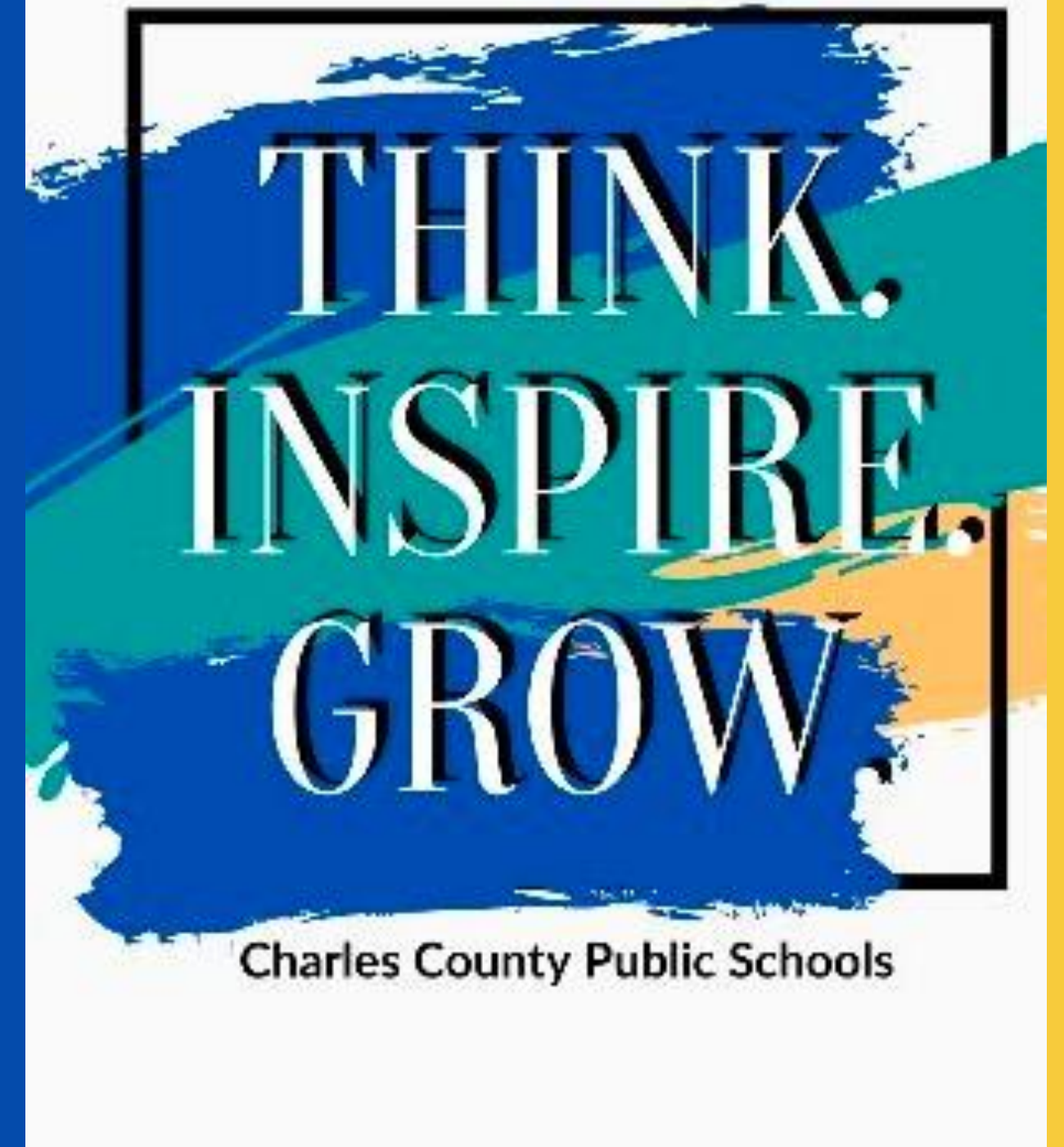


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School Climate Plan

North Point High School



# Always Start With Why ...

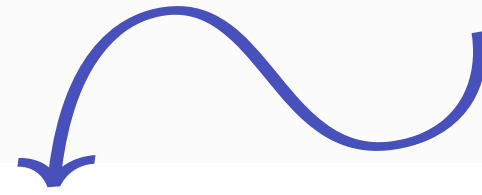
The CCPS School Climate Plan provides opportunities for educational leaders to act as agents of continuous improvement to promote each student's academic success and well-being (Standard 10).

The School Climate Plan will allow schools to monitor school climate data to determine successes, challenges, and next steps to ensure schools are environments conducive to learning where students can think, be inspired, and grow.





# Continuous School Improvement



The purpose of the CCPS Continuous School Improvement Plan is to provide a comprehensive framework that North Point High School will use to support teacher capacity, student achievement, and school culture and climate. The continuous improvement processes helps education practitioners agree on specific challenges they face, identify change practices that can address those challenges, implement those change practices, study their implementation and outcomes, and decide whether the change practices are worthwhile and should be implemented or scaled up in their specific contexts.

Continuous improvement is based on the three principles:

1. Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
2. Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
3. 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).

# Data Summary

- What are some key take aways your team discovered while analyzing your school's data?
- What assumptions are you able to make about your school's climate based upon our interpretations of the data?
- What is impacting your school's culture and climate? What changes do you want to see in your data?

*List 4-5 concise data points that identify school climate areas of need.*

- 1. In the 2024-2025 school year, 12 % of our students were chronically absent during 1<sup>st</sup> quarter.*
- 2. In the 2024-2025 school year, 23% of our students were chronically absent during the 2<sup>nd</sup> quarter.*
- 3. In the 2024-2025 school year, 22% of our students were chronically absent during the 3<sup>rd</sup> quarter.*
- 4. In the 2024-2025 school year, 26% of our students were chronically absent during the 4<sup>th</sup> quarter.*
- 5. In the 2024-2025 school year, 18% of our students were chronically absent for the calendar school year.*
- 6. Number of referrals indicates lack of tier 1 and tier 2 interventions in the classroom.*
- 7. 38% of the total referrals were for class cutting*
- 8. 30% of the total referrals were for tardiness to class*



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# School Climate: Problem of Practice

After reviewing your data, write a problem of practice statement and complete a Fishbone Diagram to clearly define the problem and its root cause(s).

Questions to consider:

- What problem are you trying to address?
- Is the problem clear, specific, and measurable?
- Is the problem clearly articulated?

**Problem of Practice sample statement:** 75% of dispositions in grades 6 – 8 are assignments to our In-School Intervention room due to the inconsistent implementation of tier one and tier two interventions.

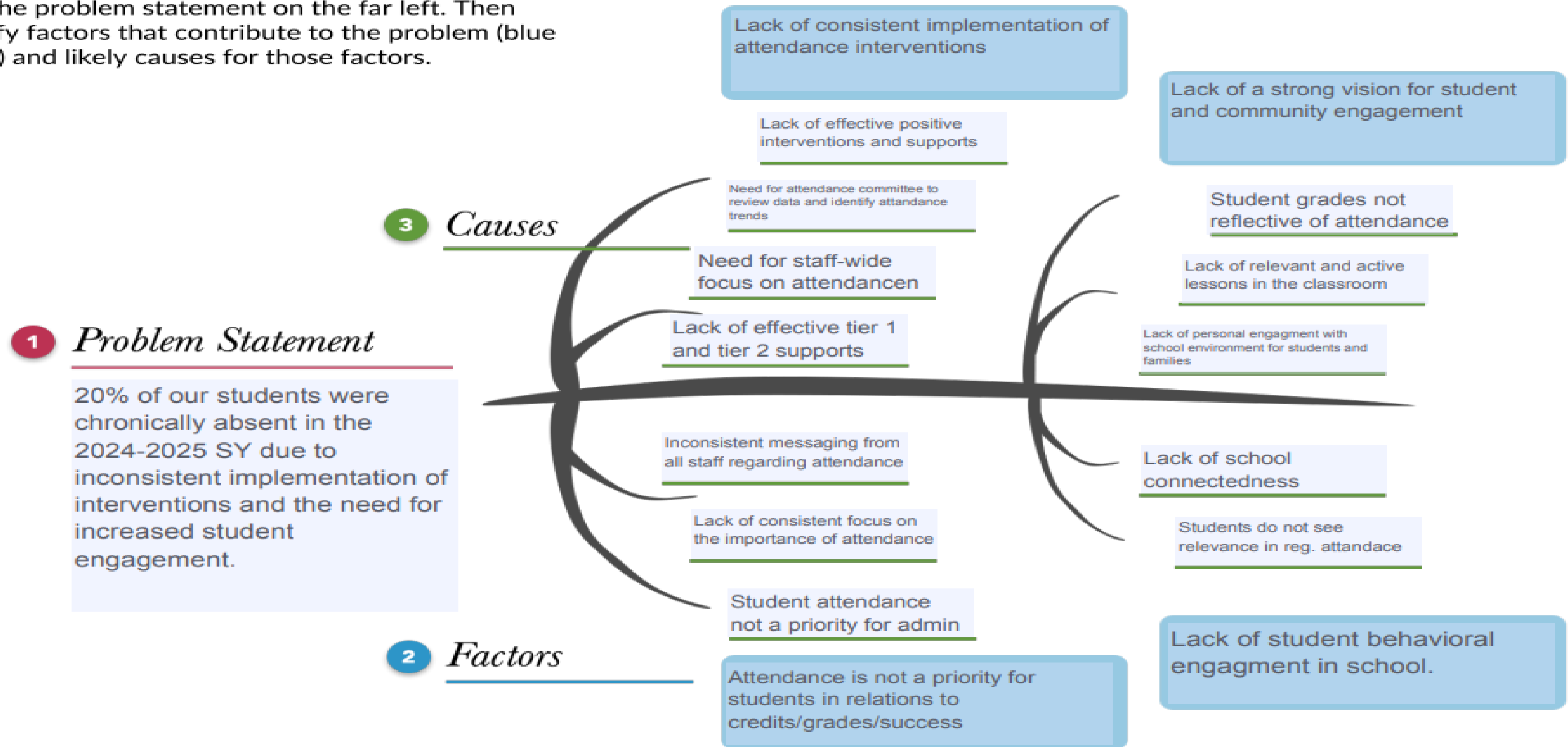


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To complete your own fishbone diagram, begin with the problem statement on the far left. Then identify factors that contribute to the problem (blue boxes) and likely causes for those factors.



# Develop a SMART Goal

The Smart Goal is the specific goal developed in response to the problem statement that guides improvement efforts. It should describe what the team wants to achieve, what metric will be used to measure achievement, and by how much the team wants to increase or decrease that metric.

## Make sure your SMART Goal is:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-bound: Unlike instructional SIP goals, school climate goals are for the full school year (with periodic embedded data monitoring)

**Insert your school's SMART goal, primary, and secondary drivers into the Driver Diagram.**





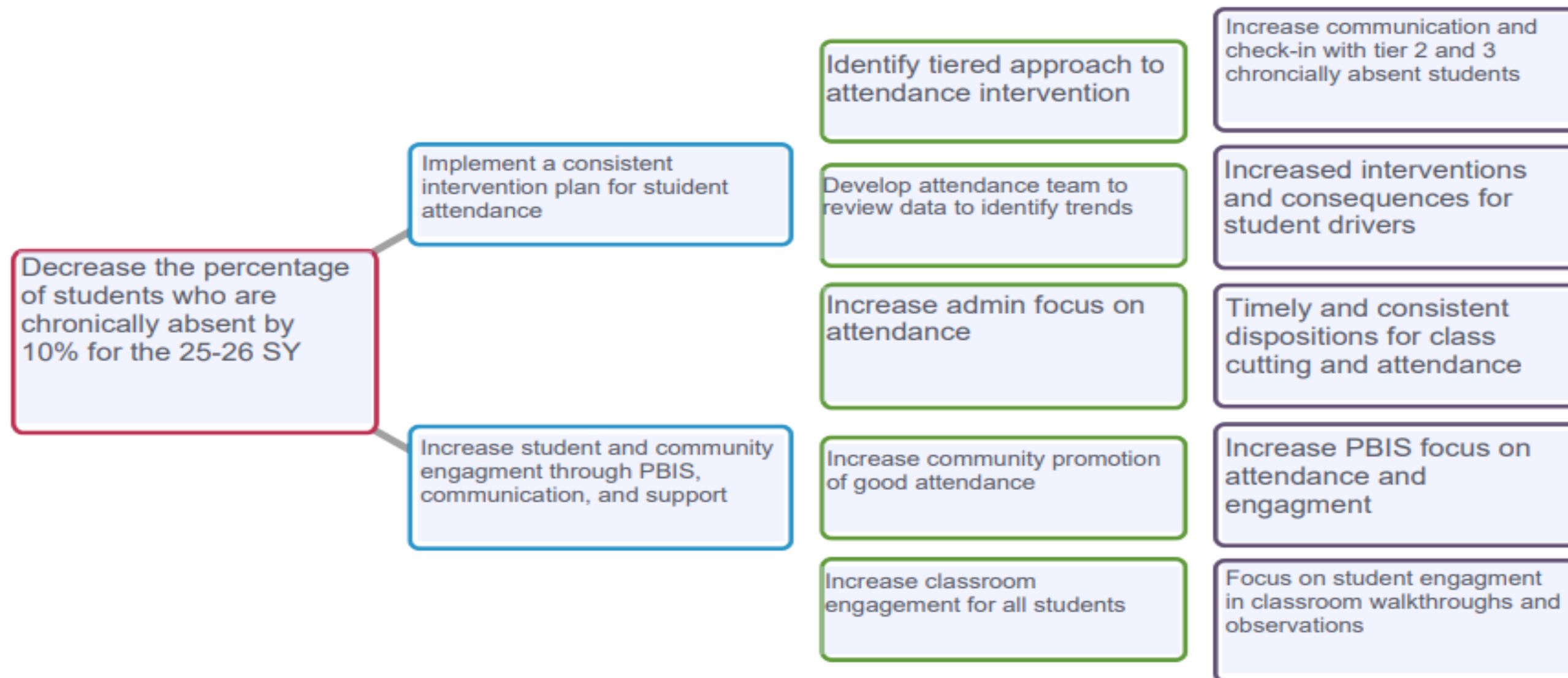
Complete your own driver diagram beginning with the aim statement and working through primary and secondary drivers and change practices. Add connecting lines as appropriate. Then, check your logic from right to left: "If [change practice], then [secondary -> primary -> aim]."

**1** Aim Statement

**2** Primary Drivers

**3** Secondary Drivers

**4** Change Practices



# School Climate

## Quarter 1 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

**List your Quarter 1 action 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 24-25 and implement interventions during 1st quarter**
- 5. Implement an attendance component into the Grade/Credit recovery requirements.**
- 6. Implement incentives for tier-one attendance through PBIS quarterly events/incentives**



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# School Climate: Data Collection

## Quarter 1 Data Collection:

*Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?*

### *Attendance Data*

*Chronically absent student data from 24-25: Q1-Q4*

*Chronically absent student data from 25-26 – Q1*

*Current chronically absent student data reviewed weekly*

*Late arrivals data quarter 1*



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# School Climate

## Quarter 1 School Climate Data Analysis

*To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?*

Data Source:

Successes	Challenges	Next Steps
<p>Last year's data shows that we had 12% of students chronically absent (235/1968). This year, at the Quarter 1 mark, we have decreased to 11% of our student being chronically absent (223/1999). We have made a 1% improvement.</p> <p>Meet with principals and PPWs from Davis, Diggs and NP to review absences across all three schools and discuss interventions and supports on all three levels.</p>	<p>Government shutdown led to more parent drop offs, resulting in increased late arrivals.</p> <p>Discipline interventions that result in student absences.</p> <p>Limited work hours to be used for focusing on unexcused absences and tardies.</p>	<p>Continue to address students who are chronically absent through disciplinary measures.</p> <p>Continue to reward students with positive attendance through PBIS raffles</p> <p>PBIS Attendance blitz*</p> <p>Flight groups implemented</p> <p>3rd At Risk Meeting with stakeholders</p> <p>Princi-PALS meeting with Office of Community Engagement and Equity to set up Community Night @ NPHS for Diggs, Davis and NP community.</p>

# School Climate: Data Collection

## Quarter 2 Data Collection:

*Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?*

### *Attendance Data*

*Chronically absent student data from 24-25: Q1-Q4*

*Chronically absent student data from 25-26 – Q2*

*Current chronically absent student data reviewed weekly*

*Late arrivals data quarter 2*



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# School Climate

## Quarter 2 School Climate Data Analysis

*To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?*

Data Source:

Successes	Challenges	Next Steps

# School Climate

## Quarter 2 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

**List your Quarter 2 action steps.**



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# School Climate

## Quarter 3 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

**List your Quarter 3 action steps.**



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# School Climate: Data Collection

## Quarter 3 Data Collection:

*Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?*



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# School Climate

## Quarter 3 School Climate Data Analysis

*To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?*

Data Source:

Successes	Challenges	Next Steps

# School Climate

## Quarter 4 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

**List your Quarter 4 action steps.**



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# School Climate: Data Collection

## Quarter 4 Data Collection:

*Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?*



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# School Climate

## Quarter 4 School Climate Data Analysis

*To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?*

Data Source:

Successes	Challenges	Next Steps