category | **Subgroup** | **Discipline Rate %** | | |
| **OSS More than 10 Days**  *NA = 0 – No Data Found*  *TFS = <15 – Too Few Students* | **Minority** | 100 | TFS | TFS |
| **American Indian/Alaskan** | 0 | TFS | NA |
| **Asian** | 0 | TFS | NA |
| **Other Pacific Islander** | 0 | TFS | NA |
| **Black** | 100 | TFS | TFS |
| **Hispanic** | 0 | TFS | NA |
| **Multi-Racial** | 0 | TFS | NA |
| **White** | 0 | TFS | NA |
| **Economically Disadvantaged** | 100 | TFS | TFS |
| **English Language Learner** | 0 | TFS | NA |
| **Students w/ Disabilities** | 31.8 | TFS | TFS |

|  |  |  |  |
| --- | --- | --- | --- |
| BESS SCREENER (%) | | | |
| **Year** | **Green – Normal Risk** | **Yellow – Elevated Risk** | **Red – Extremely Elevated Risk** |
| **2020-21** | 79% | 15% | 6% |

|  |  |  |  |
| --- | --- | --- | --- |
| **EMPLOYEE RETENTION (%)** | | | |
| **Year** | **Principal** | **Assistant Principal(s)** | **Teachers** |
| **2019-20** | 100% | 100% | 81% |
| **2018-19** | 100% | 100% | 88% |
| **2017-18** | 100% | 100% | 81% |

|  |  |  |
| --- | --- | --- |
| **INEXPERIENCED TEACHERS (%)** | | |
| **Year** | **Inexperienced Teachers (< 4 years)** | **Teachers Out-of-Field** |
| **2019-20** | 37% |  |
| **2018-19** | 37% |  |
| **2017-18** | 34% |  |

**PERCEPTION DATA**

|  |  |
| --- | --- |
| **STUDENT ENGAGEMENT SURVEY** | |
| We See . . . | We Wonder . . . |
| * Students receive positive feedback from teachers constantly * Students can easily follow instructions given to them by their teachers and instructions are typically easy to understand * Students enjoy being in challenging classes * Students teachers make them feel successful | * Why students do not feel comfortable working on assignments alone * Why many of our students have problems with study skills * Why are students afraid to answer when the teacher calls on them in class |

|  |  |
| --- | --- |
| **STAFF SURVEY** | |
| We See . . . | We Wonder . . . |
| * Our school leaders support innovative and collaborative culture * Our school maintains facilities that contribute to a safe and productive work environment * Staff members participate in continuous professional learning based on identified needs of the school | * Faculty and staff do not believe our school’s purpose statement is formally reviewed and includes opinions of all stakeholders * Our teachers believe our school leaders do not provide opportunities for stakeholders to be involved in the school |

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| **FAMILY ENGAGEMENT SURVEY** | |
| We See . . . | We Wonder . . . |
| * Parents receive open communication from the school about their child(ren) * Parents feel comfortable advocating for their students | * How to increase parental communication with teachers * If more parental workshops can be made available for parents |

**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.*

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| **GA SYSTEMS OF CONTINUOUS IMPROVEMENT**  **COHERENT INSTRUCTION SYSTEM TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Clear procedures of classroom instructional routines (learning targets, work session, success criteria) * Clear monitoring techniques used by teachers to determine student growth and modification needs * Routine assessments used to gather data to determine needs of students | * Student engagement via Zoom sessions * Providing/ increasing student collaborations with both in person and virtual students * Providing consistent student rigor within classrooms |

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| **GA SYSTEMS OF CONTINUOUS IMPROVEMENT**  **EFFECTIVE LEADERSHIP SYSTEM TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Consistent rigor walks and immediate feedback * Clear communication of expectations with faculty and staff * Clear and defined roles/responsibilities of leaders and teachers/staff in school * Consistent leadership visibility | * Hosting in-person faculty trainings and faculty meetings * Providing Consistent Peer Observations * Creating transparent TKES Mid-Year conferences that reflected both needs of teachers and students during virtual learning |

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| **GA SYSTEMS OF CONTINUOUS IMPROVEMENT**  **PROFESSIONAL CAPACITY SYSTEM TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Differentiation of professional learning (R.I.S.E. strategies) based on teachers’ specific needs * Peer teacher observations * Mentoring program for new teachers (3 years or less) | * Maintaining consistent content collaborative meetings * Gathering appropriate data and creating lessons reflective of students’ needs * Ensuring same standards are taught in all content areas |

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| **GA SYSTEMS OF CONTINUOUS IMPROVEMENT**  **FAMILY & COMMUNITY ENGAGEMENT SYSTEM TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Consistent communication with parents and families using ConnectEd * Sending failure letters home using U.S. Mail before the end of the 9 weeks * Using Canvas Communication page to communicate with parents * Guidance Department is in constant contact with parents of both failing and excelling students * Guidance offers students and parents with Social and Emotional Support to deal with COVID-19 trauma and stress | * Creating virtual open houses for parents and students * Creating relationships with incoming freshman parents while students are virtual * Having teachers’ return emails from parents in a timely manner * Parents providing correct contact information to school |

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| **GA SYSTEMS OF CONTINUOUS IMPROVEMENT**  **SUPPORTIVE LEARNING ENVIRONMENT SYSTEM TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Providing clear and consistent procedures for safety throughout school * Georgia Credit Recovery provided for failing seniors * Study Skills class period for additional academic assistance * Peer Facilitation courses provided to seniors to assist with college/workforce transition * A Second Chance W.O.R.K.S. Program used as intervention resource for at-risk students and their parents * SAT/ACT Prep Class provided for upcoming seniors and juniors to assist standardized testing preparation | * Providing consistent after school academic recovery programs for all failing students * Maintaining school climate that relates to PBIS standards * Creating learning environments that include services for the needs of all students in the classroom |

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| **MCREL’S WHAT MATTERS MOST FRAMEWORK**  **CURRICULAR PATHWAYS TO SUCCESS TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Implementation of state standards and use of district pacing guides * Use of curriculum supports * Collaborative planning * Model classroom identification & utilization | * Student self-directed learning * Using feedback to guide curriculum adaptations |

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| **MCREL’S WHAT MATTERS MOST FRAMEWORK**  **CHALLENGING, ENGAGING & INTENTIONAL INSTRUCTION TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Consistent use of Gradual Release Framework * Established structure to deliver quality instruction and monitor student progress * Common lesson plan template * Calibrated classroom walk-throughs * Use of evidence-based instructional strategies * Implementation of Core-Deepening-Complex Task delivery of content * Regularly use assessment data to measure student understanding | * Providing standards-based feedback * Using action research to foster curiosity * Using student interests to create student-driven learning activities |

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| **MCREL’S WHAT MATTERS MOST FRAMEWORK**  **WHOLE CHILD STUDENT SUPPORTS TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Culture and climate conducive to learning * Consistent expectations for behavior and learning to foster student success * Meaningful communication about student learning * Authentic opportunities for parent and family voice and engagement * Collaboration with other institutions about research-informed programs * Help students access post-secondary systems * Early learning opportunities (dual enrollment, accelerated math and AP Courses) * Standardized approach for multi-tiered interventions (504 Plans, SST, PBIS) | * Using information from students to gauge success about instruction, routines and procedures * Collaboration with other schools to share student learning data and social-emotional supports |

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| **MCREL’S WHAT MATTERS MOST FRAMEWORK**  **HIGH PERFORMANCE SCHOOL CULTURES TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Establish and maintain high expectations for student learning from the top leadership all the way down * Conduct regular walk-throughs and coaching to maintain instructional practices * Having the physical appearance of our school reflect high expectations for learning * Using data to determine professional development needs to include peer coaching and teacher self-directed learning * Share successes regularly (three times a school year) and invite feedback from students and families * Celebrate and discuss progress toward shared goals | * Methodical & intentional improvement supports led by SIP/Leadership Team * Utilize PLCs to drive collaboration |

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| **MCREL’S WHAT MATTERS MOST FRAMEWORK**  **DATA-DRIVEN HIGH RELIABILITY SYSTEMS TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Using district/school-wide goals for teaching and learning * Using formative and summative data to inform decisions * Standard operating procedures to respond to student failure * Fair and consistent teacher evaluations to focus on improving performance * Using data systems that tracks a variety of student data * Process to recruit and retain best teachers possible | * Using a variety of data to make shared decisions about improvement * Systematic innovation with standard processes for rapid-cycle improvement |

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| **STUDENT ACHIEVEMENT DATA TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * 6% graduation rate increase over three years * GMAS growth in Content Mastery for overall student population * All grade levels had Lexile gains in Achieve3000 | * SWD Subgroup performed in bottom 5% in the categories of Content, Mastery, Closing the Gaps, and Readiness * ACT/SAT/AP Exams are below district or states scores |

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| **DEMOGRAPHIC DATA TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Student OSS days decreased to only 72 in 2020 | * Teacher retention decreased to 81% in 2020 * Student enrollment decreased to 974 in 2020 |

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| **PERCEPTION DATA TRENDS & PATTERNS** | |
| Strengths | Challenges |
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| **ECONOMICALLY DISADVANTAGED TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * TFS | * TFS |

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| **SPECIAL EDUCATION TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * Chronic absenteeism has decreased over three years | * OSS days (10 days or less) increased for SWD students over three years |

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| **ENGLISH LEARNERS TRENDS & PATTERNS** | |
| Strengths | Challenges |
| * N/A | * N/A |

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| **PROFESSIONAL DEVELOPMENT TRENDS & PATTERNS** | |
| Strengths | Challenges |
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| **FAMILY ENGAGEMENT TRENDS & PATTERNS** | |
| Strengths | Challenges |
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| **SUMMER PROGRAMMING TRENDS & PATTERNS** | |
| Strengths | Challenges |
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**ADDITIONAL QUESTIONS**

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| Of all that is important to us, what will we have to give up in order to survive and thrive moving forward? |
| In order to move forward, we must give up our ideals of traditional learning because they do not exist anymore. We must stop being inconsistent and hold not only our students, but ourselves to particular standards. |

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| 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? |
| The characteristics that are essential to preserve moving forward is being intentional with our purpose as it relates to student learning and growth, we must utilize data to drive lessons and identifying our student needs, and continue and foster positive relationship with not only our students, but parents and the community as a whole. |

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| How does the vision for our school align with the district’s vision? How does our vision communicate the limitless possibilities for our students? |
| The vision of MSCD and Carver High school is a beacon of educational excellence where all are known, valued, and inspired. This vision communicates the limitless possibilities for our students by ensuring they know they are valued, cared about, and able to excel in academics. |

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| PERSONALIZED LEARNING – Where are we as a school with the Core Four? |
| As a school, we are focusing on student reflection and ownership. |

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| PERSONALIZED LEARNING – Where are we with preparation with our team to scale PL to the other teachers in the building? |
| As a school, we have a model cohort and an additional cohort in place and ready to receive PL training. |

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| What are our current monitoring processes for ensuring effectiveness and a return on investment? |
| Currently, we use rigor walks and peer mentoring/observations as common observation tools. We provide immediate feedback using the same document/form for all teachers upon receiving their observation. |

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| 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? |
| We foresee SWD students will need additional support in order to meet benchmarks for GMAS testing. To thwart this development we are going to create a tracking list of SWD students and provide all faculty with a copy. We hope the list will serve as a guide for various teachers (not just the current teachers of the SWD students) to assist with encouraging students to excel in their classes and promote student growth as an entire unit. |

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| 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? |
| We are able to establish school-wide classroom environments of trust, safety, and belonging by creating and maintaining a level of respect, communication, and consistency in all classrooms. These are the aspects of our climate that do not need to change. However, the characteristics that need to change is creating and maintaining self-accountability and responsibility. |

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| What is our purpose and desired impact for school leaders, decision-making and collaborative teams? |
| Our purpose and desired impact for school leaders, decision-making, and collaborative teams is to not only hear the needs of the faculty, staff, students, and parents, but to create a safe learning environment. |

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| How do we incorporate community partnerships to help engage students in learning? |
| We are able to incorporate community partnerships to help engage students in learning by keeping them informed of the needs of our school and including them as stakeholders when making school-wide decisions. |

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| How do we differentiate professional development opportunities for staff while ensuring that we are being responsive to the needs of students? |
| We are able to differentiate professional development opportunities for staff while ensure that we are being responsive to the needs of students by allowing staff members to communicate their needs and doing our due diligence to ensure those needs are met. We can also break staff members into cohorts by needs and interests, this way they are able to receive specific professional development that are conducive to their needs. |

**IDENTIFICATION/PRIORITIZATION OF NEEDS & ROOT CAUSE ANALYSIS**

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| **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 | Teacher Mastery of Instruction | High | No Change | Yes | * Teachers aligning instruction to standards * Continue to use R.I.S.E. as a professional learning tool * Teachers creating and setting specific and appropriate learning targets for students * Continue to increase Lexile score * Provide lessons with rigor that include deepening and knowledge utilization levels of instruction |
| 2 | SWD Subgroup Performance | High | Worse | Yes | * SPED classes modifying lessons to meet the needs of SPED students * Creation and consistent usage of IXL and Lexia for SPED students only * Active monitoring of SPED student progress to measure growth and deficiencies |
| 3 | Positive School Climate | High | Better | Yes | * Continue A Second Chance W.O.R.K.S program to decrease school discipline issues * Continue to decrease the amount OSS and ISS days * Continue to decrease the amount of students retained * Promote new PBIS school statement * Promote healthy habits of communication between all stakeholders involved |
| 4 | Using PLCs to Assist with Teacher Collaboration | Medium | No Change | Yes | * Revise the current data teams to include new teachers * Hold consistent collaboration meetings that promote PLC ideas and concepts |
| 5 | Teacher Retention | Medium | Worse | Yes | * Determine cause of decreased teacher retention * Continue to assist new teachers through mentoring program * Continue to encourage teachers to utilize services provided by the district that assist with providing mental health services * Create additional PD Days that assist teachers developing engaging lessons to lessen classroom disruptions * Provide additional training in Social Emotional Learning and Covid-19 Trauma |
| 6 |  | Choose an item. | Choose an item. | Choose an item. |  |
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| **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) |
| Teacher Mastery of Instruction | 1 | Students have academic deficiencies prior to entering high school | YES | YES | * Title I-A – Improving Academic Achievement of Disadvantaged * Title IV-A – Student Support and Academic Enrichment |
| PLCs are not used to assist with teacher instructional collaboration | YES | YES | * Title II-A – Preparing, Training, and Recruiting High –Quality Teachers, Principals and other school leaders |
| SWD students are performing lower than expected | YES | YES | * IDEA – Special Education * Title I-A Improving Academic Achievement of Disadvantaged * Title IV-A – Student Support and Academic Enrichment |
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| Positive School Climate | 2 | Students dealing with social, mental, and emotional issues. | YES | YES | * IDEA- Special Education * Title I-A Parent Family and Support Program * Title IV-A Student Support and Academic Enrichment |
| Students understanding PBIS rationale | YES | YES | * Title IV-A Student Support and Academic Enrichment |
| Teacher morale decreased | YES | YES | * Title II-A Preparing, Training, and Recruiting High Quality Teachers, Principals, and other School Leaders |
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| Teacher Retention | 3 | Teachers were dealing with teacher burnout and were becoming overwhelmed due to Covid19 changes | YES | YES | * Title II-A Preparing, Training, and Recruiting High Quality Teachers, Principals, and other School Leaders |
| Teachers were having difficulty creating technology based lessons and virtual/hybrid teaching | YES | YES | * Title II-A Preparing, Training, and Recruiting High Quality Teachers, Principals, and other School Leaders |
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