

Century High School
School Improvement Plan
2018-2019

School Vision / Mission

Every individual at CHS is committed to creating a safe, challenging, yet supportive, learning community. Unique partnerships, a technologically integrated learning environment, and high quality programs link learning to future careers. Students will emerge as dynamic, self-directed learners, responsible citizens, and active participants in a rapidly changing world.

Carroll County Public Schools Vision 2018: Focus on Excellence Objectives

Prepare Globally Competitive Students

- Fully implement a CCPS curriculum aligned with the Maryland State Standards.
- Partner with local institutions of higher education to ensure college readiness.
- Enhance programs to ensure career readiness for all students.

Meet Each Student's Instructional Needs

- Close the achievement gap between highest achieving and most struggling students.
- Provide appropriate education services for students identified with Autism Spectrum Disorder.
- Enhance alternative programs responsive to the needs of at-risk students.
- Implement a Gifted and Talented Program aligned with COMAR requirements.
- Enhance alternative learning opportunities through the use of digital resources.

Develop and Maintain an Effective Workforce

- Attract and retain highly qualified, effective, and diverse employees.
- Promote a culture of diversity in the workplace.
- Develop an electronic observation, evaluation, feedback, and professional development system.
- Continuously monitor the organizational structure to support the Vision 2018 Plan.

Provide a Secure, Orderly, Modern Environment

- Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.
- Improve and modernize the environment within our school facilities and school buses.
- Enhance security for all CCPS students, staff, volunteers, and visitors.

School Needs Assessment

On June 20, 2018 the SIT team met and reviewed DFI lists, PARCC Trend data, assessment data, and feedback from staff and students about academies and pathway relevance. The review resulted in the following conclusions.

DFI data

Grade Level	MP 1 (%)	MP 2 (%)	MP 3 (%)
% Students	179 (15.8% of population)	235 (21%)	193 (17%)
9 th	49 (27.3%)	64 (27%)	60 (30%)
10 th	50 (27.9%)	62 (26%)	57 (27.2%)
11 th	44 (24.5%)	57 (24%)	64 (33.1%)
12 th	36 (20.4%)	52 (22%)	49 (25.4%)
Special Ed	34 (19%)	41 (17%)	23 (12%)
FARMS	32 (18%)	42 (17%)	35 (18%)
Attendance (<94%)	47%	64%	65%

Highlights from the survey results:

2018	2017	Description
61.4%	60.6%	Agreed or strongly agreed that career development activities at CHS were helpful in developing their future goals. (Q1)
85.64%	87.4%	Awareness of a potential career pathway aided them in selecting relevant coursework (this number includes those whose answers ranged from “a little helpful” to “very helpful”). (Q7)
79.7%	78.7%	Agreed or strongly agreed that their grades were better in courses that they knew were most relevant to their intended college major and/or future career. (Q8)
64.9%	68.5%	Agreed or strongly agreed that they are sure of what their major will be as a result of their experiences at CHS. (Q10)
56.4%	55.9%	Agreed or strongly agreed that engaging in the career awareness and development process assisted them in focusing on a potential career field and its requirements. (Q11)

As part of the revised *Knight's Journey*, which began in school year 2016-17, a senior exit survey was given regarding several topics, with a focus on academy relevance. The results of this survey indicated that a focus on career pathway, more than academy relevance, and connections to what happens after high school—those “next steps”—played a significant role in their experience at Century—be it course selection, engagement in courses, career planning, choices of internships or dual enrollment, and other decisions.

Further, our school began exploring how we assess and communicate student achievement in mid-year 2017-18. This started a conversation which begged further consideration. With this in mind, goal # 2 focuses on improving our assessment practice. This examination process will commence with a focus on formative assessment with that being the chief focus this year.

School Improvement Goals to Target Areas from Needs Assessment

1. Increase student achievement as represented by a 15% reduction of entries of grades D or F in the school year.
2. Strengthen teacher use of the formative assessment process in guiding instruction and improving student capacity for assessing their own work.
3. Develop academy relevance and awareness for students in order to emphasize pathways to career fields and opportunities.

School Improvement Goal		
1. Increase student achievement as represented by a 15% reduction of entries of grades D or F in the school year.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 Improve proactive communication among staff and with parents.		
A. Teachers will communicate with parents via phone call, e-mail exchange, or direct conference at a minimum of 20 contacts per marking period. All communication will be logged into e-school.	Ongoing— logged as communication is made	100% of teachers log a minimum of 20 contacts per marking period
B. For academic conference nights, teachers will be expected to have a minimum of 10 parent contacts. All contacts will be logged into e-school.	10/10/18 and 3/7/19	100% of teachers log a minimum of 10 contacts on these two evenings.
C. Teachers will provide anecdotal actionable feedback to special educators in the monthly progress reports to assist in proactive case manager intervention.	Monthly	100% Participation and high quality feedback based on monthly reports.
D. Teachers will enter NHI's for missing assignments upon collection.	Ongoing, upon receipt of assigned work	Anecdotal feedback from teachers on success of this strategy.
1.2 Establish and improve understanding and implementation of relevant instruction (Quad D) for staff and students.		
A. Staff will define and apply concepts of utility and relatedness to construct more relevant learning activities.	Pre-service and ongoing	Teachers will bring a Quad D activity/lesson for peer review/SOS feedback to be shared in Academy cohorts by the end of spring semester.
B. Teachers will receive guidance through academy cohorts in the development of relevant activities and practices that challenge students to apply the learning construct.	Pre-service and ongoing	Teachers will implement the lesson/activity discussed for feedback (in step A above) and follow up in Academy meetings.

School Improvement Goal

2. Strengthen teacher use of the formative assessment process in guiding instruction and improving student capacity for assessing their own work.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<ul style="list-style-type: none"> • 2.1 Improve formative assessment practice 		
<p>A. Teachers will be able to distinguish between effective formative assessment feedback and traditional grading practices.</p>	Pre-Service	Teacher responses to poll will provide baseline data, then improved results post-training.
<p>B. Teachers will be able to define and implement effective, actionable feedback within the formative assessment process.</p>	Ongoing	100% participation in developing actionable feedback from work samples
<p>C. Teachers will provide the structure, time, and tools for students to effectively assess their own learning.</p>	Ongoing	Student samples will be shared in academy cohorts demonstrating a student's assessment of own work for discussion and feedback.
<p>D. Teachers will apply formative assessment process to the MQI Learning Progression Model learning construct.</p>	Ongoing	Traditional anecdotal feedback from teachers at end of year Academy cohort conversations.

School Improvement Goal

3. Develop career pathway relevance and awareness for students in order to emphasize applicability to career fields and opportunities.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<ul style="list-style-type: none"> • 3.1 Increase student engagement in career enhancement activities and opportunities. 		
A. Students will complete a Career Action Plan (CAP) by the end of ninth grade year.	9 th grade year	A. 100% of students will have a Career Action Plan by the end of 9 th grade year.
B. Advisory Lessons focused on career exploration and relevance to career pathways to prompt students to review and revise their own CAP and area(s) of interest.	Ongoing	B. Students' CAP will be updated yearly through advisory lessons.
C. Students will attend college and career information sessions through the use of FLEX chats.	Monthly	C. Increase attendance of students attending flex chats by 10 % over last school year.
D. Each Academy will host at least one career-related field trip.	Within school year	D. 100% of academies will host a field trip.
<ul style="list-style-type: none"> • 3.2 Inform and educate parents and staff of the value of a career pathway education. 		
A. Host opportunities for parents to come in and hear about the Career Action Plan (Parent workshops).	Within school year	A. Freshman orientation, Counseling workshop and 2 Administrative information sessions or videos shared to parents.
B. Educational opportunities for staff will be provided through professional development, to assist students with the Career Action Plan process.	Ongoing	B. Staff actively executes CAPs.
C. Develop a campaign with a central theme to promote throughout the school with the Knight's Journey and "what's next"	Ongoing	C. Thematic displays of "Knight's Journey" and "What's Next?" posted around school.