

NORTH COUNTY HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN 2016-2017

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Goal: To ensure that every student meets or exceeds standards as achievement gaps are eliminated.

Indicator #1

80% of kindergarten and first grade students will reach Core as indicated by their spring DIBELS composite score.

Indicator # 2

50% of all students in each student group in grades 3–8 will be performing at the Advanced level on the Maryland standardized tests in Reading and Math.

Indicator #3

80% of all students in each student group will have completed at least one World and Classical Language course by the end of their eighth grade year.

Indicator # 4

80% of all diploma-bound high school seniors in each student group will have completed at least one AP/IB or Honors course.

Indicator #5

100% of all diploma-bound high school seniors in each student group who have been enrolled in at least one AP/IB course and have taken the exam.

Indicator #6

75% of all diploma-bound high school seniors in each student group who have taken an AP or IB examination will have earned 3 or better on an AP examination or 4 or better on the IB examination.

Indicator #7

75% of all diploma-bound high school seniors in each student group, in each high school, will take the SAT, ACT, or a Maryland Industry Certification.

Indicator #8

80% of all secondary students in each student group will receive fewer than two referrals.

Indicator #9

95% of all secondary students in each student group will receive fewer than six referrals.

Indicator #10

90% of all secondary students in each student group will not be suspended from school.

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Student Category	Indicator #4 Percent of DB seniors who have completed at least 1 AP/IB or Honors course	Indicator #5 Percent of DB seniors enrolled in at least 1 AP/IB course and have taken exam	Indicator #6 Percent of DB seniors who have earned 3 (AP) or better or 4 (IB) or better	Indicator #7 Percent of DB who have taken the SAT, ACT, or a MIC	Indicator #8 Percent of students who have received fewer than 2 referrals	Indicator #9 Percent of students receiving fewer than 6 referrals	Indicator #10 Percent of students not suspended
All Students	83	86.76%	40.25%	(2013-14) 64.02%	89	96	86
African American/Black	79	82.89%	22.22%	(2013-14) 72.58%	77	90	74
American Indian/Alaska Native	100	100%	*	(2013-14) 50%	83	100	83
Asian	89	100%	41.67%	(2013-14) 96.43%	99	100	99
Hispanic/Latin	87	77.78%	57.14%	(2013-14) 53.57%	90	99	89
Multi-Racial	83	80%	75%	(2013-14) 52.94%	87	94	84
Native Hawaiian/Pacific Islander	100	100%	*	(2013-14) 58.50%	100	100	89
White	84	87.84%	46.15%	(2013-14) 60%	93	98	91
ELL	50	100%	50%	(2013-14) 60.96%	92	99	92
FARMS	76	83.33%	31.76%	(2013-14) 22.86%	83	94	81
Special Education	42	50%	*	(2013-14)	69	87	71
Male	84				85	94	84
Female	83				93	98	89

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HS 9th Grade Intentional Focus 15-16

% of first time 9th graders enrolled by Sept 30th that have earned 6 or more credits	91.46%
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Statement of Need for Academic Improvements

Indicator: 75% of all diploma-bound high school seniors in each student group who have taken an AP or IB examination will have earned 3 or better on an AP examination or 4 or better on the IB examination.

Statement of Need: While participation in advanced courses (AP & IB), accompanying exams, and college placement test (SAT) has increased in past years, students are not yet earning proficient scores on AP exams or on the SAT critical reading and writing areas. Inconsistent implementation and improvement of literacy (Should this be literacy instruction or literacy instruction embedded across content areas) and relevant learning) has been measured via data collected during regular implementation surveys, walkthroughs, and supervisory visits.

Evaluation: 90% of the ninth grade academy students will articulate to 10th grade at the end of the FY17. 75% of all students will meet proficiency on academic writing as measured by the PARCC/College Board rubric for the schoolwide SLO and quarterly assessments.

Strategy: Implementation of the ninth grade academy and AVID literacy practices.

Action Step	EQ	Implementation Team	Professional Development (PD) to Support Action Steps	Resources Needed	Monitoring / Person Responsible	Needed Items and/Need to be developed
Build teacher capacity to implement quality literacy practices across the content areas through the use of: <ul style="list-style-type: none"> - AVID literacy Practices - High Yield Strategies Implement AVID literacy practices across all academic areas (e.g., marking the text, planning with WICOR, notetaking and summarization) which allows	X	All faculty (Fowlkes, Whitley, Goforth, AVID Site team)	Bi-monthly job embedded professional development on the use of AVID literacy practices and High Yield Strategies <ul style="list-style-type: none"> • Solicit support and assistance from AVID department and Secondary Literacy Office • Instructional Walkthroughs 	<ul style="list-style-type: none"> • PARCC/College Board Rubrics to assess writing to source. Training on AVID practices and planning with WICOR Collaborative content-specific conversations about planning toward AP expectations	<ul style="list-style-type: none"> • Formal Observations (Sackett, Admin) • Walkthroughs (Harding, Admin and DCs) • twice monthly collaborative scoring of common formative assessments (Fowlkes, 	<ul style="list-style-type: none"> • Weekly leadership meetings • Structured collaborative planning weekly • School wide walk-through tool with specific look-fors • Professional development to

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<p>access to community involvement and advanced courses. (omit if you are comfortable)</p>			<ul style="list-style-type: none"> • Instructional Coaching from DC/Administration 	<p>AVID practices especially reading daily, marking the text, and writing to source.</p>	<p>McVey, admin liaison, team leads)</p> <ul style="list-style-type: none"> • Focus Walkthrough data • Content team collaborative planning documents (Fowlkes, McVey, admin liaison, team leads) • Student performance data on literacy standards (Bradford) • SLO data (Fowlkes) • Monitor number of teachers participating in County-wide AVID Training (Whitley) • Coordinate PD including Thriving Thursdays (McVey) 	<p>include trainings on: PARCC rubrics, text annotation & citing text based evidence.</p> <ul style="list-style-type: none"> • Professional development survey
<p>Implement the 9th grade academy to increase the articulation through high school in four years.</p> <ul style="list-style-type: none"> - Engagement Strategies - MCCRS 	<p>X</p>	<p>9th grade team</p>	<ul style="list-style-type: none"> • Monthly professional development on the use of engagement strategies and the 	<ul style="list-style-type: none"> • Weekly collaborative planning for 9th grade team • Support for individual 	<ul style="list-style-type: none"> • Formal Observations (Fowlkes, McVey) • Customized Walkthrough Data 	<ul style="list-style-type: none"> • Professional Learning plans

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<p>- Individual Success Plans</p>			<p>implementation of MCCRS.</p> <ul style="list-style-type: none"> • Professional learning on relevant community application of learning • Inquiry based instruction • Interdisciplinary planning • Planning with the community partners to include real-world application of standards based concepts • Implement IT3 practices and experiences with 9th grade academy students in order to enrich content understanding with real-world application 	<p>contents to identify key content standards and level of mastery which overlay with other contents for interdisciplinary planning</p> <ul style="list-style-type: none"> • Training and support for developing standards-based, real world applications 	<ul style="list-style-type: none"> • Weekly 9th Grade Collaborative Planning Documents (Jackman) • Monthly monitoring of student grades (Jackman/McVey) • Quarterly monitoring of grades/credits/quarterly assessments (Jackman/McVey) • Monitor Individual Success Plans (ISP) including student created goals (Jackman/McVey/Fowlkes) 	
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Statement of Need for Behavior Improvements

Indicator: By the end of the 2016-2017 school year, 80% of all secondary students in each student group will receive fewer than two major referrals

Statement of Need: School-wide data indicates a significant decline in positive climate including a 7% increase of referrals for all students, 11% increase for African American students, 8% increase for FARMS students and a 12% increase for students receiving special education services. These data indicates a declining positive academic climate despite the major interventions implemented over the course of the 2015-2016 school year.

Evaluation: 80 % of the students, in each student group, will have fewer than 2 major referrals

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Strategy: Instructional practices and policies listed below.

Indicator: By the end of the 2016-2017 school year, 90 % of all secondary students in each student group will not be suspended from school.

Statement of Need: In 2015-2016 the percentage of students who were suspended increased by approximately 7% with an increase of suspensions for African American students by 14%, 10% increase for FARMS students and 14% increase for students receiving special education services. Students on suspension lose valuable instructional time and this can impact the earning of credits and the graduation rate, especially for the students with special needs. The goal is to have all of the students participate fully in their education.

Evaluation: 90 % of the students, in each student group, will not be suspended from school.

Strategy: Instructional practices and policies listed below.

Action Step	EQ	Implementation Team	Professional Development to Support Action Steps	Resources Needed	Monitoring	Need
<p>Consistent support and implementation of proactive PBIS practices to create a positive, safe, and orderly learning environment.</p> <p>Improve faculty understanding and implementation of PBIS elements especially new hires in order to implement positive learning practices consistently.</p> <p>Focus on engaging classroom experiences to create a positive learning environment.</p> <p>Identify and support, via targeted intervention programs for individual students in need of secondary and tertiary interventions in order to increase class time for all students.</p>	X	All faculty	<ul style="list-style-type: none"> • Professional learning sessions on restorative practices especially as a proactive approach • Preservice differentiated sessions to teach the PBIS system • Peer to Peer Walkthroughs • Instructional Coaching from DC • Right Start Advising for Novice Teachers • Implement various incentives during Knight Time (e.g., coach facilitating weight lifting) • Implement a learning strategies course in the alternative education 	<ul style="list-style-type: none"> • Restorative practice training plan and facilitator • Monthly recognition of faculty modeling PBIS characteristics (e.g. STAND Tall); Provide & teach faculty with Minor vs. Major behavior incidents flow chart • Identification of available secondary and tertiary interventions; 	<ul style="list-style-type: none"> • Faculty participation in PBIS program (Lewis) • Student participation in PBIS positive activities and rewards (Lewis, Summers) • Discipline and suspension data (Sackett & PBIS Team) • Students' use of Restorative Justice mediation (Beck, Dziedzic) • Students' participation in restorative practices – 	<p>PBIS Rules Development Worksheet</p> <p>PBIS Implementation Action Plan</p> <p>Faculty recognition plan, schedule, & materials</p> <p>PBIS Posters – STAND Tall & Mission and Vision for all classrooms and public space (e.g. café, front office, halls, etc.)</p> <p>Advisory themes and lessons (beginning of the school year)</p> <p>Restorative Justice/ Practice Training;</p>

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			<p>program and for other identified students</p> <ul style="list-style-type: none"> • Regular planning of support personnel (Behavioral Intervention Support Specialist) 	<p>process for identifying students in need of additional supports and connecting these students to PBIS interventions</p> <ul style="list-style-type: none"> • Determine mentors and regular interactions with adult of preference for identified students • Additional staff to support students with IEPs and those returning for alternative placements 	<p>9th Grade Cohort (Jackman) ED Self-contained classes (Crudup, Law) Learning Strategies Classes (Swanton, Mackell) IT3 Classes (Beck, Dziedzic)</p> <ul style="list-style-type: none"> • Student participation in extra-curricular activities (Singer, Lewis) • Monitoring of discipline and academic data for ALT 1 students & Behavior Interventionist's caseload (Swanton, Mackell) 	<p>Procedures for students to participate in restorative justice/practice</p>
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