

Century High School

School Improvement Plan

2020-21

Our 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.

Needs Assessment

Last year, the School Improvement Team determined that we needed to reevaluate the goals on our existing plan, as we had been focusing on several goals for more than one year, and had made measurable progress in those areas. In an effort to include all staff in the school improvement process, a Needs Survey was administered prior to the end of the 2018-19 school year.

On June 21, 2019, the School Improvement Team, consisting of teachers, administrators, non-teaching staff, parents and community members, held a retreat to analyze significant and meaningful data as well as the staff survey. Our school leadership collected generous amounts of related statistical information, which our team analyzed to identify trends. The data included information from the following four areas for the past three school years:

1. Discipline/Attendance
2. Advanced Placement/Course Level/GPA
3. MCAP
4. D/F/I

Within Pillar One of Carroll County Public School's Strategic Plan (Pathway Opportunities for Student Success), one of the overarching themes is to identify student groups who are underperforming or are underrepresented. Based on the team's analysis of the data it was determined that our underperforming and underrepresented group is Level Six (Academic) students who are disengaged with the "process" of school. Historically these students see little to no value, relevance or utility in their education. It was also noted that this group has a much higher incidence of discipline referrals and attendance issues as well as lower GPAs and standardized test scores leading to lost opportunities such as admission to higher level classes (Honors, AP, Transcribed-Credit Courses), Career and Tech Completer Programs, In House Completer Programs (e.g. Academy of Finance), Dual Enrollment and Internships. Additionally these students are at a greater risk of being retained and dropping out of school all together.

Due to the disruption to the 2019-20 school year caused by COVID-19, we were unable to gather all the data necessary to evaluate our progress. This School Improvement Plan is a reflection of our continued work toward goals 1 and 2, and a modification of our 3rd goal.

From this process, the following School Improvement Plan has evolved.

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 for 9th grade students, while maintaining rigor, in the current school year.
2. Increase percentage of level 6 students scoring 3 or higher on MCAP by 10% compared to previous years.
3. Strengthen student engagement in the classroom by improving virtual participation as compared to the spring of 2020.

School Improvement Goal		
1. Increase student achievement as represented by a 15% reduction of entries of grades D or F for 9 th grade students, while maintaining rigor, in the current school year.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 Continue proactive communication between staff and parents.		
A. Teachers will communicate with parents via phone call, e-mail exchange, or direct conference when a student's interim or marking period grade is below a C or falls 2 or more letter grades. All communication will be logged into e-school.	Ongoing— logged as communication is made	100% of teachers with students whose grade is below a C or falls 2 or more letter grades will log the contact.
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.	10/8/20 and 3/4/20	100% of teachers log a minimum of 10 contacts on these two evenings.
C. Teachers will enter NHI's for missing assignments upon collection	Ongoing, upon receipt of assigned work	Anecdotal feedback from teaches on success of this strategy.
1.2 Create a consistent and equitable school-wide policy for students not completing assigned work by specified due date.		
A. Discussion at CHS Summer Leadership Meeting	8/22/19	Feedback from Leadership Team
B. Discussion at Content Area Meetings – Pre Service	8/26/19	Content Area Meeting Notes
C. Staff will continue to meet in content groups to develop a consistent and equitable policy and report back via Leadership and Academy meetings.	Ongoing	Written feedback from continued Content Area Meetings
1.3 Revise Freshman Seminar curriculum and program to be more experienced based in order for students to find more relevance in their education.		
A. Freshman seminar teachers meet to discuss and plan changes.	Summer 2019	Two meetings held in summer 2019.
B. Inform CHS faculty of the new Freshman Seminar Format	Pre-Service and Fall 2019	100% of teachers will learn about changes through PD
C. Freshman seminar teachers will take students on "in house field trips" to learn more about CHS completers and electives.	Fall Semester 2019 and 2020	9 th grade students will be exposed to all of the opportunities available at CHS

1.4 Fall cohort intervention meetings will be held with struggling 9 th grade students and their parents/guardians.		
A. Counselors will identify 9 th grade students with D's & F's at 1 st interim and Marking Period 1.	1 st Interim and MP 1	100% of struggling 9 th graders will be identified.
B. Counselors will meet with student and parent/guardian to identify student strengths, specific needs, and develop strategies for success.	1 st interim and MP 1	100% of struggling 9 th graders will meet with their counselor with 80% parent/guardian participation.

School Improvement Goal		
2. Increase percentage of level 6 students scoring 3 or higher on MCAP by 10% compared to previous years.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.1 Content area meetings in tested areas to identify skill sets and methodologies needed to increase student performance on standardized test, with an emphasis on academic level students. MCAP/AP/CLEP	Pre-service 2019 and ongoing.	100% of teachers will identify skill sets and methodologies.
A. Provide time for content area discussions.	Pre-service 2020 and ongoing	Time provided in pre-service, October PD, and ongoing for content area discussions.
B. Teachers collaborate to develop strategies for improving skill sets/methodology within their specific classes with an emphasis on academic level students.	Ongoing	Once identified, strategies are determined and communicated among staff.
C. Implement strategies and track progress	Ongoing	Individual teachers will implement strategies and track progress as they can (some test scores lagging)
D. Provide opportunity for reflection of results and re-alignment of strategies.	Spring	Time offered through academy cohorts and PD sessions.
2.2 Collaborative content area meetings in non-tested areas that identify common skill sets and methodologies to increase student performance on standardized test within the separate courses of a specific domain, with an emphasis on academic level students.		
A. Provide time for content area discussions.	Pre-service 2020 and ongoing	Time provided in pre-service, October PD, and ongoing for content area discussions.
B. Teachers collaborate to develop strategies for improving skill sets/methodology within their specific classes with an emphasis on academic level students.	Ongoing	Once identified, strategies are determined and communicated among staff.
C. Implement strategies and track progress	Ongoing	Individual teachers will implement strategies and track progress as they can (some test scores lagging)
D. Provide opportunity for reflection of results and re-alignment of strategies.	Spring	Time offered through academy cohorts and PD sessions.

2.3 Create and implement a dedicated support system, through the use of flex, for foundational 9 th and 10 th grade students who have not yet taken the Algebra 1 and PARCC exam.		
A. Identify staff to facilitate Flex sessions	Summer 2019	CHS Leadership identify staff.
B. Identify and equip a dedicated location.	Summer 2019	CHS Leadership determine and equip.
C. Identify students in need of support based on previous standardized test scores, skills and abilities, and teacher recommendations.	Summer and MP1	Students identified by teachers, admin, as MP1 begins.
D. Initiate flex schedule rotation	Begin Sept 2019 and ongoing	Staff facilitators will create flex rotation.
E. Track progress of students and evaluate data to determine success/changes needed.	Mid-Year	Statistical data as well as anecdotal feedback will be measured and evaluated.

School Improvement Goal		
3. Strengthen student engagement in the classroom by improving virtual participation as compared to the spring of 2020.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 Creation of a “toolbox” to aid teachers in learning applications for use in Google Classroom.	Pre-service week 2020	100% of Staff join the Google Classroom and share access to common resources by September 8.
A. Conduct a survey of all staff to determine the level of preparedness for virtual learning.	Week of August 17, 2020	Survey developed and administered before pre-service, with results analyzed.
B. Deliver virtual and hybrid training sessions for pre-service based on the survey results.	9/1/20	Delivered during Pre-service with all staff participating.
C. Create a google classroom to house the toolbox.	August/September	Completed by a voluntary group of teachers who are comfortable with the technology—Toolbox is then published and available to all staff.
3.2 Professional Development through Carroll County Public Schools		
A. Staff attended a minimum of 7 sessions related to teaching in a virtual environment.	August 2020	Teachers complete 7 hours of CCPS training, preservice training through CHS.
B. Staff kept a log with written reflections of the sessions that were turned in to administrators.		Teachers complete and turn in their logs for the sessions.

3.3 Teachers will collaborate on and share engaging, interactive virtual activities (best practices) that emphasize rigor as well as relationships.	Semester 1	Lessons are shared via virtual Academy Meetings or Dept Meetings, with voluntary opportunities for peers to participate.
A. Virtual teaching tools practice session	Pre-service	Sessions will be offered at various times (mandatory, with choices) during pre-service.
B. Hold sessions in academy and content area meetings	Ongoing	Teachers share
C. Revise Freshman Seminar curriculum and program to be more experienced based in a virtual setting, in order for students to find more relevance in their education.	August 2020	Freshman Seminar teachers meet in the summer of 2020 to plan this curriculum.
3.4 Educate staff regarding mental health issues as they relate to distance learning.	Pre-service	Mental Health sessions offered by counseling staff.

PD=Professional Development

SST=Student Support Team