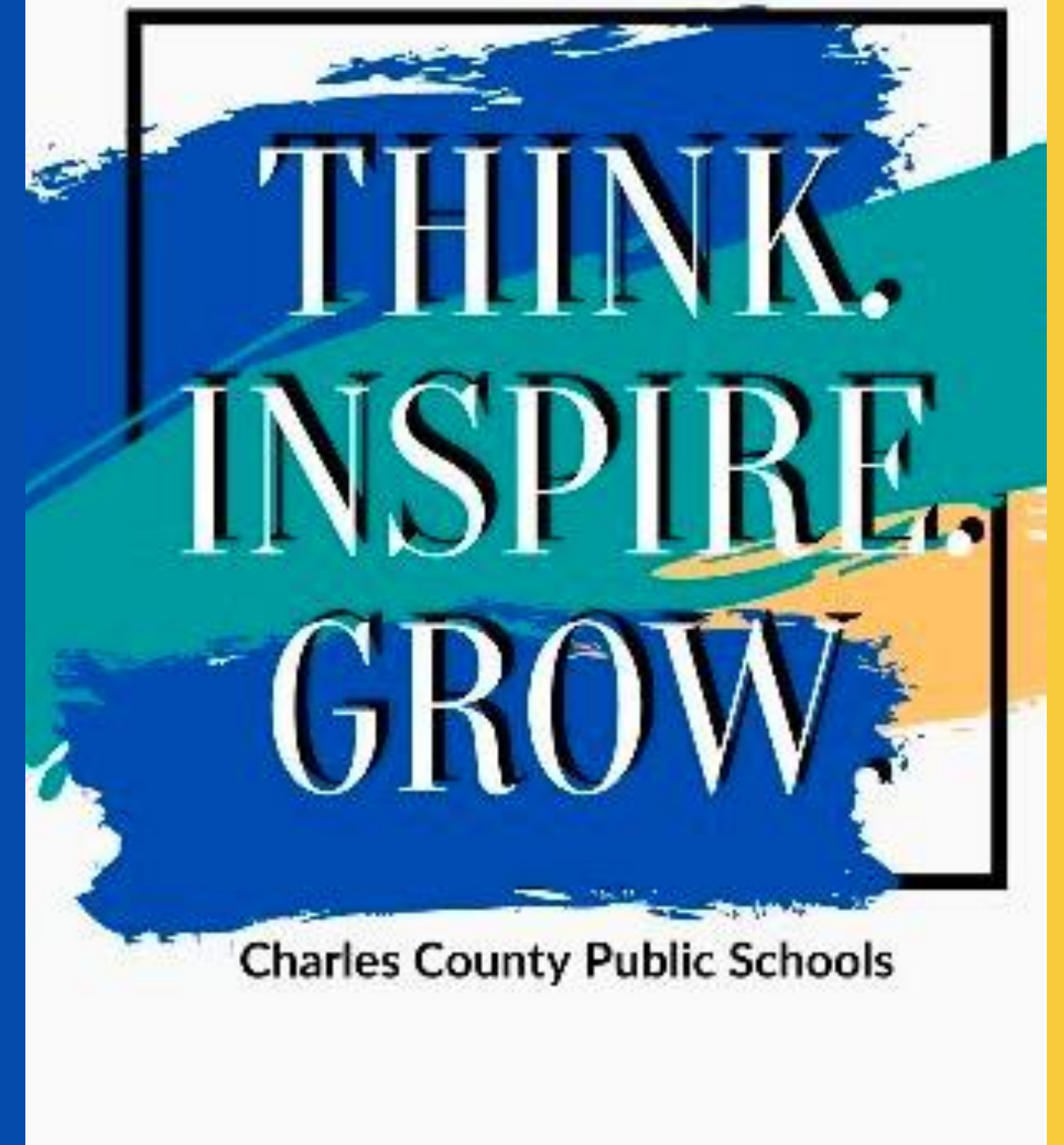


Charles County
Public Schools
School Improvement Plan
Cycle 1

North Point High School



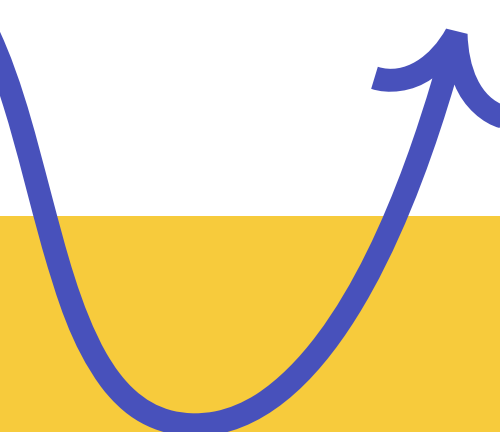
The Real World Starts Here ...

- We are very excited about our start to the 24-25 school year. Our staff has worked diligently to create an instructional and climate plan that meets the needs of our students and our community.



Why Continuous School Improvement

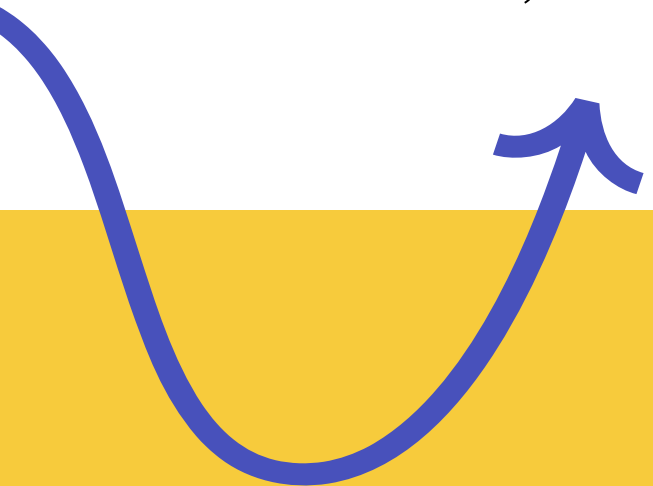
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom, Egalite, & Lindsay, 2021).
- ✓ Each school develops a School Improvement Plan (SIP). The SIP identifies priority goals, instructional and culture strategies, and supports schools will implement to raise student achievement and prepare students for college and career pathways.
- ✓ This work starts at the elementary school and continues through high school.



Why Continuous School Improvement

Continuous improvement is based upon three core principles:

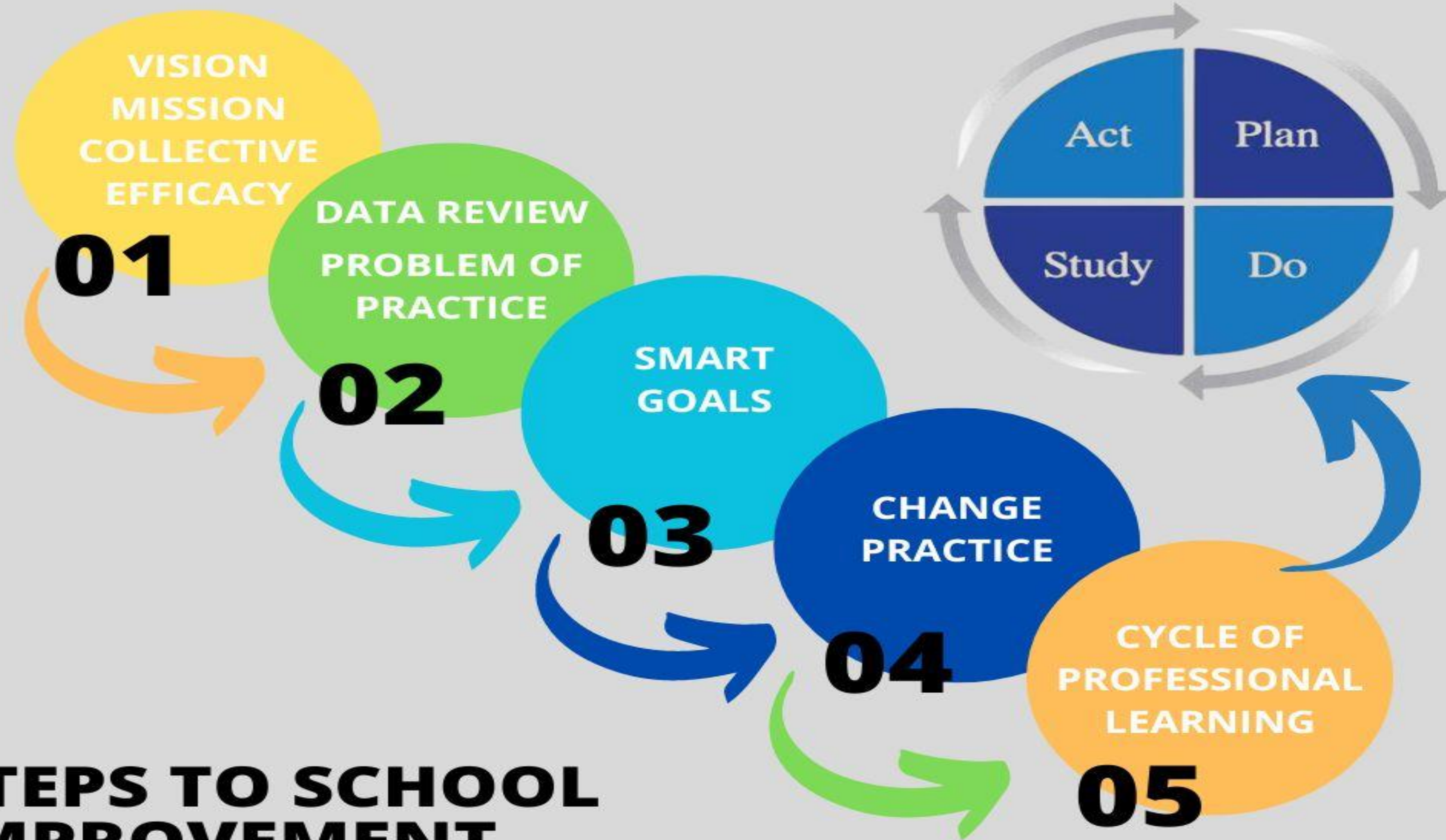
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change (Derrick-Mills, Sandstrom, Pettijohn, Fyffe, & Koulish, 2014; Hawley, 2006; Park, Hironaka, Carver, & Nordstrum, 2013; Snow, Dismuke, Zenkert, & Loffer, 2017).



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STEPS TO SCHOOL IMPROVEMENT



North Point High School

Vision, Mission, Collective Efficacy Statements

Mission: The mission of North Point High School is to provide a purposeful education for all students through rigorous instruction and a collaborative culture. Each student will find a focus that will enrich the value of his or her high school experience and prepare the individual for the real world.

At North Point High School, we believe that:

- rigorous and differentiated instruction leads to critical thinking, creativity, and curiosity
- the power of the block schedule as well as the use of technology enriches the way teachers teach and students learn
- integrity and responsibility are vital for students to reach their personal best
- diversity is valued in a global society
- effective communication between all members of the North Point community leads to student success
- learning never ends

Collective Efficacy Statement: North Point HS will establish a school culture that inspires all stakeholders to foster ongoing growth by taking necessary steps within a secure and cooperative community. Our school community will leverage our existing strengths, work collaboratively, and examine data to inform improvement.



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Area of Focus

Area of Focus Statement

We are committed to helping our students excel in both English and Math by addressing the challenges they face with higher-level thinking and multi-step questions. Our dedicated teachers are focused on increasing rigor in the classroom through appropriate scaffolding and differentiation. By providing structured support from tier 1 to tier 3, we aim to ensure that every student has the opportunity to succeed and reach their full potential.

Dear Parents and Guardians,

We are excited to share our commitment to enhancing our students' proficiency in English Language Arts (ELA) and Mathematics. Our goal is to support all students in achieving and exceeding state proficiency levels on the MCAP assessments.

To achieve this, we are focusing on:

- ✓ Well-designed lessons that engage and challenge students.
- ✓ Differentiated instruction to meet the diverse needs of all learners.
- ✓ Quality instructional programming that ensures consistent understanding and implementation of standards-aligned instruction.

By prioritizing these areas, we aim to create an inclusive and effective learning environment where every student can thrive. We believe that with your support, we can help our students reach their full potential.

Thank you for your continued partnership in your child's education.

Sincerely,

North Point High School

Data Summary

In the chart, please include five concise data points that identify the areas of need.

English Language Arts Data Overview	Mathematics Data Overview
30% proficiency on standard RI 9—10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them	Lower attainment of student mastery on standards such as: <ul style="list-style-type: none"> • Complete the square • Determine an explicit equation • Grow/decay by % • Simplify exponential equation • Parameters in a liner exponential function
30% proficiency on standard RI 9-10.6- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Classroom standard assessment data suggests learning gaps on questions that utilize modeling and reasoning skills.
Classroom instructional data shows learning gaps in vocabulary acquisition (both domain specific and academic vocabulary)	Classroom instructional data shows students need additional practice on higher level tier 1 and tier 2 math questions
Lesson plan and walkthrough data suggests gaps in the area of: Reading with a purpose using close reading strategies and multiple reads.	Lesson plan and walkthrough data suggests gaps in teacher self-efficacy on the new Illustrative Mathematics curriculum.
Teacher reflection data across horizontal slices/grade level data suggests gaps in the area of: Independent prompt analysis (what do students need to be able to understand and do in order to respond to the question)	Teacher reflection data across horizontal slices/grade level data suggests the need for more opportunities for student practice of tier 3 questions with specific and actionable feedback provided by the teacher to attain mastery.

School Problem of Practice & Smart Goals

ELA Smart Goal

- The percentage of North Point students performing proficient or above on the ELA 10 MCAP will increase by 5%.

Mathematics Smart Goal

- The percentage of North Point students performing proficient or above on the Alg. I MCAP will increase by 3%.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

Teachers will analyze/develop rubrics to align with content standards. The focus will be to align the expected learning outcomes to the content standards in order to provide effective first instruction. The focus will be on:

- What students must know and be able to do
- What mastery looks like (student writing / work products)
- Curriculum resources and how to utilize them to design lessons that meet the needs of all students

Cycle of Professional Learning # 1 Overview

During cycle 1 teachers will participate in collaborative planning to:

- Unpack the standard by demonstrating their understanding of the topic and standard
- Develop success criteria that meets the needs of all students to indicate progress towards standards mastery
- Refer to end of unit tasks to inform instruction and use success criteria
- Model the thinking necessary to compose writing
- Prompt new thinking about organization
- Refer to models or samples
- Utilize formative assessment data to reflect and revise instructional practices



Cycle 1: Anticipated Outcomes

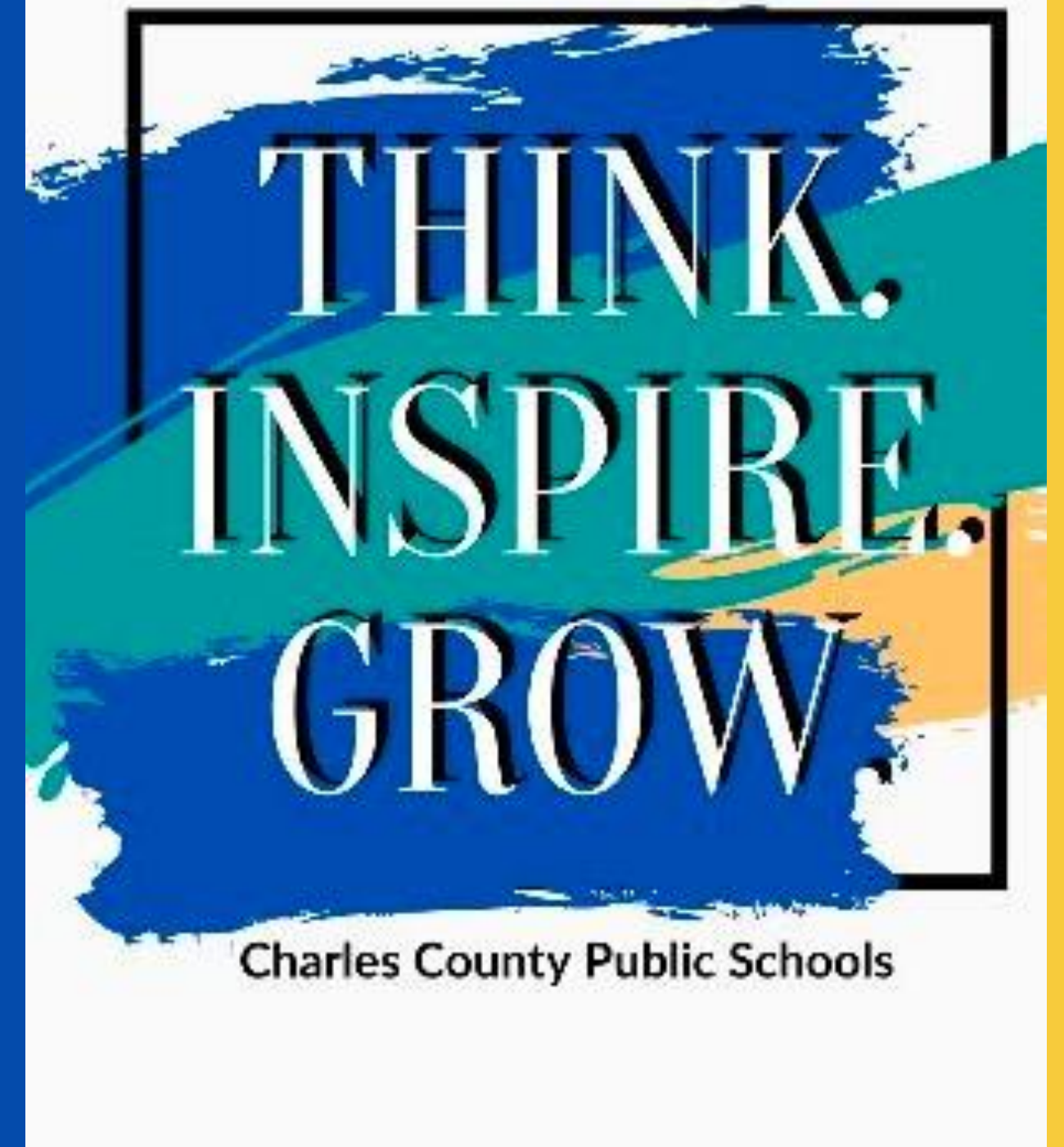
Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Backwards planning in a collaborative structure may lead to more continuity and rigor within contents. We anticipate there will be an increase in instruction aligned with content standards and more purposeful reflection in teaching.	With continued use of success criteria and high-quality instructional materials along with strategic interventions and support students will increase proficiency on content specific formative assessments.

Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">- Continue to engage staff in collaborative planning by content- Utilize classroom data to make instructional decisions- Encouraging staff educational leadership	<ul style="list-style-type: none">- Instructional leadership is implementing a walkthrough form to provide specific and immediate actionable feedback for teachers on our school's instructional focus.

Charles County
Public Schools
Culture & Climate Cycle 1

North Point High School



Culture & Climate Overview

Data Overview

Chronic absenteeism from 23-24

Current chronic absenteeism report & daily student attendance profile (Synergy)- Done weekly to identify students that are in danger of being considered chronically absent.

Culture & Climate Area of Focus

We are committed to improving student attendance by ensuring the consistent implementation of effective interventions and increasing student engagement. By focusing on these areas, we aim to create a more supportive and engaging learning environment that encourages regular attendance and helps every student succeed.

Smart Goal

Decrease the percentage of students who are chronically absent by 10% for the 24-25 school year.

Actions Steps

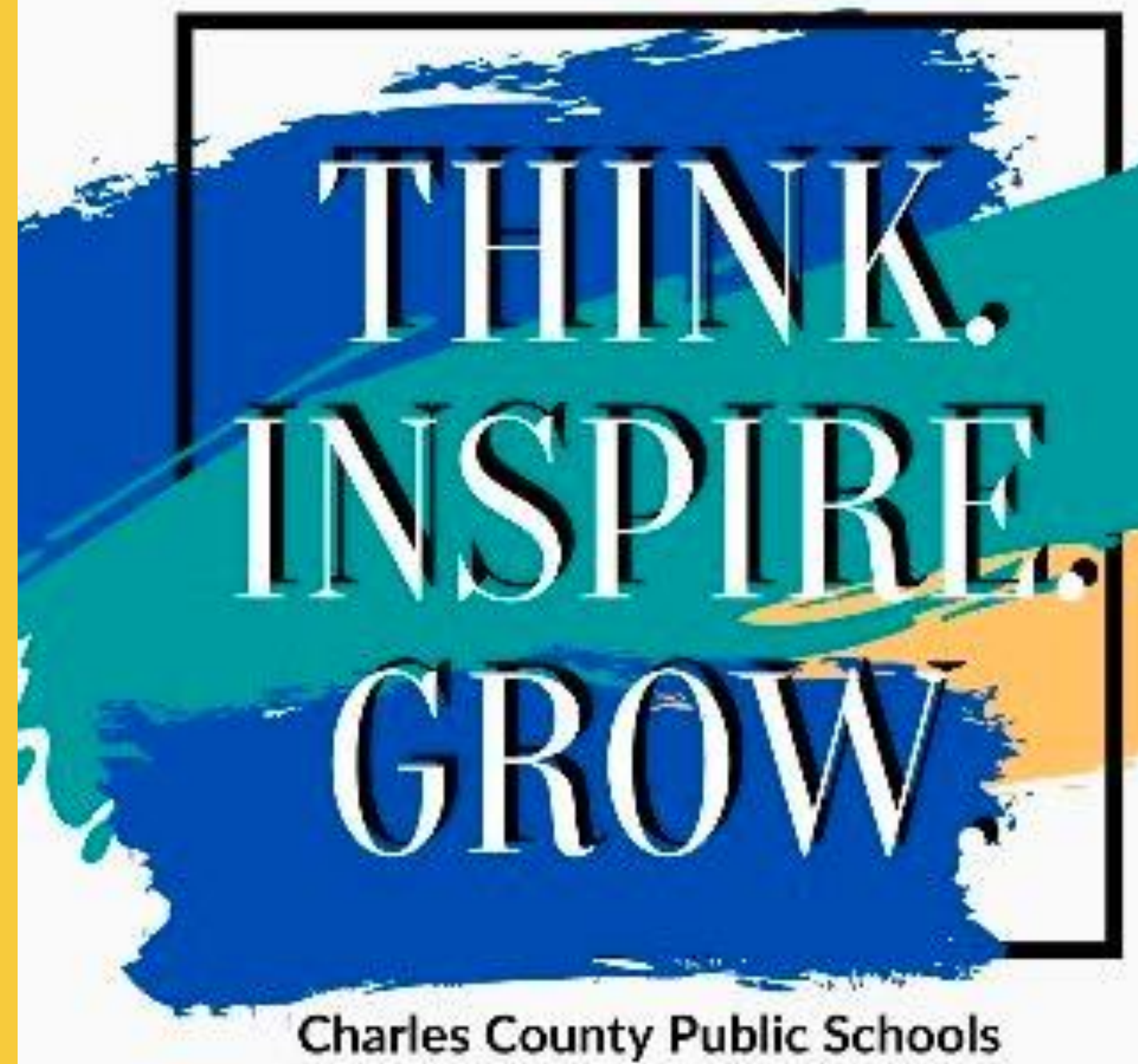
- 1. Develop attendance team to review and identify trends**
- 2. Identify tiered approach to attendance interventions including attendance contracts and individualized interventions/incentives**
- 3. Weekly review of attendance data to identify students at risk for being chronically absent**
- 4. Review attendance data of students who were chronically absent in 23-24 and implement interventions during 1st quarter**
- 5. Implement incentives for tier-one attendance through PBIS quarterly events/incentives**

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">- More consistent communication and monitoring of students with higher absentee rates.- Communication with our school community about the importance of attending school on a daily basis	<ul style="list-style-type: none">- Utilizing the PBIS program to support attendance goals- Creation and consistent meeting of the attendance review team

- Next Step:
 - Revise and consistently implement attendance contracts with monitoring by the attendance team.

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!

Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

