

Last updated September 2017

# **North Dorchester High School School Improvement Plan 2017-2018**

<p><b>Vision</b></p>	<p>We are the North Dorchester Eagles, we are becoming college, career and community ready by demonstrating integrity, honor and ethics through our voices and our choices.</p>
<p><b>Mission</b></p>	<p>The mission of North Dorchester High School is to afford all students a quality education by maintaining, implementing, and allowing for:</p> <ul style="list-style-type: none"> <li>• Educational opportunities that will allow the student to reach their potential, pursue individual aspirations, and become college and career ready.</li> <li>• Holistic development of each student.</li> <li>• Practical integration of technology in classroom instruction.</li> <li>• Cooperative partnership with parents and the community, to assist with the development of a positive and productive learning environment for all students.</li> </ul>
<p><b>Belief Statements</b></p>	<ul style="list-style-type: none"> <li>▪ A safe, orderly, and respectful environment promotes student learning.</li> <li>▪ Each student is unique and will be given a variety of experiences to achieve his or her maximum potential.</li> <li>▪ Parents/guardians, business, and community members are essential to the educational process.</li> <li>▪ Information to key stakeholders is critical to the NDHS instructional program.</li> <li>▪ Effective use of technology provides our students with a dynamic and stimulating environment.</li> <li>▪ Effective decisions for college, armed services, and the workforce are guided by a personalized and focused approach to learning.</li> <li>▪ Effective education develops the whole person intellectually, emotionally, socially, ethically, and physically.</li> </ul>

<b>I. STUDENT ACHIEVEMENT- PARCC English</b>								
<b>Data</b>	<b>2015-2016 PARCC ELA 10</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(blank)</b>	<b>Total</b>
	<b>ELA10</b>	<b>23</b>	<b>19</b>	<b>31</b>	<b>49</b>	<b>12</b>		<b>134</b>
	<b>GEN ED</b>	<b>22</b>	<b>19</b>	<b>31</b>	<b>49</b>	<b>12</b>		<b>133</b>
	504	2			2			4
	IEP	6						6
	N	14	19	31	47	12		123
	<b>ELL</b>	<b>1</b>						<b>1</b>
	IEP	1						1
	<b>FARMS</b>							
	NONFARMS	7	6	12	31	10		66
	FARMS	16	13	19	18	2		68
	<b>Ethnicity</b>							
	AfrAmerican	7	6	7	6	1		27
	Hispanic/Lat	4			1			5
	Caucasian	10	12	21	38	11		92
	<b>2015-2016 Course Passing Rate ELA 10</b>						95%	
	<b>2015-2016 Course Passing Rate ELA 11: 91%</b>							
	<b>2016-2017 PARCC ELA 10</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(blank)</b>	<b>Total</b>
<b>ELA10</b>							<b>115</b>	
<b>GEN ED</b>	<b>10</b>	<b>22</b>	<b>25</b>	<b>44</b>	<b>14</b>			
504	1		1				2	
IEP	5	6					11	
<b>EL</b>	<b>1</b>						<b>1</b>	
<b>FARMS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(blank)</b>	<b>Total</b>	

	NONFARMS	3	9	7	28	11			
	FARMS	7	13	18	16	3		<b>57</b>	
	<b>Ethnicity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(blank)</b>	<b>Total</b>	
	Afr Ameri	4	8	5	5	1		23	
	Hispanic/Lat	2	1	3	4			10	
	Caucasian	6	10	14	29	12		71	
	Mixed Race	2	1	2	6	1		12	
	<b>2016-2017 Course Passing Rate ELA 10:</b>						92%		
	<b>2016-2017 PARCC ELA 10 Passing Score (3 or higher):</b>							70%	
	<b>2016-2017 Course Passing Rate ELA 11: 91%</b>								
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Written Expression</li> <li>• Writing Knowledge</li> <li>• Literary Analysis</li> <li>• Research Simulation</li> <li>• Narrative Writing</li> <li>• Literature</li> <li>• Character analysis</li> <li>• Theme/central idea</li> <li>• Summary of text</li> <li>• Context</li> </ul>								
<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>• Literacy in History/Social Studies</li> <li>• Literacy in Science &amp; Technical Subjects</li> <li>• Information Text</li> <li>• Point of View</li> <li>• Textual Support</li> <li>• Supporting Claims</li> </ul>								

<b>I. STUDENT ACHIEVEMENT- PARCC English</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible (use position title, not staff name)</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<b>A. Mathematics Strategies</b> <ul style="list-style-type: none"> <li>• Use of information text in textual based questions.</li> <li>• Incorporation of 6 + 1 writing traits.</li> <li>• Close Analytical Reading strategies.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Math Coach</li> <li>• Literacy Coach</li> <li>• Math Teachers</li> </ul>	Continued access to Discovery Education and primary source databases via Media Center.	Data collected from Discovery Education use.  Data collection and feedback on student written responses using 6 + 1 traits.
<b>B. Reading/English/Language Arts</b> <ul style="list-style-type: none"> <li>• Use of information text in textual based questions.</li> <li>• Incorporation of 6 + 1 writing traits.</li> <li>• Close Analytical Reading strategies.</li> <li>• Incorporation of primary sources from science and social studies content.</li> <li>• Utilize public release PARCC practice items.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Literacy Coach</li> <li>• English Teachers</li> <li>• Media Specialist</li> </ul>	Continued access to Discovery Education and primary source databases via Media Center.	Data collected from Discovery Education use.  Data collection and feedback on student written responses using 6 + 1 traits.

<p><b>C. Science</b></p> <ul style="list-style-type: none"> <li>• Use of information text in textual based questions.</li> <li>• Incorporation of 6 + 1 writing traits.</li> <li>• Close Analytical Reading strategies.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Math Coach</li> <li>• Literacy Coach</li> <li>• Science teachers</li> </ul>	<p>Continued access to Discovery Education and primary source databases via Media Center.</p>	<p>Data collected from Discovery Education use.</p> <p>Data collection and feedback on student written responses using 6 + 1 traits.</p>
<p><b>D. Social Studies</b></p> <ul style="list-style-type: none"> <li>• Use of information text in textual based questions.</li> <li>• Incorporation of 6 + 1 writing traits.</li> <li>• Close Analytical Reading strategies.</li> <li>• Utilize primary source documents and support analysis skills.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Math Coach</li> <li>• Literacy Coach</li> <li>• Social Studies teachers</li> </ul>	<p>Continued access to Discovery Education and primary source databases via Media Center.</p>	<p>Data collected from Discovery Education use.</p> <p>Data collection and feedback on student written responses using 6 + 1 traits.</p>
<p><b>E. Unified Arts</b></p> <ul style="list-style-type: none"> <li>• Use of information text in textual based questions.</li> <li>• Incorporation of 6 + 1 writing traits.</li> <li>• Close Analytical Reading strategies.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Math coach</li> <li>• Literacy Coach</li> <li>• Unified Arts teachers</li> </ul>	<p>Continued access to Discovery Education and primary source databases via Media Center.</p>	<p>Data collected from Discovery Education use.</p> <p>Data collection and feedback on student written responses using 6 + 1 traits.</p>

II. STUDENT ACHIEVEMENT- PARCC Mathematics								
<b>Data</b>	<b>2015-2016 Algebra I PARCC</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(blank)</b>	<b>Total</b>
	<b>ALG01</b>	<b>20</b>	<b>37</b>	<b>22</b>	<b>10</b>			<b>89</b>
	<b>GEN ED</b>	<b>19</b>	<b>36</b>	<b>22</b>	<b>10</b>			<b>87</b>
	504	1	2					3
	IEP	3	6	1				10
	N	15	28	21	10			74
	<b>EL</b>	<b>1</b>	<b>1</b>					<b>2</b>
	IEP		1					1
	<b>FARMS</b>	<b>20</b>	<b>37</b>	<b>22</b>	<b>10</b>			<b>89</b>
	NON FARMS	3	10	15	7			35
	F A R M S	17	27	7	3			54
	<b>Ethnicity</b>	<b>20</b>	<b>37</b>	<b>22</b>	<b>10</b>			<b>89</b>
	African American	9	14	1				24
	Hispanic/Latino	3	3	1	1			8
	Caucasian	5	16	19	7			47
	<b>2015-2016 Course Passing Rate Algebra I</b>						79%	
	<b>2015-2016 Course Passing Rate Geometry: 79%</b>							
	<b>2016-2017 Algebra I PARCC</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(blank)</b>	<b>Total</b>
<b>ALG01</b>	<b>12</b>	<b>25</b>	<b>48</b>	<b>48</b>			<b>133</b>	
<b>GEN ED</b>	<b>12</b>	<b>25</b>	<b>48</b>	<b>48</b>				
504	1						1	
IEP	5	3	1	1			10	

	N	6	22	47	47			<b>121</b>	
	EL		<b>1</b>					<b>1</b>	
	IEP								
	<b>FARMS</b>	<b>12</b>	<b>25</b>	<b>48</b>	<b>48</b>			<b>133</b>	
	NON FARMS	2	8	27	35			72	
	F A R M S	10	17	21	13			61	
	<b>Ethnicity</b>								
	African Ameri	7	11	14	2			34	
	Hispanic/Latino		1	2	3			6	
	Asian			1	1			2	
	Caucasian	4	12	28	40			84	
	Multi-Race	1	1	3	2			7	
	<b>2016-2017 Course Passing Rate Algebra I:</b>					72%			
	<b>2016-2016 PARCC Algebra I Passing Score (3 or higher)</b>					72%			
<b>2016-2017 Course Passing Rate Geometry: 83%</b>									
<b>Strengths</b>	<b>Algebra I</b>				<b>Geometry</b>				
	<ul style="list-style-type: none"> <li>• Solving quadratic equations</li> <li>• Graphing functions                             <ul style="list-style-type: none"> <li>○ Quadrative equations</li> <li>○ Square root</li> </ul> </li> <li>• Writing expressions for functions</li> <li>• Interpreting graphs and tables</li> </ul>				<ul style="list-style-type: none"> <li>• Congruence</li> <li>• Similarity Right Triangles and Trigonometry</li> </ul>				
<b>Areas in Need of Improvement</b>	<b>Algebra I</b>				<b>Geometry</b>				
	<ul style="list-style-type: none"> <li>• Comparing properties of functions</li> <li>• Solving a multi-step contextual problem</li> <li>• Relating domains of a function to a graph</li> </ul>				<ul style="list-style-type: none"> <li>• Circles</li> <li>• Geometric Measurement and Dimension</li> </ul>				



<b>II. STUDENT ACHIEVEMENT- PARCC Mathematics</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<b>A. Mathematics Strategies</b> <ul style="list-style-type: none"> <li>• Graphic organizers for multi-step problems.</li> <li>• Comparison strategies.</li> <li>• Analysis of graphs.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Math Coach</li> <li>• Literacy Coach</li> <li>• Math Teachers</li> </ul>	Continued access to Discovery Education resources.	Formative and summative assessments related to development of weak areas.
<b>B. Reading/English/Language Arts</b> <ul style="list-style-type: none"> <li>• Incorporation of graph and data analysis and comparison.</li> <li>• Utilization of text incorporating algebraic and geometric vocabulary.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Literacy Coach</li> <li>• English Teachers</li> <li>• Media Specialist</li> </ul>	Continued access to Discovery Education resources.	Formative and summative assessments.
<b>C. Science</b> <ul style="list-style-type: none"> <li>• Incorporation of graph and data analysis and comparison.</li> <li>• Utilization of text incorporating algebraic and geometric vocabulary.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Math Coach</li> <li>• Literacy Coach</li> <li>• Science teachers</li> </ul>	Continued access to Discovery Education resources.	Formative and summative assessments.
<b>D. Social Studies</b> <ul style="list-style-type: none"> <li>• Incorporation of graph and data analysis and comparison.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Math Coach</li> <li>• Literacy Coach</li> <li>• Social Studies teachers</li> </ul>	Continued access to Discovery Education resources.	Formative and summative assessments.

<ul style="list-style-type: none"> <li>Utilization of text incorporating algebraic and geometric vocabulary.</li> </ul>				
<b>E. Unified Arts</b> <ul style="list-style-type: none"> <li>Incorporation of graph and data analysis and comparison.</li> <li>Utilization of text incorporating algebraic and geometric vocabulary.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Math coach</li> <li>Literacy Coach</li> <li>Unified Arts teachers</li> </ul>	Continued access to Discovery Education resources.	Formative and summative assessments.

III. STUDENT ACHIEVEMENT- Biology HSA			
<b>Data</b>	The following documents the 5-year trend for Biology HSA results demonstrating a passing score of 400 or higher:		
	<b>2011-2012</b>		
	<b>Demographics</b>	<b># of students</b>	<b>Bio Students</b>
	All Students	82	81.2%
	Afr. American	11	68.8%
	White	68	82.9%
	Hispanic	1	33.3%
	Amer. Indian	1	100%
	Asian	2	100%
	FARMS	28	73.7%
Spec. Education	2	50%	

2012-2013				
Demographics	# of students	Bio Students		
All Students	87	72%		
Afr. American	17	51.5%		
White	67	80.7%		
Hispanic	2	50%		
Amer. Indian	--	--		
Asian	--	--		
FARMS	36	58%		
Spec. Education	--	--		

  

2013-2014				
Demographics	# of students	Bio Students	# of students	Re-testers
All Students	96	77%	26	19%
Afr. American	20	50%	11	27%
White	62	83.9%	13	15%
Hispanic	--	--	--	--
Amer. Indian	--	--	--	--
Asian	--	--	--	--
Multi	47	64%	18	22%
FARMS	--	--	5	20%
Spec. Education	--	--	--	--
504	--	--	--	--
<b>Course Passing Rate</b>		91.5%		

  

2014-2015				
Demographics	# of students	Bio Students	# of students	Re-testers
All Students	116	88%	26	31%
Afr. American	18	61%	15	26%
White	90	94%	8	37.5%
Hispanic	5	80%	2	50%

Amer. Indian	--	--	--	--
Asian	1	100%	--	--
Multi	2	100%	1	0%
FARMS	50	84%	19	26%
Spec. Education	3	66%	4	0%
504	1	100%	--	--
<b>Course Passing Rate</b>		91.5%		
<b>2015-2016</b>				
<b>Demographics</b>	<b># of students</b>	<b>Bio Students</b>	<b># of students</b>	<b>Re-testers</b>
All Students	127	80%	23	17%
Afr. American	25	52%	14	21%
White	93	89%	6	16%
Hispanic	2	0%	--	--
Amer. Indian	--	--	--	--
Asian	--	--	--	--
Multi	7	71%	--	--
FARMS	71	69%	17	12%
Spec. Education	5	20%	3	0%
504	2	50%	--	--
<b>Course Passing Rate</b>		91%		
<ul style="list-style-type: none"> <li>Percentage indicates the percentage that passed</li> </ul>				
<b>2016-2017</b>				
<b>Demographics</b>	<b># of students</b>	<b>Bio Students</b>	<b># of students</b>	<b>Re-testers</b>
All Students	111	78%	14	21%
Afr. American	23	43%	4	0%
Caucasian	68	93%	8	37%
Hispanic	10	80%	1	0%
Amer. Indian	--	--	--	--
Asian	--	--	--	--
Multi	10	60%	1	0%

	FARMS	53	66%	9	22%																		
	IEP	9	22%	3	0%																		
	504	2	50%	--	--																		
	EL	--	--	--	--																		
	<b>Course Passing Rate</b>		92%																				
<p>5-year first time test-takers</p> <table border="1"> <caption>Biology Students Performance Data</caption> <thead> <tr> <th>Year</th> <th>1st time test takers (%)</th> <th>Course Passing Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td>80</td> <td>-</td> </tr> <tr> <td>2012-2013</td> <td>70</td> <td>-</td> </tr> <tr> <td>2013-2014</td> <td>75</td> <td>91</td> </tr> <tr> <td>2014-2015</td> <td>85</td> <td>91</td> </tr> <tr> <td>2015-2016</td> <td>80</td> <td>91</td> </tr> </tbody> </table>						Year	1st time test takers (%)	Course Passing Rate (%)	2011-2012	80	-	2012-2013	70	-	2013-2014	75	91	2014-2015	85	91	2015-2016	80	91
Year	1st time test takers (%)	Course Passing Rate (%)																					
2011-2012	80	-																					
2012-2013	70	-																					
2013-2014	75	91																					
2014-2015	85	91																					
2015-2016	80	91																					
<b>Strengths</b>	<ul style="list-style-type: none"> <li>▪ North Dorchester High School has demonstrated growth in student achievement and re-assessment despite unexpected staffing changes.</li> <li>▪ 91% of Biology students passed the Biology course.</li> <li>▪ Results from first-time test takers in May 2016 show student success in the following sub-strands: <ul style="list-style-type: none"> <li>○ Structure and Function of Biology Molecules</li> <li>○ Mechanism of Evolutionary Change</li> <li>○ Interdependence of Organisms in the Biosphere</li> </ul> </li> </ul>																						
	<ul style="list-style-type: none"> <li>▪ Note: columns in gray indicate lack of accurate date.</li> <li>▪ Note: -- indicates no students, or &lt;5-10 as recorded on the MD report card.</li> </ul>																						

<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>▪ Results from first-time test takers in May 2016 show areas of improvement are needed to focus on the following sub-strands:                             <ul style="list-style-type: none"> <li>○ Skills and Processes</li> <li>○ Structure and Function of Cells and Organisms</li> <li>○ Inheritance of Traits</li> </ul> </li> </ul>			
<b>III. STUDENT ACHIEVEMENT- Biology HSA</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<b>A. Mathematics Strategies</b> <ul style="list-style-type: none"> <li>▪ Infusion of the scientific method processes where applicable.</li> <li>▪ Infusion of data analysis.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Math Department</li> <li>▪ Math Supervisor</li> <li>▪ Math Coach</li> </ul>	Additional resources to support instruction and professional development for these particular units of study.	Formative assessment utilizing infusion of science material.
<b>B. Reading/English/Language Arts</b> <ul style="list-style-type: none"> <li>▪ Utilization of text related to biological studies, specifically in areas of cells and organisms, and the inheritance of traits.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ English Department</li> <li>▪ English Supervisor</li> <li>▪ Literacy Coach</li> </ul>	Additional resources to support instruction and professional development for these particular units of study.	Formative assessment utilizing infusion of science material.
<b>C. Science</b> <ul style="list-style-type: none"> <li>▪ Emphasis on collaborative teaming for:                             <ul style="list-style-type: none"> <li>i. Skills and Processes</li> </ul> </li> </ul>	Ongoing  Specific units of study per pacing guide	<ul style="list-style-type: none"> <li>▪ Science Department</li> <li>▪ Science Supervisor</li> <li>▪ Instructional Coaches</li> </ul>	Additional resources to support instruction and professional development for these particular units of study.	<ul style="list-style-type: none"> <li>▪ Formative and summative assessments.</li> <li>▪ County benchmark data.</li> </ul>

<p>ii. Structure and Function of Cells and Organisms iii. Inheritance of Traits</p>				
<p><b>D. Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ Infusion of the inheritance of traits into human rights discussions and historical documents.</li> </ul>	<p>Ongoing</p> <p>Unit 2: Foundation and Principles of Government and the Constitution</p>	<ul style="list-style-type: none"> <li>▪ Social Studies Department</li> <li>▪ Social Studies Supervisor</li> <li>▪ Instructional Coaches</li> </ul>	<p>Additional resources to support instruction and professional development for these particular units of study.</p>	<p>Formative assessment utilizing infusion of science material.</p>
<p><b>E. Unified Arts</b></p> <ul style="list-style-type: none"> <li>▪ Utilization of text and diagram analysis as they relate to content.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Unified Arts Departments</li> <li>▪ Unified Arts Supervisor</li> <li>▪ Instructional Coaches</li> </ul>	<p>Additional resources to support instruction and professional development for these particular units of study.</p>	<p>Formative assessment utilizing infusion of science material.</p>

### IV. STUDENT ACHIEVEMENT- Government HSA

The following documents the 5-year trend for Government HSA results demonstrating a passing score of 394 or higher:

**Data**

2013-2014					
Demographics	# of students	Govt Students	# of students	Re-testers	BRIDGE
All Students	96	80.2%	No data available, Government HSA re-introduced.		
Afr. American	20	55%			
White	62	87.1%			
Hispanic	--	--			
Amer. Indian	--	--			
Asian	--	--			
Multi	--	--			
FARMS	47	68.1%			
Spec. Education	--	--			
504	--	--			
<b>Course Passing Rate</b>		95.9%			

2014-2015				
Demographics	# of students	Govt Students	# of students	Re-testers
All Students	104	90.4%	17	17.6%
Afr. American	17	64.7%	11	18%
White	79	96.2%	4	0%
Hispanic	6	83.3%	2	50%
Amer. Indian	--	--	--	--
Asian	--	--	--	--
Multi	1	100%	1	100%
FARMS	49	83.7%	49	83.7%
Spec. Education	3	33.3%	3	33.3%
504	--	--	--	--
<b>Course Passing Rate</b>		93.3%		



2015-2016				
Demographics	# of students	Govt Students	# of students	Re-testers
All Students	136	79.4%	13	7%
Afr. American	32	56%	8	12%
White	94	90%	1	0%
Hispanic	4	25%	1	0%
Amer. Indian	--	--	--	--
Asian	1	100%	--	--
Multi	5	60%	--	--
FARMS	66	67%	7	0%
Spec. Education	5	0%	2	0%
504	3	67%	--	--
<b>Course Passing Rate</b>		89%		

\*BRIDGE results indicate graduating seniors only.

2016-2017				
Demographics	# of students	Govt Students	# of students	Re-testers
All Students	118	75%	11	55%
Afr. American	22	45%	3	33%
White	62	86%	7	71%
Hispanic	10	80%	1	0%
Amer. Indian	--	--	--	--
Asian	1	100%	--	--
Multi	11	73%	1	0%
FARMS	57	65%	8	37%
IEP	7	43%	2	0%
504	2	100%	--	--
<b>Course Passing Rate</b>		90%		

	<p style="text-align: center;"><b>Government Students</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>First time test takers (%)</th> <th>course passing rate (%)</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>80.00</td> <td>95.00</td> </tr> <tr> <td>2014-2015</td> <td>90.00</td> <td>93.00</td> </tr> <tr> <td>2015-2016</td> <td>79.00</td> <td>89.00</td> </tr> </tbody> </table>	Year	First time test takers (%)	course passing rate (%)	2013-2014	80.00	95.00	2014-2015	90.00	93.00	2015-2016	79.00	89.00
Year	First time test takers (%)	course passing rate (%)											
2013-2014	80.00	95.00											
2014-2015	90.00	93.00											
2015-2016	79.00	89.00											
<p><b>Strengths</b></p>	<p>Results from the 2015-2016 May administration of the Government HSA reflect student’s success in the following subject strands:</p> <ul style="list-style-type: none"> <li>▪ U.S. Government Structure</li> <li>▪ Protecting Rights</li> <li>▪ Impact of Geography</li> </ul>												
<p><b>Areas in Need of Improvement</b></p>	<p>Results from the 2015-2016 May administration of the Government HSA reflect student’s growth is need in the following subject strands:</p> <ul style="list-style-type: none"> <li>▪ Systems of Government</li> <li>▪ Economics</li> </ul>												

<b>IV. STUDENT ACHIEVEMENT- Government HSA</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<b>A. Mathematics Strategies</b> <ul style="list-style-type: none"> <li>• Emphasis on economic concepts embedded in curriculum.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Math coach</li> <li>• Math teachers</li> </ul>	Additional resources to support instruction and professional development for these particular units of study.	Formative and Summative assessments.
<b>B. Reading/English/Language Arts</b> <ul style="list-style-type: none"> <li>• Utilizing primary and secondary resources related to the functions and structure of government.</li> <li>• Embed text related to Supreme Court cases and protecting rights.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Literacy coach</li> <li>• English/Reading teachers</li> </ul>	Additional resources to support instruction and professional development for these particular units of study.	Formative and Summative assessments.
<b>C. Science</b> <ul style="list-style-type: none"> <li>• Embed the role of government departments and agencies in environmental regulations.</li> <li>• Address the role of legislation and agencies in providing resources to citizens.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Literacy coach</li> <li>• Math coach</li> <li>• Science teachers</li> </ul>	Additional resources to support instruction and professional development for these particular units of study.	Formative and Summative assessments.

<ul style="list-style-type: none"> <li>• Discuss agencies and departments that aid in the betterment of science.</li> </ul>				
<p><b>D. Social Studies</b></p> <ul style="list-style-type: none"> <li>• Embed economic concepts throughout the curriculum.</li> <li>• Reassess understanding of forms of government, and continue to address conceptual understanding throughout curriculum.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Literacy coach</li> <li>• Math coach</li> <li>• Social Studies Supervisor</li> <li>• Social Studies teachers</li> </ul>	Additional resources to support instruction and professional development for these particular units of study.	Formative and Summative assessments.
<p><b>E. Unified Arts</b></p>	Ongoing	<ul style="list-style-type: none"> <li>• Literacy coach</li> <li>• Math coach</li> <li>• Unified Arts teachers</li> </ul>	Additional resources to support instruction and professional development for these particular units of study.	Formative and Summative assessments.

**V. STUDENT ACHIEVEMENT- College and Career Readiness**

**College and Career Readiness Measurement for 2015-2016**

***All students enrolled in English III (Junior Year)***

***AccuPlacer***

Demographics	# of Testers	% of Students Earning a Cut Score			
		Elem. Algebra	College Math	Reading	Sentence Skills
All Students	103	31%	12%	35%	41%
African American	17	6%	12%	6%	17%
White	78	32%	13%	49%	40%
Hispanic	7	43%	0%	29%	14%
American Indian	1	100%	100%	100%	100%
Asian	-----	-----	-----	-----	-----
Pacific Islander	-----	-----	-----	-----	-----
FARMS	40	22.5%	10%	25%	30%
IEP/504	2	0%	0%	50%	0%
LEP	-----	-----	-----	-----	-----

**Data**

***All 10<sup>th</sup> graders enrolled in Algebra II***

***AccuPlacer***

Demographics	# of Testers	% of Students Earning a Cut Score			
		Elem. Algebra	College Math	Reading	Sentence Skills
All Students	47	57%	6%	Completion of Math Units Only	
African American	6	50%	0%		
White	40	57.5%	7.5%		
Hispanic	-----	-----	-----		
American Indian	-----	-----	-----		

Asian	1	100%	0%
Pacific Islander	-----	-----	-----
FARMS	20	35%	0%
IEP/504	1	100%	0%
LEP	-----	-----	-----

**2017 Cohort (CCR Measurements include PARCC, AccuPlacer, and SAT)**

103 graduating seniors  
 43 are CCR in both English and Math (42%)  
 16 are CCR in ELA only (15%)  
 8 are CCR in math only (8%)  
 36 are not CCR (35%)

**College and Career Readiness Measurement for 2016-2017**

**All students enrolled in English III (Junior Year 2018 Cohort)**

**SAT School Day** (% achieving a passing score 500 or higher)

Demographics	# of Testers	% Earning SAT Passing Score	
		Read/Writing	Math
All Students	111	31%	30%
African Ameri	19	5%	5%
White	86	35%	35%
Hispanic	3	33%	33%
American Indian	---	---	---
Asian	3	100%	66%
Pacific Islander	---	---	---
FARMS	57	14%	16%
IEP/504	6	0%	0%
LEP	---	---	---

\*10 Juniors failed to report to SAT School Day and were not included in percentages.

	<b>2018 Cohort (CCR Measurements include PARCC and SAT)</b>												
	103 graduating seniors												
	43 are CCR in both English and Math (42%)												
	16 are CCR in ELA only (15%)												
	8 are CCR in math only (8%)												
	36 are no CCR (35%)												
	<b>SAT Critical Reading</b>												
		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
	Target	463	469	475	482	488	494	500	506	512	518	524	530
	NDHS	463	480	490	445	464	476	504	453	471	457	477	n/a
<b>SAT Writing</b>													
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
Target	454	460	466	473	479	485	492	498	505	512	519	526	
NDHS	454	465	460	450	414	452	460	438	465	429	435	475	
<b>SAT Math</b>													
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
Target	440	450	460	470	480	490	500	510	520	530	540	550	
NDHS	440	495	475	410	440	461	475	460	449	444	457	461	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Students demonstrated strengths in the completion of English components to the AccuPlacer.</li> <li>• Increased exposure to the SAT through implementation of the SAT School Day for all Juniors March 2017.</li> <li>• Implementation of the PSAT to all Sophomores.</li> </ul>												
	<ul style="list-style-type: none"> <li>▪ Of the 103 Juniors who participated in the AccuPlacer, 38% had not completed or been enrolled in Algebra II to prepare for the assessment.</li> </ul>												

<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>▪ Students were not informed that the assessment was needed until weeks prior, and had not had exposure to the testing format or specific content required.</li> <li>▪ FARMS demonstrated the greatest need for improvement on all assessed areas.</li> </ul>
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<b>V. STUDENT ACHIEVEMENT- College and Career Readiness</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<b>A. Mathematics Strategies</b> <ul style="list-style-type: none"> <li>▪ Emphasis on Algebra I and Algebra II skills.</li> <li>▪ Utilize online AccuPlacer practice testing.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Math Department</li> <li>▪ Math Supervisor</li> <li>▪ Math Coach</li> </ul>	<ul style="list-style-type: none"> <li>▪ AccuPlacer resources</li> <li>▪ AccuPlacer sample questions</li> <li>▪ SAT practice samples</li> </ul>	<ul style="list-style-type: none"> <li>▪ Summative assessments for Algebra I and II courses.</li> <li>▪ Transition Courses</li> <li>▪ Collaborative Teaming</li> </ul>
<b>B. Reading/English/Language Arts</b> <ul style="list-style-type: none"> <li>▪ Sentence structure and close reading skills.</li> <li>▪ Utilize online AccuPlacer practice testing.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ English Department</li> <li>▪ English Supervisor</li> <li>▪ Literacy Coach</li> </ul>	<ul style="list-style-type: none"> <li>▪ AccuPlacer resources</li> <li>▪ AccuPlacer sample questions</li> <li>▪ SAT practice samples</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formative and summative assessments in ELA 10 and 11.</li> <li>▪ Collaborative Teaming</li> </ul>
<b>C. Science</b> <ul style="list-style-type: none"> <li>▪ Utilizing grade level questioning, text and vocabulary.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Science Department</li> <li>▪ Science Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>▪ AccuPlacer resources</li> <li>▪ AccuPlacer sample questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formative and summative assessments.</li> <li>▪ Collaborative Teaming.</li> </ul>



<ul style="list-style-type: none"> <li>▪ Use of close-analytical reading strategies.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ SAT practice samples</li> </ul>	
<p><b>D. Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ Utilizing grade level questioning, text and vocabulary.</li> <li>▪ Use of close-analytical reading strategies.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Social Studies Department</li> <li>▪ Social Studies Supervisor</li> <li>▪ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ AccuPlacer resources</li> <li>▪ AccuPlacer sample questions</li> <li>▪ SAT practice samples</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formative and summative assessments.</li> <li>▪ Collaborative Teaming.</li> </ul>
<p><b>E. Unified Arts</b></p> <ul style="list-style-type: none"> <li>▪ Utilizing grade level questioning, text and vocabulary.</li> <li>▪ Use of close-analytical reading strategies.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Unified Arts Departments</li> <li>▪ Unified Arts Supervisor</li> <li>▪ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ AccuPlacer resources</li> <li>▪ AccuPlacer sample questions</li> <li>▪ SAT practice samples</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formative and summative assessments.</li> <li>▪ Collaborative Teaming.</li> </ul>

<b>VI. STUDENT ACHIEVEMENT- Advanced Placement/Dual Enrollment</b>	
<b>Data</b>	<b>Rate taking dual enrollment or AP</b>

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Target	6.0	9.0	12.0	15.0	18.0	21.0	24.0	27.0	30.0	33.0	36.0	39.0
NDHS	7	9	15	17	16	23%	26%	23%	25%	26%	25%	36%
<b>Minority Rate Taking Dual Enrollment or AP</b>												
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Target	2.0	2.0	3.0	5.0	7.0	9.0	11.0	13.0	15.0	17.0	19.0	21.0
NDHS	2.8	3.0	17	10	23%	32%	8%	15%	22%	18%	14%	23%
<b>Number of AP Courses Given</b>												
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Target	2	3	4	5	6	7	8	9	10	11	12	13
NDHS	3	3	6	5	9	8	9	11**	12	11	10	12
<b>Students who have achieved qualifying scores</b>												
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Target	13	14	16	18	20	22	24	27	30	33	36	39
NDHS	7%	10%	15%	18%	30%	n/a	28%	13%	7%	28%	33%	41%
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Ongoing partnership with Chesapeake College and University of Maryland Eastern Shore.</li> <li>• Increased course offerings for on campus Advanced Placement courses.</li> <li>• Continued support of professional development through College Board AP Summer Academy's.</li> </ul>											
<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>• Current schedule limits students to a maximum of 3 AP courses their Junior and Senior year.</li> <li>• Ongoing transportation needs for of campus courses and evening course offerings.</li> <li>• Current schedule does not accommodate double periods for AP music and art courses.</li> <li>• Preparation through content and rigor in courses prior to entering AP courses.</li> </ul>											

<b>VI. STUDENT ACHIEVEMENT- Advanced Placement/Dual Enrollment</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible (use position title, not staff name)</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<p><b>A. Mathematics Strategies</b></p> <ul style="list-style-type: none"> <li>Continued collaboration through the AP PLC.</li> <li>Preparation of content and rigor in classes leading to AP course sequence.</li> </ul>	Ongoing	Literacy Coach Math Coach Principal Math Teachers	Continued funding for AP Summer Academy training.	
<p><b>B. Reading/English/Language Arts</b></p> <ul style="list-style-type: none"> <li>Continued collaboration through the AP PLC.</li> <li>Continued collaboration with UMES for ENG 101 and 102 course offerings.</li> <li>Ongoing exposure to FRQ writing formats.</li> <li>Emphasis on grammar review.</li> <li>Preparation of content and rigor in classes leading to AP course sequence.</li> </ul>	Ongoing	Literacy Coach Math Coach Principal English Teachers Guidance Counselors	Continued funding for AP Summer Academy training.	Formative and summative assessments.  FRQ feedback.

<ul style="list-style-type: none"> <li>• <b>Science</b></li> <li>• Continued collaboration through the AP PLC.</li> <li>• Preparation of content and rigor in classes leading to AP course sequence.</li> </ul>	<p>Ongoing</p>	<p>Literacy Coach Math Coach Principal Science Teachers</p>		<p>Formative and summative assessments.</p>
<ul style="list-style-type: none"> <li>• <b>Social Studies</b></li> <li>• Continued collaboration through the AP PLC.</li> <li>• Emphasis on DBQ and FRQ analysis and writing.</li> <li>• Continued collaboration with UMES to offer history/psychology courses.</li> <li>• Preparation of content and rigor in classes leading to AP course sequence.</li> </ul>	<p>Ongoing</p>	<p>Literacy Coach Math Coach Principal AP SS Teachers Guidance Counselors</p>		<p>Formative and summative assessments.  FRQ and DBQ feedback.</p>
<ul style="list-style-type: none"> <li>• <b>Unified Arts</b></li> <li>• Continued collaboration through the AP PLC.</li> <li>• Preparation of content and rigor in classes leading to AP course sequence.</li> </ul>	<p>Ongoing</p>	<p>Literacy Coach Math Coach Principal AP Art and Music Teachers</p>		<p>Formative and summative assessments.</p>

<b>VII. STUDENT ACHIEVEMENT- Cohort GPA</b>					
<b>Data</b>	% of students earning a 2.0 GPA or higher				
	<b>2020 Cohort</b>				
	2017	2018	2019	2020	
	73%				
	<b>2019 Cohort</b>				
	2016	2017	2018	2019	
	77%	75%			
	<b>2018 Cohort</b>				
	2015	2016	2017	2018	
	83%	80%	81%		
	<b>2017 Cohort</b>				
	2014	2015	2016	2017	
	89%	83%	88%	92%	
	<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Content PLCs arranged by grade and courses offered in schedule has allowed to increased consistency in instruction.</li> <li>• Increased utilization of the Student Services Team (SST) to address student, teacher, and parent concerns.</li> <li>• North Dorchester High School Guidance Counselors parent nights for middle school schedule transition.</li> <li>• Use of after school transportation of Tuesday's and Thursday's afternoons.</li> <li>• Strong, positive relationships with staff members encourage student progress.</li> </ul>			
	<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>• Need for increased collaboration to address student needs for transition from North Dorchester Middle School to North Dorchester High School for incoming 9<sup>th</sup> graders.</li> <li>• Clear language of course credit requirements should a student receive a failing grade.</li> <li>• Improve parent involvement during on Parent Conference days and maintain ongoing communication.</li> </ul>			

<b>VII. STUDENT ACHIEVEMENT- Cohort GPA</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible (use position title, not staff name)</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<ul style="list-style-type: none"> <li>Collaborative teaming built into schedule based on course assignments.</li> </ul>	Spring 2017	Math Coach Literacy Coach Classroom teachers Guidance Counselors Administration	n/a	Master schedule
<ul style="list-style-type: none"> <li>Communication with students, parents, counselors, and grade level administrators of grade concerns.</li> </ul>	Ongoing	Classroom Teachers Guidance Counselors Administration	n/a	Parent communication log Parent conference meetings

VIII. STUDENT ACHIEVEMENT- Maryland Scholars													
<b>Data</b>	<b>Maryland Scholars</b>												
		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
	Target	49*	54*	59*	64*	25	30	35	40	45	50	55	60
	NDHS	49%	32%	36%	43%	33%	45%	36%	47%	50%	34%	32%	35%
	*Based on Block-Schedule												
	<b>Minority Maryland Scholars</b>												
		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
	Target	8*	10*	12*	14*	16	18	20	22	24	26	28	30
	NDHS	15%	9%	11%	11%	9%	16%	29%	23%	44%	12.5%	26%	32%
	*Based on Block-Schedule												
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Partnerships with UMES have exposed minority students to increased opportunities for dual enrollment courses options.</li> <li>List and criteria of graduating class data outside of Guidance Office.</li> </ul>												
<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>Promotion of Maryland Scholar criteria during registration.</li> </ul>												

<b>VIII. STUDENT ACHIEVEMENT- Maryland Scholars</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible (use position title, not staff name)</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<ul style="list-style-type: none"> <li>Promote courses needed to attain Maryland Scholars recognition within the school through advertisements</li> </ul>	Year long	Assistant Principal Guidance Office	Materials for bulletin board	Guidance Bulletin Board
<ul style="list-style-type: none"> <li>Promote Maryland Scholars recognition during course registration.</li> </ul>	Spring 2017	Guidance Counselors	n/a	Student enrollment in MD Scholar bearing courses.
<ul style="list-style-type: none"> <li></li> </ul>				



STUDENT ATTENDANCE																																			
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>																							
	90.6%	90.2%	91.9%	92.0%	92.9%	91.9%	92.1%	92.1%	92.4%	95.9%	91.5%	95.4%																							
<b>Data</b>	<div style="text-align: center;"> <p>Attendance Rate</p> <table border="1"> <caption>Attendance Rate Data</caption> <thead> <tr> <th>Year</th> <th>Attendance Rate</th> </tr> </thead> <tbody> <tr><td>2006</td><td>90.6%</td></tr> <tr><td>2007</td><td>90.2%</td></tr> <tr><td>2008</td><td>91.9%</td></tr> <tr><td>2009</td><td>92.0%</td></tr> <tr><td>2010</td><td>92.9%</td></tr> <tr><td>2011</td><td>91.9%</td></tr> <tr><td>2012</td><td>92.1%</td></tr> <tr><td>2013</td><td>92.1%</td></tr> <tr><td>2014</td><td>92.4%</td></tr> <tr><td>2015</td><td>95.9%</td></tr> <tr><td>2016</td><td>91.5%</td></tr> </tbody> </table> </div>											Year	Attendance Rate	2006	90.6%	2007	90.2%	2008	91.9%	2009	92.0%	2010	92.9%	2011	91.9%	2012	92.1%	2013	92.1%	2014	92.4%	2015	95.9%	2016	91.5%
Year	Attendance Rate																																		
2006	90.6%																																		
2007	90.2%																																		
2008	91.9%																																		
2009	92.0%																																		
2010	92.9%																																		
2011	91.9%																																		
2012	92.1%																																		
2013	92.1%																																		
2014	92.4%																																		
2015	95.9%																																		
2016	91.5%																																		
<b>Strengths</b>	<p>Through implementation of the Commitment 180 initiative we have seen an increase in student attendance. Through the Commitment 180 initiative students are rewarded for having perfect attendance on a quarterly basis to maintain a constant goal throughout the school year.</p>																																		
<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>▪ There are concerns regarding the calculation of student attendance since the transition to the ABC rotating schedule, as PowerSchool reports have not displayed accuracy.</li> <li>▪ Proper utilization of Pupil Personnel Worker to investigate and engage students and families with poor attendance.</li> </ul>																																		

<b>STUDENT ATTENDANCE</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible (use position title, not name)</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<ul style="list-style-type: none"> <li>▪ Identify chronic absentees and contact their families.                             <ul style="list-style-type: none"> <li>○ Teachers will notify administration and guidance of repeat absences of 3 days or more.</li> </ul> </li> </ul>	Weekly-ongoing	<ul style="list-style-type: none"> <li>▪ Guidance Department Administrators</li> <li>▪ Pupil Personnel Worker(s)</li> <li>▪ Attendance Secretary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Potential transportation costs for PPW to conduct home visitation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records reflecting partnership with Pupil.</li> <li>▪ Student Services Team (SST) records.</li> <li>▪</li> </ul>
<ul style="list-style-type: none"> <li>▪ Commitment 180 Initiative                             <ul style="list-style-type: none"> <li>○ Commitment 180 posters showcased throughout school building.</li> <li>○ Annual Commitment 180 Banquet</li> <li>○ Quarterly Academic Celebrations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ ½ Quarter</li> <li>▪ Quarterly</li> <li>▪ Full Year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Guidance Department Administrators</li> <li>▪ Pupil Personnel Worker(s)</li> <li>▪ Attendance Secretary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commitment 180 posters</li> <li>▪ Poster frames and hanging materials</li> <li>▪ Academic Celebration</li> <li>▪ Transportation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quarterly and yearly perfect attendance data.</li> </ul>

GRADUATION RATE												
<b>Data</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
	82.91%	78.95%	79.88%	80.52%	79.07%	80.83%	80.56%	85.83%	92.68%	92.62%	88.57%	
	<p style="text-align: center;"><b>Graduation Rate</b></p> <p style="text-align: center;">2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016</p> <p style="text-align: center;">— Graduation Rate</p>											
	<b>September 30, 2016 Anticipated Graduates:</b>											
<b>Strengths</b>	Demonstrated stability and growth in our graduation rate in the last decade.											
<b>Areas in Need of Improvement</b>	It is necessary for North Dorchester High School works to decrease the number of students actively withdrawing from school and not completing their program of study to achieve a diploma.											

<b>GRADUATION RATE</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible (use position title, not name)</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<ul style="list-style-type: none"> <li>Increase student awareness of the earning potential of a high school graduate.</li> </ul>	Ongoing	All staff	n/a	Reflective writing Conversation
<ul style="list-style-type: none"> <li>Utilize Naviance software to aid students in college and career mapping.</li> </ul>	Ongoing	Guidance Counselors	n/a	Naviance log-in activity
<ul style="list-style-type: none"> <li>Use of Student Services Team meetings to address attendance, behavior, and academic concerns.</li> </ul>	Ongoing	Assistant Principal Guidance Counselor Classroom Teachers	n/a	SST referrals SST meeting minutes
<ul style="list-style-type: none"> <li></li> </ul>				

SCHOOL CLIMATE	
<b>Data</b>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Monthly student recognition by grade-level and staff members.</li> <li>• District-level recognition for improved student attendance through the Commitment 180 initiative.</li> <li>• Reduction in disciplinary referrals written by classroom teachers (see student behavior section).</li> </ul>
<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>• Closing achievement gap between minority population learners and Caucasian learners.</li> <li>• Closing achievement gap between FARMS vs. Non-FARMS students.</li> </ul>

SCHOOL CLIMATE				
Strategies	Timeline	Person(s) Responsible (use position title, not name)	Funding Needed	Product Evaluation Assessment
<ul style="list-style-type: none"> <li>• County-wide synergy event to provide professional development on equity.</li> </ul>	<ul style="list-style-type: none"> <li>• August 18, 2016</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• Continued conversations.</li> <li>• Staff Attendance</li> <li>• Completion of PD exercise.</li> </ul>

Last updated September 2017

<ul style="list-style-type: none"> <li>All staff work collectively to establish a definition of 'equity' specific for NDHS.</li> </ul>	<ul style="list-style-type: none"> <li>September-May</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>Monthly staff meetings.</li> </ul>
<ul style="list-style-type: none"> <li>Excellence in Equity will be the book study completed by all NDHS staff at monthly meetings.</li> </ul>	<ul style="list-style-type: none"> <li>September-May</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>Monthly staff meeting minutes</li> <li>Staff Attendance</li> </ul>
<ul style="list-style-type: none"> <li>Staff will receive voluntary training on Courageous Conversations</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2017</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer Staff Members</li> </ul>	<ul style="list-style-type: none"> <li>Courageous Conversations book study</li> </ul>	<ul style="list-style-type: none"> <li>Discussion notes</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			

STUDENT BEHAVIOR										
<b>Data</b>	Number of School-Wide Office Referrals*									
	Sub-Group	2010-2011		2011-2012		2012-2013		2013-2014		
	All Students	1,193	172	723	142	724	131	Students	519	89
	Afr. Am.	632	Students were repeat offenders with five or more formal referrals to the office	298	Students were repeat offenders with two or more referrals.	230	were repeat offenders with two or more referrals. *of the 724 referrals, 203 students were recipients	137	Students were repeat offenders with two or more referrals. **among the recipients of referrals, 11 students were repeat 9 <sup>th</sup> graders	
	White	521		409		463		324		
	Multi-Race					29		57		
	Hispanic	38		8						
	FARMS	796		500		508		390		
	Spec. Ed.	254		91		82		50		
	Asian			1						
504 Plan	32	15		12		12				
Amer. Ind.				2		1				
Amer. Islander		7								

  

Number of School-Wide Office Referrals*			Number of School-Wide Office Referrals*			Number of School-Wide Office Referrals*		
Sub-Group	2014-2015		Sub-Group	2015-2016		Sub Grp	2016-2017	
All Students	339	An additional 238 referrals resulted in interventions.	All Students	687	Total number of referrals includes interventions. *339 Reportable Referrals ** 64 students received 2 or more referrals. ***14 were repeat 9 <sup>th</sup> graders	All Students		
Afr. Am.	108		Afr. Am.	175		Afr Am		
White	204		White	129		White		
Multi-Race	24		Multi-Race	31		Multi		
Hispanic	3		Hispanic	3		His		
Ameri India			Ameri In			Amer In		
FARMS	214		FARMS	259		FARMS		
Spec. Ed.	17		Spec. Ed.	18		Spec Ed		
Asian			Asian			Asian		
504 Plan	8		504 Plan	15		504		
Amer. Islander		Amer. Islander	1	Amer. Islander				

\*Does not include bus referrals

Infractions	Frequency	Infractions	Frequency
Class Cutting	38		
Tardiness	26	Serious Bodily Injury	1
Bullying	3	Sexual Harassment	2
Drugs	4	Sexual Activity	5
Tobacco	1	Sexual Assault	1
Alcohol	2	Disrespect	128
Other Weapons	2	Disruption	66
Phys. Attack – Staff	2	Academic Dishonesty/Cheat	1
Phys. Attack – Student	15	Portable Comm. Devices	14
Verbal/Phys. Threat – Staff	5	Theft	1
Verbal/Phys. Threat – Student	13	Vandalism Destruction	1
Fighting	7	** Referrals from Bus Drivers, DCTC and NDLA included= 43	

\*\*\*348 YTD referrals resulted in interventions (DBI, RISE, NDLA)

Number of Infractions				Number of Infractions			
2010-2011				2011-2012			
Days of the Week	Location			Days of the Week	Location		
Monday	240	Classroom	637	Monday	128	Classroom	412
Tuesday	213	Playground	19	Tuesday	133	Gym	16
Wednesday	227	Gym	61	Wednesday	153	Cafeteria	36
Thursday	250	Cafeteria	155	Thursday	197	Hallway	105
Friday	263	Hallway	6	Friday	112	Media	2
		Parking Lot/Outside	15			Parking Lot/Outside	19
		Bathroom	2			Bathroom	7
		Athletic Field	-----			Athletic Field	1
		Field Trip	1			Auditorium	1
		Office	239			Office	71

Number of Infractions				Number of Infractions			
2012-2013				2013-2014			
Days of the Week	Location			Days of the Week	Location		
Monday	135	Classroom	422	Monday	101	Classroom	284
Tuesday	125	Gym	11	Tuesday	124	Gym	13
Wednesday	158	Cafeteria	33	Wednesday	97	Cafeteria	25
Thursday	172	Hallway	78	Thursday	95	Hallway	76



Friday	134	Media	4	Friday	110	Media	2
		Parking Lot/Outside	5			Parking Lot/Outside	11
		Bathroom	3			Bathroom	1
		Athletic Field	-----			Athletic Field	1
		Field Trip	-----			Auditorium	1
		Office	137			Office	74
		Bus Stop	4			Bus Stop	1
		DCTC Bus	7			DCTC Bus	7
		Bus	20			Bus	23

Number of Infractions				Number of Infractions			
2014-2015				2015-2016			
Days of the Week		Location		Days of the Week		Location	
Monday	43	Classroom	153	Monday	47	Classroom	189
Tuesday	65	Gym	5	Tuesday	70	Gym	
Wednesday	70	Cafeteria	13	Wednesday	90	Cafeteria	24
Thursday	65	Hallway	35	Thursday	88	Hallway	46
Friday	58	Media	---	Friday	44	Media	
		Parking Lot/Outside	4			Parking Lot/Outside	5
		Bathroom	1			Bathroom	4
		Athletic Field	---			Athletic Field	
		Field Trip	4			Field Trip	
		Office	100			Office	44
		Bus Stop	1			Bus Stop	1
		DCTC Bus	2			DCTC Bus	2
		Bus	18			Bus	24

	Number of Infractions				Number of Infractions			
	2016-2017				2017-2018			
	Days of the Week	Location		Days of the Week	Location			
	Monday		Classroom	Monday		Classroom		
	Tuesday		Gym	Tuesday		Gym		
	Wednesday		Cafeteria	Wednesday		Cafeteria		
	Thursday		Hallway	Thursday		Hallway		
	Friday		Media	Friday		Media		
			Parking Lot/Outside			Parking Lot/Outside		
			Bathroom			Bathroom		
			Athletic Field			Athletic Field		
			Field Trip			Field Trip		
			Office			Office		
			Bus Stop			Bus Stop		
			DCTC Bus			DCTC Bus		
			Bus			Bus		
	Number of Out-of-School Suspensions							
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	163	205	128	112	77	72	100	
<b>Strengths</b>	Utilization of school and county-based interventions, including Reshaping Individual Student Experiences (RISE), Directional Behavior Intervention (DBI), New Directions Learning Academy (NDLA), Mid-Shore Mediation PEACE Team and our on-site Wellness Center in partnership with the Dorchester County Health Department we have worked to ensure students are receiving non-punitive approaches to remediating undesired behaviors.							
<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>• Consistent enforcement of established policy, rules and expectations by classroom teachers and administrators.</li> <li>• Consistency in dispositions related to disciplinary referrals.</li> </ul>							

<b>STUDENT BEHAVIOR</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible (use position title, not name)</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<ul style="list-style-type: none"> <li>▪ Adherence to the tiered system in place by DCPS policy.</li> </ul>	Ongoing	Classroom Teachers Assistant Principals Principal	n/a	Audit of disciplinary referrals and dispositions.
<ul style="list-style-type: none"> <li>▪ Review of classroom management strategies.</li> </ul>	Annually	Assistant Principals Classroom Teachers	n/a	Audit of discipline referrals.
<ul style="list-style-type: none"> <li>▪ Review of proper referral writing expectations and procedures.</li> </ul>	Annually	Assistant Principals Classroom Teachers	n/a	Examination and review of referrals through the school year.
<ul style="list-style-type: none"> <li>▪</li> </ul>				

<b>PARENT INVOLVEMENT</b>		
<b>Data</b>	<b>2015-2016 Parent Involvement Activities</b>	
	<b>Activity Name</b>	<b>Number of Participants</b>
	NDHS Positive Slideshows	10-20
	Guidance Department Presentations	5-25
	Booster Meetings	5-10
	Senior Play	880
	Grand March and Prom	100-150
	Sporting Events	5-20
	Band/Chorus Concerts	20-50
	Senior Honors' Night	20-50
	Chaperons for field trips	5-10
	Honor Society's Inductions	5-20
Baccalaureate	50-75	
		<ul style="list-style-type: none"> <li>• Survey (KEYS 2.0)</li> <li>• Attendance</li> <li>• Sign-in Sheets</li> <li>• Verbal and written feedback</li> </ul>
<b>Strengths</b>	Strong parental involvement with Music Boosters and Senior Class Play.	
<b>Areas in Need of Improvement</b>	<ul style="list-style-type: none"> <li>• Increase parental involvement on Parent-Teacher Conference dates.</li> <li>• Encourage a diverse group of parents to engage in school academic and extracurricular activities.</li> </ul>	

<b>PARENT INVOLVEMENT</b>				
<b>Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible (use position title, not name)</b>	<b>Funding Needed</b>	<b>Product Evaluation Assessment</b>
<ul style="list-style-type: none"> <li>• Use of robocalls to promote weekly school events.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• Sunday night calls</li> </ul>
<ul style="list-style-type: none"> <li>• Use of global email system to promote weekly school events.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• Sunday night email updates</li> </ul>
<ul style="list-style-type: none"> <li>• Use of grade-level email system to remind students of deadlines and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• weekly email updates</li> </ul>
<ul style="list-style-type: none"> <li>• Posted school calendar on school website</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• updated events posted on school and BOE calendar site</li> </ul>
<ul style="list-style-type: none"> <li>• Use of social media to promote school events.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Guidance Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of scholarships, sporting events and information nights.</li> </ul>
<ul style="list-style-type: none"> <li>• Quarterly Principals Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative Secretary</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly letter attached to interims and report cards</li> </ul>

<b>PROFESSIONAL DEVELOPMENT PLAN</b>	
<b>Student Achievement</b>	<p>Ongoing use of referral process to Student Services Team (SST), as well as partnerships with Wellness Center, MidShore Mediation.</p> <p>Collective growth through the Excellence for Equity book study to identify and implement change to meet student needs.</p>
<b>Student Attendance</b>	<p>Promotion of the Commitment 180 program, honoring students who have perfect attendance and honor roll quarterly through academic celebrations. Support from staff chaperones.</p> <p>Review of staff expectations to report student absent following three consecutive absence from class to Guidance and Attendance Secretary.</p>
<b>Graduation Rate</b>	<p>Ongoing use of referral process to Student Services Team (SST), Office of Student Services, as well as partnerships with Wellness Center, MidShore Mediation.</p>
<b>School Climate</b>	<p>Annual review of classroom management practices and expectations. Ongoing use of referral process to Student Services Team (SST), as well as partnerships with Wellness Center, MidShore Mediation.</p> <p>Ongoing support of school based extracurricular organizations.</p>
<b>Student Behavior</b>	<p>Annual review of classroom management practices and proper referral writing procedures during back-to-school staff in-service.</p>
<b>Parent Involvement</b>	<p>Development of teacher-based weebly sites for student and parental access to course content and events.</p>