

**Winters Mill High School
School Improvement Plan
2018-2019**

School Vision / Mission

Winters Mill High School creates a rigorous learning environment where all students will develop their individual potential to become college and career ready in a global society.

2017-2018 WMHS Vision: To help students find their purpose in life through daily support of current passions and maintain school pride by building a family-wide culture.

Passion, Purpose, Pride

Carroll County Public Schools Strategic Plan

- I. Provide Opportunities for Student Success**
 - College, Career, and Community Readiness
 - Eliminate proficiency gap in reading and math
 - Ensure equitable learning opportunities for all students

- II. Strengthen Productive Family and Community Partnerships**
 - Transparent and timely communication
 - Parent and community volunteers
 - Partnerships with local government and businesses

School Needs Assessment

On August 10, 2018, members of the Winters Mill High School staff, parent booster group representatives, and English Curricular Office personnel met to analyze school level data and identify annual goals to move the school forward.

School Improvement Goals to Target Areas from Needs Assessment

1. Increase equity for 9th grade students identified as FARMS or having an IEP by increasing enrollment in level 6 classes from 71% to 76% as evidenced by course requests for the 2019-2020 school year.
2. Increase the number of first time test takers earning 725 or better on the PARCC English 10 test from 71% to 80% as evidenced by July 2019 PARCC scores.
3. 90% of grade 10-12 WMH students will complete a beginning and end of year climate survey to identify areas of need related to sense of belonging, college and career readiness, social-emotional well-being, and school safety.

School Improvement Goal		
1. Increase equity for 9 th grade students identified as FARMS or having an IEP by increasing enrollment in level 6 classes from 71% to 76% as evidenced by course requests for the 2019-2020 school year.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1. Focus Flex on study, remediation opportunities in 9th grade Advisories .	Sept. 7	All advisories set expectations for Flex and Advisory time use as outlined in PowerPoint and email from the academic facilitator.
2. Share lists of students enrolled in classes who meet target qualifications with Department Chairs	Sept. 13	All department chairs receive lists via email.
3. Define Rigor as a school: Staff (Departments) to identify attributes for success in Levels 6 and 8 classes and provide a comprehensive list / guide for Counselors, parents, etc. to assist with course selection.	October	All departments with leveling opportunities classes ¹ provide list of characteristics.
4. Roll out NHS/Peer Tutoring opportunities in Falcon Learning Lab.	October	All advisors share information about tutoring opportunities and how to access them with their advisories.
5. Report to Department Chairs and Admin plans to increase equity support in Levels 6 and 8 classes .	October	All staff members with Levels 6 or 8 classes share information with students and Department Chairs about equity support opportunities.
6. Share Flex best practices at PD or Faculty Meeting	November	
7. Collaborate to align support within grades and/or course levels.	November	All departments share with SIT and administrators support opportunities and accessibility procedures aligned by grade and/or course levels.
8. Schedule Vertical Teams / Student talk discussions with East Middle School staff (Level 1 to 6, expectations, etc.).	February	At least two content areas will meet with East Middle School staff to discuss general expectations and share selected student cases.

¹ English 9 and Literacy (Level 6 English 10); US History (Level 6 Government); Conceptual Physics (Level 6 Chemistry); Conceptual Algebra (Level 6 Algebra I)

School Improvement Goal		
2. Increase the number of first time test takers earning 725 or better on the PARCC English 10 test from 71% to 80% as evidenced by July 2019 PARCC scores.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1. Establish a common language for reading and writing tasks in all classrooms aligned with PARCC usage of academic language (English/ESOL “Universal Thinking Verbs”).	Sept. 18	All staff introduced to Universal Thinking Verbs and receive resources electronically for use in planning and classrooms.
2. Share representative history and science readings and questions from the PARCC English 10 , with rubrics and anchor papers .	October	All Social Studies and Science staff will have the opportunity to review and ask questions about the materials during a professional development activity.
3. Establish common reading strategies to be used in all classrooms with informational texts, literacy in history/social studies, and literacy in science and technical subjects.	October	All staff participate in disciplinary literacy strategies professional development activities.
4. Develop talking points about the test for classroom teachers and proctors to encourage students. Emphasize with all students the importance of the writing tasks .	October	All staff in PARCC English 10 aligned courses will incorporate released PARCC practice into classroom activities at least three times before the test, one of which should be an electronic practice.
5. Meet with second time test takers and emphasize the importance of responding to the writing task.	October	80% of second time test takers will attend flex meetings.
6. Deliver professional development strategies for text-dependent comprehension/analysis questions to staff.	November	All staff participate in professional development activity.
7. Train proctors delivering accommodations with an emphasis on responsibilities and best practices.	November, May	All staff delivering accommodations will receive training given by WMHS Assistant Principal.
8. Track student engagement during testing.	November, May	90% of students testing will be tracked with regard to perceived engagement levels in a format to be determined.
9. Include representative reading and writing activities in classrooms to build students’ reading stamina.	December	All staff submit at least one classroom activity with a common reading strategy or a text-dependent comprehension/analysis question to professional development team.

School Improvement Goal		
3. 90% of grade 10-12 WMH students will complete a beginning and end of year climate survey to identify areas of need related to sense of belonging, college and career readiness, social-emotional well-being, and school safety.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1. Develop an online perception survey to give to all students at the beginning, middle, and end of the year.	Sept. 17	SIT Co-Chairs to submit no more than five questions on target areas to Administrators for review and approval.
2. Develop electronic survey to be distributed to students in advisories.	Sept. 24	Electronic survey functional and accessible through URL or QR code. Print access directions and PPT for advisors.
3. Share information about survey and provide grades 10-12 students an opportunity to complete it at the beginning of the year.	October	90% of grades 10-12 students complete the survey.
4. Share information about survey and provide grades 10-12 students an opportunity to complete it at the end of the year.	June 7	90% of grades 10-12 students complete the survey.