

Century High School School Improvement Plan 2019-20

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

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.

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 2019-20 school year.
2. Increase percentage of level 6 students scoring 3 or higher on MCAP by 10% compared to the 2018-19 school year.
3. Increase student engagement in the classroom by reducing disruptions to the learning environment as measured by major discipline referrals. As with any new initiative, the school anticipates an initial overall increase in referrals, followed by a decrease, as students gain a better understanding of classroom expectations.

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 2019-20 school year.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
1.1 Continue proactive communication between staff and parents of underperforming students.		
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. On Academic Conference Nights, teachers will be expected to have a minimum of 10 parent contacts. All contacts will be logged into e-school.	10/03/19 and 03/05/20	100% of teachers log a minimum of 10 contacts on these two evenings
C. Teachers will enter NHI’s for missing assignments upon collection of the assignment.	Ongoing, upon receipt of assigned work	Anecdotal feedback from teaches on success of this strategy
1.2 Create consistent and equitable policies within content areas for students not completing assigned work by the specified due date.		
A. Discussion at CHS Summer Leadership Meeting	8/22	Feedback from Leadership Team
B. Discussion at Content Area Meetings – Pre Service	8/26	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 the Freshman Seminar curriculum and program to be more experienced based in order for underperforming students to find more relevance in their education.		
A. Freshman seminar teachers meet to discuss and plan changes.	Summer	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" hosted by teachers and upper class students to see "hands on" activities involved in CHS completers and electives.	Fall Semester	9 th grade students will be exposed to all of the opportunities available at CHS
D. Freshman seminar students will take enhanced field trips to CCCTC, CCC and ESTC.	Fall Semester	9 th grade students will be exposed to all of the opportunities available at CCCTC, CCC and ESTC
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 the student and their parent/guardian to identify needs, strengths, 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 the 2018-19 school year.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
2.1 Content area meetings in tested areas to analyze data in order to identify skill sets and methodologies needed to increase student performance on standardized tests, with an emphasis on the academic level students.	Pre-service and ongoing	100% of teachers in tested areas will analyze data and identify skill sets and methodologies
A. Create template for key questions to guide conversations.	8/22	CHS Leadership will establish a template for key questions prior to pre-service meetings
B. Provide time for content area discussions during Pre-Service Week.	8/26	Notes from Content Area Meetings
C. Teachers collaborate to develop strategies for improving skill sets/methodology within their specific classes with an emphasis on academic level students.	Ongoing	Strategies are identified
D. Implement strategies and track progress	Ongoing	Individual teachers will track progress (increase of 10% in students scoring 3 or higher)

E. Provide opportunity for reflection of results and re-alignment of strategies.	Spring, 2020	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 within the separate courses of a specific domain, with an emphasis on academic level students.		
A. Create template for key questions to guide conversations.	8/22	CHS Leadership will establish a template for key questions prior to pre-service meetings
B. Provide time for content area discussion during Pre-Service Week.	8/26	Notes from Content Area meetings
C. Teachers collaborate to develop strategies for improving skill sets/methodology within their specific classes with an emphasis on academic level students.	Ongoing	Strategies are identified
D. Implement strategies and track progress.	Ongoing	Individual teachers will track progress
E. Provide opportunity for reflection of results and re-alignment of strategies.	Spring, 2020	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 Algebra 1 and/or the PARCC exam.		
A. Identify staff to facilitate Flex sessions.	Summer 2019	CHS Leadership have identified staff
B. Identify and equip a dedicated location.	Summer 2019	CHS Leadership has identified and equipped a dedicated classroom
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 counselors, teachers, administrators, 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 of PARCC scores as well as anecdotal feedback will be measured and evaluated

School Improvement Goal		
3. Increase student engagement in the classroom by reducing disruptions to the learning environment as measured by major discipline referrals. As with any new initiative, the school anticipates an initial overall increase in referrals, followed by a decrease, as students gain a better understanding of classroom expectations.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
3.1 Implementation of a consistent and equitable Personal Electronic Device Policy.		
A. Inform parents/guardians of policy prior to school start date through multiple modes of communication.	Before start of school year	Parents/Guardians informed via Summer News Letter and at Back to School Night
B. Professional development for staff regarding implementation of the new policy and procedures.	8/26	100% participation in the PD
C. Inform students of new policy during New Student Orientation, Back to School Night, WOW Day, and Advisory	Pre-school year and ongoing.	Students informed through various methods during the beginning of the school year
D. Track and analyze referral data and anecdotal teacher feedback for the first semester regarding Personal Device Policy.	Semester 1	An increase in initial referrals
E. Make modifications/adjustments as appropriate	Mid-Year	A decrease in referrals as students understand the expectations
F. Create and implement an Advisory lesson teaching students how to interpret analog clocks.	Marking Period 1	Advisory lesson implemented with students displaying this skill
3.2 Professional Development emphasizing best practices for motivating the disengaged student in the classroom.		
A. Invite CHS Intervention Therapist, School Psychologist, Facilitator of Student Support Services and other Counseling Staff to plan and implement PD.	September 2019	Team will hold PD regarding best practices
B. Provide PD time.	October PD	Teachers participate in PD
C. Survey teachers for application/usefulness of techniques.		Feedback collected through survey data

3.3 Creation and implementation of a vehicle for teachers to use to initiate collaborative discussions in SST and/or to activate services for students they identify as “at risk”.		
A. SST works collectively to construct a “form” for teacher use.	Fall, 2019	A form is developed as the “vehicle” for teachers to report
B. PD for teachers, pertaining to utilization of the form—with an emphasis on the Safe to Learn Act.	Winter/Spring 2019	Hold professional development for teachers for use in 2 nd semester
C. Collect data regarding the number of forms submitted and team response to the forms.	Spring 2019	Students who are referred and progress of those students will be tracked
D. Analyze the data collected to determine success and/or opportunities for change.	Spring 2019—end of year.	Use statistical data as well as anecdotal teacher feedback to determine success or changes needed

PD=Professional Development

SST=Student Support Team