



School Improvement Plan

2024 – 2026

General Improvement Plan Information	
School	Northside High School
Principal	Nathan Laney
Grades Served	9-12
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
☒ Community Eligibility Provision (CEP)	
☐ Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
☒ Traditional Funding (All Federal Funds are Budgeted Separately)	
☐ 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
Nathan Laney	Principal
Chelsie Rogers	Assistant Principal or Dean
Christie Akers	Teacher
Morgan Ingram	Teacher
Casey Dial	SWD Teacher
Sheryl Green	Assistant Principal
Mary Thomas	Paraprofessional
Libby Clay	Parent
Rebecca Dickerson	Parent
Addie Renner	Student (HS only)
Brody Taft	Student (HS only)
	Business/Community Partner
	Business/Community Partner

ADDITIONAL TEAM MEMBERS

Name	Position
Warren Wilcox	Teacher
Bethani McNelly	Teacher
Melissa Seckinger	Teacher

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

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 accreditation review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goal Focuses
1. Address individual student needs – clearly defined and communicated learning targets with success criteria (to students and families)	1. Tier 1 Instruction 2. MTSS
2. Personalized Professional Development for All	3. Employee development
3. Increase family, community & staff engagement to build trusting relationships – market resources through community outreach, website, social media, mass notifications	4. Culture of Kindness

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.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Personalized Learning	Improve self-regulation, accountability and Voice/Choice.	☒ Instructional ☐ Climate
2. Staff Support	Improve peer coaching, model classrooms and support staff.	☐ Instructional ☒ Climate
3. Data Driven Decisions	Teacher application / AP EOC Teacher Data	☒ Instructional ☐ Climate
4.		☐ Instructional ☐ Climate

2023 – 2026 OVERARCHING NEEDS & GOALS

District Overarching Need	SIP Goal
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Address Staff Support	By May 2026, 100% of teachers and paraprofessionals will observe identified model classrooms in the Fall and Spring, as documented by walk-through observation data.
Self-Regulation	By May 2026, all Northside High School teachers will receive training in Personalized Learning according to the Muscogee County School District's guidelines. They will then incorporate this approach into their teaching with a high level of consistency, as demonstrated through the submission of lesson plans and logs documenting 1-1 student conferences, aiming for a 90% implementation rate.

REQUIRED QUESTIONS FOR ALL SCHOOLS

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 crafted collaboratively by a group of stakeholders who extensively examined achievement data, surveys, as well as qualitative and quantitative information. This thorough analysis of the big picture enabled the development of a focused and targeted 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 effectively tackles this by consistently communicating expectations to all stakeholders in a timely manner. Additionally, the plan targets a specific percentage of students for regular 1-1 conversations with teachers, ensuring these students remain focused on their established goals.

Elementary Schools Only

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5th grade students in their transition to middle school.

Middle Schools Only

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5th grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8th grade students in their transition to high school.

High Schools Only

Describe how the school will support, coordinate and integrate services with middle schools, including strategies for 8th 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 12th grade students in their transition to college or career.

Each year, we conduct transition meetings with our learning support students who are transitioning from 8th grade to 9th grade. Additionally, we organize a magnet open house to showcase the diverse opportunities available at Northside for prospective 8th grade students. To ensure smooth class selection, we provide incoming 9th grade students with a Google document where they can indicate their preferred classes.

To support our graduating students in making informed decisions, we guide them through various career interest inventories that aid in selecting a college or career path. These students actively participate in advisement groups, where we discuss their transcripts and explore different pathways to college and career success. Moreover, we are proud to note that a significant number of our students are enrolled in the Dual Enrollment program with esteemed institutions such as Columbus State University, Columbus Technical College, and Georgia Military College.