

Francis Scott Key High School
School Improvement Plan
2018-2019

School Vision/Mission

FSK is an ever-changing, historic community, rich in tradition and pride. Our mission is to nurture and support students as they mature socially, ethically and emotionally while encouraging them to achieve academic excellence and a healthy lifestyle. We recognize and value each student as an individual. Through a diverse and rigorous program of study, we empower students with the confidence and skills of the 21st century needed to successfully navigate the challenges of adult life in a global society.

Profile of an FSK Graduate:

The graduate of Francis Scott Key High School is founded on the belief that the following values and competencies will be emphasized in our educational community to promote personal and intellectual integrity, responsible citizenship and the success of each student.

We believe that all graduates are...

- Able to think critically with the ability to solve complex problems.
- Nurtured into valuable, principled and productive members of society.
- Prepared to be successful members of the work force.
- Accountable and responsible for their decisions and the choices while maintaining a healthy lifestyle.
- Able to learn from success and failure with grace, dignity, resilience and persistence.
- Prepared academically for their post-high school career.
- Infused with leadership skills
- Prepared to use technology to communicate effectively and ethically
- Enlightened both culturally and globally.

Belief Statements:

We believe that...

1. All students can learn and so at different rates through a variety of learning styles.
2. All students should be challenged to reach their potential through rigorous programs of study.
3. Learning is a shared process involving the student, family, school, and community.
4. High expectations by all stakeholders promote student achievement.
5. Learning is a lifelong process enhanced by diverse experiences.
6. Respect and ethical behavior is important to the success of a school community.
7. Learning is most relevant when instruction is engaging and connects personally to students.
8. A willingness to change is necessary for continuous improvement.
9. Optimal learning takes place in an inviting, orderly, and safe environment.
10. Educational risk taking is an opportunity to develop character regardless of the results.

Carroll County Public Schools Vision 2023: Focus on Excellence Objectives

Pillar I: Provide Opportunities for Student Success

Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS Program of Studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the work force. Targeted interventions, alternative placements, career connections internships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of students.

- Students exit CCPS college, career, and community ready.
- Schools eliminate the proficiency gap among student groups in reading and mathematics.
- Schools ensure equitable learning opportunities for all students.

Pillar II: Strengthen Productive Family and Community Partnerships

Carroll County Public Schools' personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.

- Communication between CCPS and the community demonstrates transparency, trust, respect and timeliness.
- Schools reach out to, welcome, and engage parent and community volunteers to enhance student achievement.
- Schools partner with local government, businesses, and agencies to support the learning and well-being of students.

Pillar III: Develop and Support a Successful Workforce

Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by experts in their field who provide timely and relevant professional development opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.

- CCPS recruits and retains highly qualified and diverse employees reflective of our school system community.
- CCPS provides professional and leadership development to retain and promote an effective and culturally competent workforce.
- CCPS leaders evaluate all staff constructively based on employee growth opportunities that are aligned with system expectations.

Pillar IV: Establish Safe, Secure, Healthy, Modern, and Efficient Learning Environments

Description: Carroll County Public Schools recognizes that the safety and well-being of our students and staff is our highest priority. Students, parents, and CCPS employees can expect policies, procedures, and programs to be implemented that promote a safe and orderly environment in school, on school grounds, and on school buses, as well as programs that promote healthy life style choices and social and emotional well-being. CCPS strives to provide up-to-date facilities, technologies, equipment, and instructional materials appropriate for a modern learning environment.

- CCPS establishes a welcoming culture of diversity, respect, and civility in the learning/work environment.
- Schools collaborate internally and with community agencies to support students' health and well-being.
- Instructional materials include relevant technologies and digital resources to enhance learning opportunities for students and staff.
- CCPS provides safe and secure schools, facilities, and assets that serve our students and communities.
- CCPS maintains efficient and modern schools, facilities, and resources that support the educational program.

School Improvement Goals

FSK School Improvement Goal #1		
Goal#1 FSK will ensure equitable learning opportunities for all students while establishing a welcoming culture of diversity, respect, and civility in the learning/work environment.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
Update “Coding for Referrals” cheat sheet and create FAQ reference guide to establish consistency among referrals: - Review & cut/paste coding cheat sheet for staff use	Sept- work on coding sheet Dec- Finish Coding sheet	Compare last year’s data to this year’s at the end of the school year.
- Poll Freshman that are not involved in a club. - Create a list of ideas for new and unique clubs. - Create 2 new clubs at FSK that target a different group of students.	November 2018 January 2019	- What poll created and distributed? - Were new clubs created?
To provide <i>strategies that encourage students to use</i> specific evidence when analyzing text	On-going	Improved PARCC scores over the next 5 years by 3-5%??? -Request from different departments-examples where they have used text-dependent responses in their classes <ul style="list-style-type: none"> • Maybe address at next ILT meeting • Create a OneNote for faculty to house examples
Unity / FSK Day / WOW Days	December – June	<ul style="list-style-type: none"> • A successful Unity / FSK Day event. • Feedback received from students / staff following event / Jostens Renaissance

Monthly Spirit Days	November – June	<ul style="list-style-type: none"> • Implementation and participation of Spirit Days
Monday Character Videos	October – June	<ul style="list-style-type: none"> • Execution of showing Character Ed based videos
Eagle Eye Cards	October – June	<ul style="list-style-type: none"> • Eagle Eye Cards are distributed to students and students submit them • Data Collection on the number of Eagle Eye Cards collected
Attendance Team - TBD		

FSK School Improvement Goal #2		
Goal #2 FSK High School will reach out to and welcome parents, community volunteers, local businesses, and government agencies in order to build partnerships that support the learning and well-being of students.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
Implement a mentorship program consisting of business owners, teachers, former students, and other community members in order to target and motivate “high flyer” students behaviorally and academically.	Sept- identify staff mentors	Track changes in data from individual students participating in mentorship program
<ul style="list-style-type: none"> - Guest speakers - Mentors check in on student behavior - Lunch meeting (Restaurant Business Partner?) - Refer students who made drastic behavioral changes to Freshman Sem. teachers for Q&A 	Q2 – Identify students Q2 & Q3 – Pair students & begin program	
<ul style="list-style-type: none"> - Identify 10 freshman mentees. - Reach out to faculty mentors (team up with Discipline Committee.) - Create a calendar of meeting times/special activities. 	October 2018 - June 2019	<ul style="list-style-type: none"> - Pair up 10 freshman with faculty in order to help them improve attendance, build relationships, gain accountability, decrease discipline referrals, and improve grades.
<i>To implement literacy strategies to content areas with a growth mindset.</i>	On-going	<ul style="list-style-type: none"> *Improved PARCC scores over the next 5 years *Department planning time needed to define what literacy and text are in their subject area. *<i>House resources on OneNote or Team</i> *<i>Model specific reading, thinking, and writing strategies at PD throughout the year</i>

Partnership Establishment with Advisory Council and Community	October – June	<ul style="list-style-type: none"> • Attendance at Chamber Breakfast events • Donations received from local businesses to support the Character Ed initiatives
Community Dinner	February?	<ul style="list-style-type: none"> • Invite families in for a night of fun dinner/no info, just fun
Attendance Team - TBD		

FSK School Improvement Goal #3		
Goal #3 The number of students meeting the graduation requirement with their PARCC English 10 score will increase from 79% to 85% during the 2018-19 school year.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
Implement a mentorship program consisting of business owners, teachers, former students, and other community members in order to target and motivate “high flyer” students behaviorally and academically. Data will be used as a driving force for mentorship goals.	Sept- identify staff mentors Q2 – Identify students Q2 & Q3 – Pair students & begin program	Compare data from last year to this year in numbers of referrals for “high flyers” (grades 10-12) Compare changes in data for 9 th grade using Q1 data as baseline Compare data month-to-month and grade-to-grade
<ul style="list-style-type: none"> - Identify 10 freshman mentees. - Reach out to faculty mentors (team up with Discipline Committee.) - Create a calendar of meeting times/special activities. 	October 2018 - June 2019	<ul style="list-style-type: none"> - Pair up 10 freshman with faculty in order to help them improve attendance, build relationships, gain accountability, decrease discipline referrals, and improve grades.
Attendance Team - TBD		

School Needs Assessment

FSK SIT Process

- Pre-Planning Meeting with A-Team - May 21st
- SIT Planning Meeting – July 19th – PD Planning for 2018 -2019 year
- School Improvement Data Analysis – August 1st, examine data, review goals, process
- SIT 2018-2019 Planning Meeting - August 31st, review committees members and leaders, plan meeting time, PD opportunities identified, schoolwide events explored
- Initial Committee Meeting – September 22nd, develop action plans, identify needs
- Action Team Meetings – 9/11, 10/18, 11/7
- SIT Team Meetings 11/29, 2/1, 4/25, 5/23

Action Teams

<u>Attendance</u>	<u>Discipline</u>	<u>Freshman</u>	<u>Literacy</u>	<u>School Climate</u>
<i>Blake, D.</i>	<i>Smith, D.</i>	<i>Miller, A.</i>	<i>Bachtel, B.</i>	<i>Brilhart, M.</i>
<i>Cassatt, S.</i>	<i>Waltz, J.</i>	<i>Copenhaver, E.</i>	<i>Kimble, R.</i>	<i>Adcock, J.</i>
<i>Etzler, D.</i>	<i>Berry, S.</i>	<i>Althoff, S.</i>	<i>Gore, R.</i>	<i>Bell, B.</i>
<i>Flanagan, M.</i>	<i>Chaapel, B.</i>	<i>Bartling, S.</i>	<i>Haines, A.</i>	<i>Cherneski, D.</i>
<i>Hartshorn, T.</i>	<i>Duffy, B.</i>	<i>Davidson, M.</i>	<i>Hamilton, B.</i>	<i>Cornell, D.</i>
<i>Herbst, V.</i>	<i>Hamby, L.</i>	<i>Hafner, S.</i>	<i>Korman, A.</i>	<i>Eiwen, H.</i>
<i>Hodiak, M.</i>	<i>Hyson, B.</i>	<i>Harrison, T.</i>	<i>Lamb, M.</i>	<i>Garcia, S.</i>
<i>Rutter, J.</i>	<i>Meininger, C.</i>	<i>Headley, L.</i>	<i>LaPierre, B.</i>	<i>Moyers, G.</i>
<i>Sims, D.</i>	<i>Quealy, M.</i>	<i>Hoyos, G.</i>	<i>Myers, L.</i>	<i>Roehrle, E.</i>
<i>Wagner, G.</i>	<i>Schultz, J.</i>	<i>Kelleher, H.</i>	<i>Rueckemann, P.</i>	<i>Rosso, S.</i>
<i>White, K.</i>	<i>Toston, K.</i>	<i>Saltz, S.</i>	<i>Stull, A.</i>	<i>Smith, A.</i>
<i>White, P.</i>		<i>Welty, K.</i>	<i>Smith, T.</i>	<i>Tangires, M.</i>