



North County High School

An AVID Emerging Demonstration Site

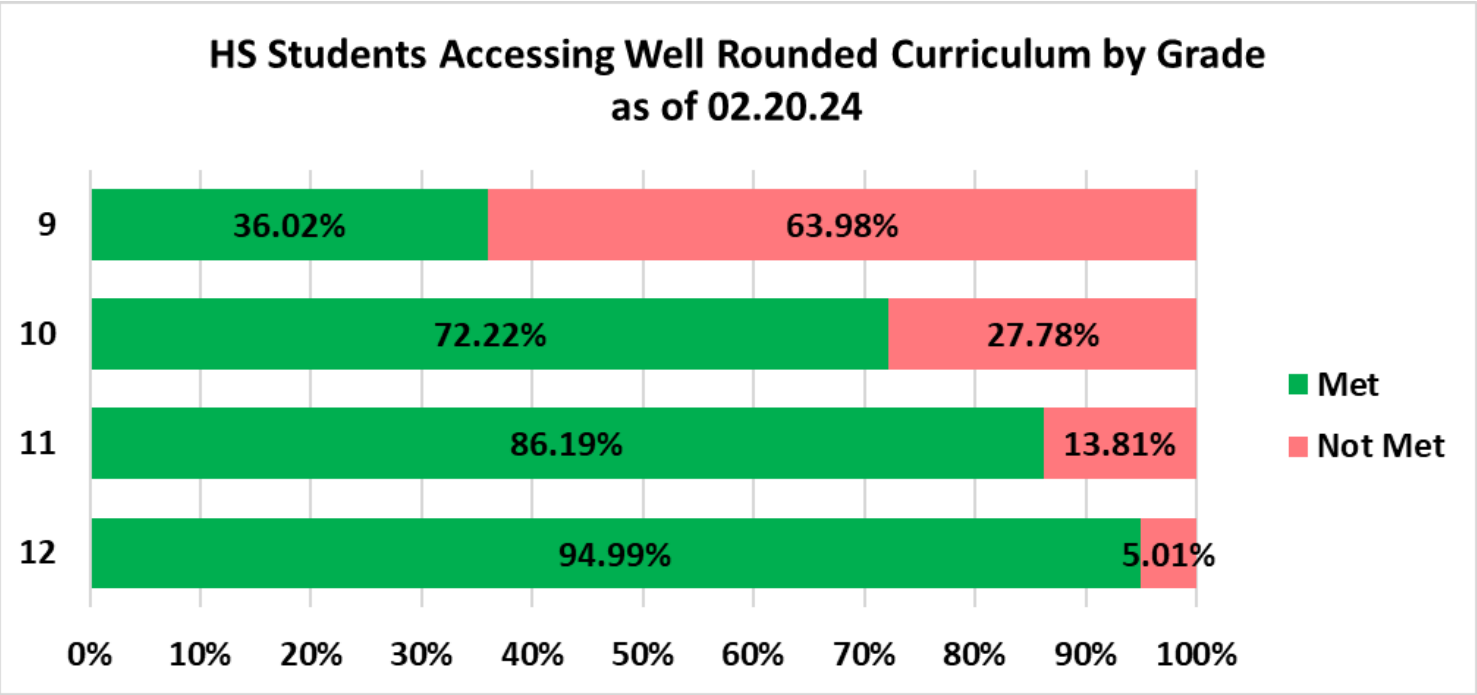
Access to a Well-Rounded Curriculum	Progress in EL Proficiency	On Track 9th Grade	Chronic Absenteeism
SIT Focused Group Notes 2023-2024	NCHS Student Demographics	ESSA House 22-23	

Well-Rounded Curriculum (WRC) Goal (Colbert)

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ESSA House	ACCESS TO A WRC: % of graduating seniors who have been enrolled in an AP course OR AACC (dual-enrollment) OR a CTE completer; if certificate-bound, enrollment in general education core or elective course. SY 21-22 SCORE: 7.1/10 points CREDIT FOR A WRC: % of graduating seniors meeting CCR criteria, which is at least one of: AP; SAT; ACT; credit for dual enrollment; UMD Completer; CTE program completer, youth/other apprenticeship training program, CTE concentrator with industry certification, Seal of Biliteracy. SY 21-22 SCORE: 4/5 points
Goal	1. Increase the percentage of diploma-bound seniors who take an AP course OR are dual-enrolled in AACC OR earn a MD industry certification (including CTE) from 70.6% to 85%.

Data Updates:





AVID Strategies		AVID CCI Connections
All classes:(Tier 1) <ul style="list-style-type: none">Organizational System (digital or physical)Focused Notes and Interactive NotebooksUse of AVID Strategy List	In the tested areas:(Tier 2) <ul style="list-style-type: none">AVID Peer tutoring in media center (contact Ms. Lowie for info or to sign up a student)	INSTRUCTION: 1.1.3: Focused Note Taking 1.1.7: Technology as a Tool for Collaboration 1.1.8: Structures for Collaboration 1.1.9: Tutorials and Collaborative Study Groups 1.1.15: WICOR Strategies SYSTEMS: 2.2.18: Grade Level Articulation 2.2.19: Academic Support Structures 2.3.26: Grades of C or Better 2.4.37: AVID Trained in WICOR Methodologies 2.4.38: AVID Instructional Methodologies 2.4.40: Professional Learning in AVID Strategies CULTURE: 4.1.1: WICOR Scaffolding and Rigorous Instruction
AVID & PBIS Supports		
<div><input type="checkbox"/> Norming 5 best practices led by teachers with high success rates for students through peer WTs and the AVID showcase (Tier 1)</div> <div><input type="checkbox"/> Student-centered learning and instruction observable in all classrooms (Tier 1)</div> <div><input type="checkbox"/> Timeline of Timeliness and posted NCHS grading expectations in every classroom (Tier 1)</div> <div><input type="checkbox"/> Building relationships: Community Building Circles and Relational Capacity during FLEX and class (Tier 1)</div> <div><input type="checkbox"/> Bi-weekly communication between teachers and families whose students are in danger of failing (Tier 2)</div>		

Action Steps	Implementation & PL/Training	Monitoring & Feedback	Persons Responsible
1. Market & provide access to AACC classes & CTE Completers for students who are not College Completers. <input checked="" type="checkbox"/> Counselors invite students <input checked="" type="checkbox"/> Invite Sackett to come to talk to admin about CTE completers <input checked="" type="checkbox"/> Create flier	WHEN: Year-round, specifically in Nov-Dec when gearing up for student course selection	Monitoring: <ul style="list-style-type: none">Tracker of Completer programs for students who are not meeting WRC reqs. Includes tracking credit recovery progressWork with AACC partners and CTE office to offer and promote courses for students to take.Teachers provide a list of students who are not realistically going to make it to Alg 2 to Counselors.Scheduling fairs and Counseling lessons to educate on all different Completer options and finding the best fit for each student. Feedback: To ensure success on this goal for future years, Counselors are instructed to make sure all 9-11 graders have a completer program that meets reqs of WRC.	Counselors Thomas/Admin Mr. Latham/AACC Sackett/CTE
2. Target graduating seniors (SY23-24) who do not have credit for Algebra 2 (and will not take it) to enroll them in AACC course, internship, or AP course this year. <input type="checkbox"/> Spreadsheet of ESSA Conditions - Colbert emailing Erin White	WHEN: Summer & MP1	Monitoring: <ul style="list-style-type: none">Received list of students who will not meet WRC goal and gave it to counselors to address (add to Alg 2 when possible, push AACC).Worked w/ AACC who will align Spring 2024 classes to our bell schedule so students can take the IT3 bus to/from GBTC for AACC class. <i>Spring 2024 AACC classes running at Glen Burnie Towne Center here.</i>	Thomas/Admin (data) Counselors Internship coordinators AACC



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		Feedback: To ensure success on this goal for future years, Counselors are instructed to make sure all 9-11 graders have a complete program that meets reqs of WRC.	
3. Boost Algebra 1 supports increasing the number of students who will take Algebra 2 the following year, including Seminar. <input type="checkbox"/> ID 5 best practices- Ricky sent out google form to gather this info	WHEN: Year-round	Monitoring: <ul style="list-style-type: none"> • Bi-weekly reports of struggling students - refer to Peer Tutoring program and study hall (for athletes). • Quarterly data pulls to monitor academic performance in Algebra 1 classes. • Intentional scheduling. • Bi-weekly walkthroughs in Algebra 1 classes, feedback to teachers, accountability loop with DC. Feedback:	<i>Teachers Math DC Colbert & Admin Lowrie & peer tutors</i>
4. Advertise and educate students on AP course offerings, ensuring they are good fits for the student to be successful. <input checked="" type="checkbox"/> AP course "one-liners" & requirements <input type="checkbox"/> Plan AP Info night in April	WHEN: Dec & Jan	Monitoring: <ul style="list-style-type: none"> • Ask AP teachers to provide "one-liners" & course requirements, including Summer Assignments, to provide students with clear understanding of expectations. • AP Info night in January before scheduling course requests. • Data Feedback: What is the feedback for AP teachers in order to increase pass rates?	<i>AP Teachers Thomas Counselors</i>




Progress in English Language Proficiency Goal (McAlily)

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ESSA House	25% of EL students making adequate progress toward proficiency in English on WIDA ACCESS SY 21-22 SCORE: 2.6/10 points AMO:
Goal	<ol style="list-style-type: none">Of the 60 Long Term ELL students, at least 30% (20 students) will attain English Language Proficiency on WIDA ACCESS 2024 by scoring at least a 4.5.Of the 15 Active or Refused EL students who scored 4.0 or higher, 100% will attain English Language Proficiency on WIDA Access 2024 by scoring at least a 4.5.Of the 229 Active students in ELD with a WIDA score, 140 students (approx 45%) will improve their score on the speaking portion of WIDA Access 2024. The growth targets are differentiated based on previous WIDA scores and are listed here.

Data Updates:

- 3 different tutoring options. (peer tutoring, AVID 12 tutors, and schoolwide tutor program).
- Still waiting for IDD to upload quarterly data
-  ELD Data - MP 2

AVID Strategies		AVID CCI Connections
All classes:(Tier 1) <ul style="list-style-type: none">Focused Notes (FNT)Marking the TextStructures for CollaborationUse of AVID Strategy List & WICOR-infused lessons	In the tested areas:(Tier 2) <ul style="list-style-type: none">Interactive Notebooks (ELD 1 &2)Binders for 3, 4 & 5Sentence Starters	INSTRUCTION: 1.1.3: Focused Note Taking 1.1.7: Technology as a Tool for Collaboration 1.1.8: Structures for Collaboration 1.1.9: Tutorials and Collaborative Study Groups 1.1.15: WICOR Strategies SYSTEMS: 2.2.18: Grade Level Articulation 2.2.19: Academic Support Structures 2.3.26: Grades of C or Better 2.4.37: AVID Trained in WICOR Methodologies 2.4.38: AVID Instructional Methodologies 2.4.40: Professional Learning in AVID Strategies CULTURE: 4.1.1: WICOR Scaffolding and Rigorous Instruction
AVID & PBIS Supports		
<div><input type="checkbox"/> Norming best practices led by teachers with high success rates for students through peer WTs and the AVID showcase (Tier 1)</div> <div><input type="checkbox"/> Organization - Teachers use organized folders in Brightspace & Google Drive (Tier 1)</div> <div><input type="checkbox"/> Student-centered learning and instruction observable in all classrooms (Tier 1)</div> <div><input type="checkbox"/> Timeline of Timeliness (Tier 1)</div> <div><input type="checkbox"/> Building relationships: Daily Circles and/or Relational Capacity (Tier 1)</div> <div><input type="checkbox"/> Banners for the classroom for recognition of demonstrating growth on WIDA 2023</div> <div><input type="checkbox"/> Celebration in the beginning of the school year to showcase students who made progress on WIDA (Tier I)</div> <div><input type="checkbox"/> Bi-weekly communication between teachers and parents, monthly ConnectEd calls to families w/ students in danger of failing (Tier 2)</div> <div><input type="checkbox"/> Cultural day celebration (Tier 2)</div> <div><input type="checkbox"/> Joven Noble by Alt 1 and Bi-lingual facilitator (Tier 2)</div> <div><input type="checkbox"/> Soccer tournament between students vs staff to increase the rapport with ELs and include them in the fabric of the school. (Tier 2)</div>		



Action Steps	Implementation & PL/Training	Monitoring & Feedback	Persons Responsible
<p>1. WIDA Practice. In addition to AACPS Quarterly Assessments, students will take a practice speaking WIDA test to gauge progress and provide focus areas for ELD teachers.</p> <p><input checked="" type="checkbox"/> Sub-code/Time for Heymann to create</p>	<p>WHEN: during student seminar and ELD classes each quarter and in December</p>	<p>Monitoring: graded assessment in October, December and January</p> <ul style="list-style-type: none"> ELD teachers will create skill based lessons to be completed during student seminars These lessons will assist with improving the passing rate for the WIDA assessment <p>Baseball card report with WIDA scores</p> <p>Feedback: teacher specific feedback after assessments</p> <ul style="list-style-type: none"> admin sheltered time with the DC to discuss student progress after each practice test and next steps. admin to attend common planning to discuss data trends with the ELD teachers and next steps. 	<p>ELD teachers admin</p>
<p>2. Teachers differentiate directions to students in their native language orally or in writing as needed. Teachers use powerpoint live subtitles to communicate in Spanish to the students.</p>	<p>WHEN: 2023-24 school year</p>	<p>Monitoring: walkthroughs- all admin to monitor during walkthroughs that teachers are differentiating during instruction. (We need more walkthroughs with this specific focus- 02/14)</p> <p>Walkthrough Monitoring Tool</p> <p>Feedback: teacher specific feedback will be provided after walkthroughs. A meeting will be scheduled for teachers needing support.</p>	<p>admin, IC's, SPC</p>
<p>3. Teachers will employ AVID & ELD strategies to support English Language Learners.</p> <p><input type="checkbox"/> Pull walkthrough data on ELD strategies</p>	<p>WHEN: 2023-24 school year</p> <p>WICOR Wednesdays, File Hub, Dept Mtg</p>	<p>Monitoring: walkthrough- all admin will monitor during walkthroughs. Evaluate data on quarterlies (Heymann pull grades for all ELD students to identify commonalities 2/14)</p> <p>Feedback: student growth on assignments</p>	<p>All teachers admin IC's, and SPC</p>
<p>4. Teachers provide peer buddies to ELD students to ensure work comprehension and completion is taking place.</p> <p><input checked="" type="checkbox"/> AVID 12 students are going into ELD I&II classes to tutor students</p>	<p>WHEN: 2023-24 school year</p>	<p>Monitoring: walkthrough- all admin monitors during walkthroughs</p> <ul style="list-style-type: none"> quarterly check-ins to ensure student success (interims) 	<p>All teachers admin IC's and SPC</p>
<p>5. Monitoring graduation progress for ELD seniors. Make sure any students in the red and yellow zone have targeted interventions.</p> <p><input checked="" type="checkbox"/> Admin/Counselor mtgs with students in red and yellow zone</p>	<p>WHEN: 2023-24 school year</p>	<p>Monitoring: walkthrough- all admin monitors during walkthroughs</p> <ul style="list-style-type: none"> quarterly check-ins to ensure student success (interims) (Upcoming meeting with these students, McAlily and Baum 2/14) 	<p>All teachers admin IC's and SPC</p>



On Track 9th Grade Goal (Freinberg & Deitchman)

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ESSA House	75% of first-time 9th graders earning at least 4 credits within core subjects: Math, Science, ELA, Social Studies, and World Language SY 21-22 SCORE: 3.4/5 points (67.38%)
Goal	Of the first-time 9th graders (643), 71% (456) will earn a minimum of 4 credits in any of the 5 core areas each semester.

Data Updates:

Tier	Description	% of Total Cohort
Tier 1 - GREEN	FTNG who have at least 4 credits after Semester 1	70.8%
Tier 2 - GOLD	FTNG who have 2 - 3.75 credits after Semester 1	21.1%
Tier 3 - RED	FTNG who have less than 2 credits after Semester 1	8.1%

AVID Strategies		AVID CCI Connections
All classes:(Tier 1) <ul style="list-style-type: none">Organizational System (digital or physical)Focused Notes and Interactive NotebooksMarking the TextUse of AVID Strategy List	In the tested areas:(Tier 2) <ul style="list-style-type: none">AVID Peer tutoring in media center (contact Rachel Lowrie and Eden Pack for info or to sign up a student)Tutoring Program (contact Mr. Casolo to sign up a student)	INSTRUCTION: 1.1.3: Focused Note Taking 1.1.7: Technology as a Tool for Collaboration 1.1.8: Structures for Collaboration 1.1.9: Tutorials and Collaborative Study Groups 1.1.15: WICOR Strategies SYSTEMS: 2.2.18: Grade Level Articulation 2.2.19: Academic Support Structures 2.3.26: Grades of C or Better 2.4.37: AVID Trained in WICOR Methodologies 2.4.38: AVID Instructional Methodologies 2.4.40: Professional Learning in AVID Strategies CULTURE: 4.1.1: WICOR Scaffolding and Rigorous Instruction
AVID & PBIS Supports		
<div><input type="checkbox"/> Norming 5 best practices led by teachers with high success rates for students through peer WTs and the AVID showcase (Tier 1)</div> <div><input type="checkbox"/> Organization - Teachers use organized folders in Brightspace & Google Drive which meet BS Expectations to share learning materials ensuring access for all students. (Tier 1)</div> <div><input type="checkbox"/> Student Organization Centers with supplies and materials in classroom</div> <div><input checked="" type="checkbox"/> KNIGHTS Expectations Matrix posted in classrooms and throughout the building (Tier 1)</div> <div><input type="checkbox"/> Student-centered learning and instruction observable in all classrooms (Tier 1)</div> <div><input checked="" type="checkbox"/> Timeline of Timeliness and posted NCHS grading expectations in every classroom (Tier 1)</div> <div><input type="checkbox"/> Building relationships: Community Building Circles and Relational Capacity during FLEX and class (Tier 1)<div><input type="checkbox"/> send email to staff the week prior to the start of the new semester</div></div> <div><input type="checkbox"/> Bi-weekly communication between teachers and families whose students are in danger of failing (Tier 2)</div> <div><input checked="" type="checkbox"/> Quarterly incentive for student who meet the attendance and grade requirements (whole school) (Tier 2)</div> <div><input checked="" type="checkbox"/> Quarterly support for families to access and understand how to use Powerschool to check grades and attendance (Tier 1)</div>		



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Action Steps	Implementation & PL/Training	Monitoring & Feedback	Persons Responsible
<p>1. 9th grade seminar teachers will facilitate 9th grade specific lessons that will support their academic goals</p> <p><input checked="" type="checkbox"/> Plan 9th grade seminar teachers meeting for after Thanksgiving break: Thursday 11/30 Freinberg will send invite and Deitchman/Freinberg will lead</p>	<p>WHEN:</p> <p>Summer preparation of seminar lessons</p> <p>Vertical Teaming with the middle schools.</p> <p>Lessons will be delivered weekly on Mondays during student seminar</p>	<p>Monitoring: Twice a quarter SPC will pull 9th grade data to evaluate changes that are needed to make the lessons more effective</p> <ul style="list-style-type: none"> attendance referrals/ blue sheet grades <p>SPC will compare attendance and behavior data for students who are not being successful (passing 4 of 5 core classes)</p> <p>Feedback:</p> <ul style="list-style-type: none"> Quarterly google form to 9th grade student seminar teachers about the 9th grade lessons and their effectiveness 	<p>9th grade student seminar team (English Department Chair, Russell, Avid site team member), SPC, Admin, 9th grade student seminar teachers</p>
<p>2. WICOR workshops that are intentional for 9th grade challenges that will be offered to provide support to teachers. Collaborative teams will be invited to attend during a planning period</p> <p><input type="checkbox"/> 9th grade specific walkthroughs</p>	<p>WHEN: Bi-monthly (9th grade specific WICOR workshops)</p>	<p>Monitoring: Surveys will be sent to 9th grade teachers to gauge interest on areas for improvement in order to prepare for workshops. Walkthroughs conducted by AP and IC's to monitor teachers effectiveness.</p> <p>Feedback: Feedback will be shared with teachers following each walkthrough and during collaborative planning Teacher feedback about needs for professional development will be shared with the WICOR workshop team in order to develop effective sessions</p>	<p>SPC, Avid Site Team member, 9th grade teachers, ICs, Admin</p>
<p>3. Quarterly check-ins with families of targeted 9th graders</p> <p><input checked="" type="checkbox"/> Plan MP2-ParentU</p>	<p>WHEN: Quarterly - Parent University</p> <p>9th Grade Academic Support Group during Flex block - targeted students pulled by Freinberg and put in small groups in Media to do work with core teachers (Freinberg and Guarneri's model from last year_</p>	<p>Monitoring: Admin/counselors will meet with their caseload of targeted 9th grade students at the end of each quarter.</p> <p>Feedback: Admin and Concentric will communicate with the teachers of each student about the student's academic plan and updates from their families</p>	<p>Admin, counselors, SPC, and concentric</p>
<p>4. Cohorted 9th grade seminars for students in red and yellow zones</p> <p><input type="checkbox"/> Identify best practices for 9th grade teachers and what supports they might need to implement them</p> <p><input type="checkbox"/> What subjects are students struggling with the most?</p>	<p>WHEN: Weekly</p>	<p>Monitoring: Admin/counselors will meet with their caseload of targeted 9th grade students at the end of each quarter.</p> <p>Counselors will push into these groups to have specific SEL lessons and provide updates to Admin monthly via Ms. Thomas.</p> <p>Feedback: Admin will communicate at least quarterly with the teachers of each student about the student's academic plan and updates from their families.</p>	<p>Admin, counselors, SPC</p>
<p>5. Outside Tutoring</p>	<p>When: Currently seeking a vendor and confirming time, location and students</p>	<p>TBD</p>	<p>Casolo, liakos, russell, gibbons, admin</p>

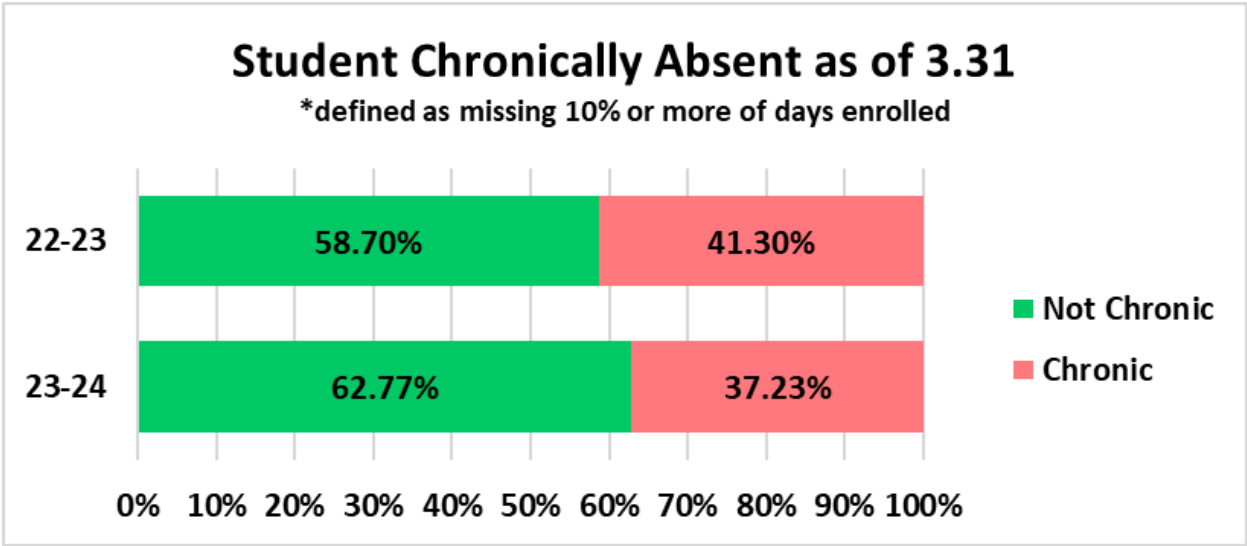


Chronic Absenteeism Goal (Thurmon & Patel)

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ESSA House	Percent of students attending school more than 90% of the time SY 21-22 SCORE: 5/15 points
23-24 Goal	The percentage of students who are deemed chronically absent will decrease by 4 percentage points from 43% (current year) to 39% (AMO).

Data Updates:



AVID Strategies		AVID CCI Connections
All classes:(Tier 1) <ul style="list-style-type: none">College Awareness - college fair	In the tested areas:(Tier 2) <ul style="list-style-type: none">AVID Peer tutoring in media centerELD tutors – modeled after AVID Tutor	INSTRUCTION: 1.1.3: Focused Note Taking 1.1.7: Technology as a Tool for Collaboration 1.1.8: Structures for Collaboration 1.1.9: Tutorials and Collaborative Study Groups 1.1.15: WICOR Strategies SYSTEMS: 2.2.18: Grade Level Articulation 2.2.19: Academic Support Structures 2.3.26: Grades of C or Better 2.4.37: AVID Trained in WICOR Methodologies 2.4.38: AVID Instructional Methodologies 2.4.40: Professional Learning in AVID Strategies CULTURE: 4.1.1: WICOR Scaffolding and Rigorous Instruction
AVID & PBIS Supports		
<ul style="list-style-type: none"><input type="checkbox"/> Community Building Circles (Tier 1)<input type="checkbox"/> Honor Roll (academics) & Student of the Month (STAND Tall) assemblies (Tier 1)<input type="checkbox"/> Attendance Works collaboration (Tier 1)<input type="checkbox"/> Community Town Hall Meetings/Parent University(Tier 1)<input type="checkbox"/> Teachers monitor attendance and notify students AND families when students miss 4 classes(Tier 1)<input type="checkbox"/> Restorative Circles and Repairing the Harm Circles (Tier 2)<input type="checkbox"/> Counselor Groups (Tier 2)		



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- ☐ Mentor Programs (Tier 2)
- ☐ Concentric (tier 2)
- ☐ Alt One Caseload (Tier 3)

Action Steps	Implementation & PL/Training	Monitoring & Feedback	Persons Responsible
<p>1 Cohorted 9th grade seminars for red and yellow zone students</p> <ul style="list-style-type: none"> <input type="checkbox"/> More community engagement with red and yellow zone students across all grade levels to increase school pride <input type="checkbox"/> Give students a voice to try to determine why they are not attending and see what we can do to increase the attendance 	<p>WHEN: Student Seminar every other week and/or classroom teachers at interims and end of quarters</p> <ul style="list-style-type: none"> • clear expectations related to regular attendance taking (ESSA house) <p>Attendance Student Focus Group</p>	<p>Monitoring: Communication to the school community via ConnectEd and Social Media to engage the community with attendance information. Targeted communication to families to support</p> <p>Feedback: Admin sends out communication via communication outlets.</p> <p>Monitoring: Utilize Concentric and Alternative One student caseloads to select a student group. Hold meetings and survey student group.</p> <p>Feedback: Admin identifies how to address the results gathered through student attendance survey and meetings with student group.</p> <p>Monitoring: Track unlawful absences (A21)</p> <p>Feedback: Admin identifies students with 3 unlawful absences (A21) in a day, as a pattern. Identify the why and pull in stakeholders for an attendance meeting.</p>	<p><i>Student Seminar Teachers and/or classroom teachers Attendance Clerk</i></p>
<p>2. Engage the 8th grade community by inviting them to non-academic events and creating more opportunities for them to build connections to NCHS</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Q2 - Toys for Tots Movie Night, Winter Art Show (canceled) <input type="checkbox"/> Q3 - 8th grade night (bball), spring sports in Q4 <input type="checkbox"/> Q4 - 9th grade night (lax), if in all classes on time, free admission 	<p>WHEN: every event type: athletics, performances, information nights, spirit week, 8th grade when we have big events coming up</p> <p>*PBIS pep rally for 8th graders at our school</p> <ul style="list-style-type: none"> • sporting events (8th grade night game 2 football- meet the players), art event, parent night at the MS, one pep rally for 8th graders only 	<p>Monitoring: Track 8th grade student attendance for each event- QR code for scanning for attendance (include email contact info).</p> <p>Feedback: Admin POC at each of the middle schools to poll their 8th graders about attending NCHS events</p> <p>Email survey to 8th graders who attend events to determine motivation for attending and which events they would be interested in attending in the future.</p>	<p><i>PBIS Team (incl. BPMS and LMS PBIS teams)</i></p>
<p>3. Take accurate attendance (paired with regular attendance monitoring)</p>	<p>WHEN: bi-weekly</p> <p>Quarterly analysis of attendance trends at SIP meeting</p> <p>Monthly case management of at-risk students through RST</p>	<p>Monitoring: Attendance Clerk will identify teachers who have not taken attendance each day and contact them directly to remind them to do so. Attendance Clerk will use a tracking system to identify teachers (bi-weekly) who did not take attendance 5+ times and notify admin. Attendance Clerk will pull attendance data bi-weekly and share with admin</p> <p>Feedback: Admin identifies students with A21, meets with student and contacts parent to determine if absences can be excused for valid reasons/gather documentation.</p> <p>https://unify.performancematters.com/core/report/bbcard/bbcard.jsp?idp=md AACPS adfs&report=YIPF7u</p>	<p><i>Teachers Attendance Clerk Community Ambassador Concentric/Attendance Works RST (Admin will hold accountable the teachers who are not regularly taking attendance)</i></p>