

Francis Scott Key High School  
School Improvement Plan  
2019-2020

### **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 Strategic Plan 2018 - 2023**

Aligned with our Core Values and Beliefs, the Board of Education and Superintendent have initiated this Strategic Plan. The Board's Strategic Planning Pillars provide the framework that serves as the focus areas for continuous improvement for the five-year plan.

A broad spectrum of data is utilized in the development of a Strategic Plan that reflects a shared consensus among stakeholders. The Board invested significantly in developing the Strategic Planning Pillars and objectives for the plan. The strategic planning process included extensive outreach with stakeholders invited to participate in focus groups with key stakeholders. The input of community members, parents, employees, business leaders, and students informed the plan. The Strategic Plan is the result of considerable research and represents the shared values and priorities of CCPS community stakeholders.

The Board of Education's Strategic Planning Pillars are adopted in Board policy and serve as the framework for the CCPS Strategic Plan. The Pillars define four focus areas around which the Strategic Plan is constructed. Clear objectives, appropriate actions and strategies, and measures of success shall be developed, implemented, monitored, and evaluated.

### **Pillar I: Provide Multiple Pathway 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 all students.

Objective I.i: Students exit CCPS college, career, and community ready.

Objective I.ii: CCPS improves the proficiency level of each student subgroup in ELA and mathematics.

Objective I.iii: CCPS provides access to a well-rounded, varied, and rigorous curriculum to 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.

Objective II.i: Communication between CCPS and the community demonstrates transparency, trust, and respect.

Objective II.ii: CCPS seeks out, welcomes, and engages parent and community volunteers to enhance student achievement.

Objective II.iii: CCPS partners with local government, businesses, and agencies to support student learning.

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.

Objective III.i: CCPS recruits and retains highly qualified and diverse employees reflective of our school system community.

Objective III.ii: CCPS provides professional and leadership development to retain and promote an effective and culturally competent workforce.

Objective III.iii: CCPS leaders promote a culture of continuous improvement of academic achievement, employee growth, and operations.

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.

Objective IV.i: CCPS establishes a welcoming culture of diversity in the learning/work environment.

Objective IV.ii: CCPS promotes a culture of respect and civility.

Objective IV.iii: CCPS collaborates internally and with community agencies to support students' health and well-being.

Objective IV.iv: CCPS provides safe and secure schools, facilities, and assets that serve our students and communities.

Objective IV.v: CCPS maintains modern schools, facilities, and resources that support the educational program.

**School Improvement Goals**

<b>FSK School Improvement Goal #1</b>		
<b>Goal#1:</b> FSK will ensure equitable learning opportunities for all students focusing on achieving student enrollment within all leveled classes that reflects the demographics of the student body. By the beginning of the 2020-21 school year the number of FaRMs students enrolled in Honors level courses will increase by 2%.		
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>

<p>SS Dept will create three formative common assessments to evaluate student progress in Levels 1/6/8 world history classes/ U.S. history classes/ Gov't classes.</p>	<p>November 2019 February 2020 May 2020</p>	<p>Formative assessments were developed and implemented. Students were identified to move up a level (1-6,6-8,8-AP)</p>
<p>Each Spanish teacher will identify level 6 FaRM students that they believe could successfully complete Honors Spanish III; discuss with guidance, parents, etc.</p> <p>Teachers will write comments on students' assessments that show higher-level thinking.</p>	<p>October 2019- May 2020</p>	<p>Number of level 6 FaRM students that increase level for their next course in that content area.</p>
<p>The FSK Media Center will support this goal providing free and open access to a diverse collection of print and online materials and collaborate with teachers to provide instruction that supports these goals.</p>	<p>Monthly</p>	<p>The media center selects promotes collections based on staff members current readings each quarter.</p>
<p>The Special Education will use the SPED assessment process and IEP goal progress to increase our percentage of SPED students taking at least 1 honors level class by 2%.</p>	<p>October 2019- May 2020</p>	<p>Increase number of special education students in honors classes by 2%</p>
<p>English department members will monitor students and identify those who we feel should move up to a higher-level course section. This takes place not only throughout the school year, but also during scheduling season when we review the matriculation sheets. We shall continue our requests for scheduling that supports the needs of all students so they may enroll in the courses appropriate to their level.</p>	<p>October 2019- May 2020</p>	<p>Increase the honor FaRMs students in honors English classes by 2%</p>

<p>CTE plans to create a bulletin board picturing young entrepreneurs stating, “Make your GREAT idea into a business! and then advertise the honors level classes in business—Accounting I &amp; II as well as Principles of Business &amp; Management.</p>	<p>October 2019- May 2020</p>	<p>Increase the number of students in Accounting I &amp; II as well as Principles of Business &amp; Management by 2%.</p>
<p>During Scheduling, the Science Department will identify FaRMs students who may be able to move up a level in their courses and encourage them to move up. Additionally, we will continue to encourage all students to meet the challenges of their academic level and move beyond them to increase their academic rigor.</p>	<p>October 2019- May 2020</p>	<p>Increase number of students that move up a level in science courses by 2%.</p>
<p>The Math department will look at FaRMs students in level 6 courses and identify students with the potential to be successful in honors math courses. The department will talk to students and their guardians directly and inform the counselors of the teacher recommendations.</p>	<p>October 2019- May 2020</p>	<p>Increase the number of FaRMs students in honors math courses by 2%.</p>
<p>School Counselors will track their FARM students and their standardized testing scores, which we will be use as an indication of ability. Counselors will solicit recommendations from teachers for students who’s ability warrants a move to honors or AP level courses</p>	<p>October 2019- May 2020</p>	<p>Each cohort will increase will increase the number of honors level courses by 2%.</p>
<p>The discipline committee will send articles, videos and monthly emails to FSK staff to communicate strategies for handling difficult students. Hard copies will be distributed to teacher mailboxes.</p>	<p>September- June</p>	<p>Monthly emails and hard copies of articles and/or videos will be shared with the staff. These will be sent out with the second weekly update of each month.</p>

<p>Each ninth grade teacher will name level 6 FaRM students that they believe could move to the honors level for their next course; discussions will be held with counselors, parents, etc.</p> <p>Teachers will place a sticker that says “Honors Quality Thinking” on level 6 assignments/answers that demonstrate A/B quality work at an honors class level (so level 6 students can see they are capable of being successful in level 8 classes)</p>	<p>End of quarter 2 (end of quarter 3 for English 9)</p>	<p>Number of level 6 FaRM students that increase level for their next course in that content area.</p>
<p>The literacy committee will provide literacy strategies that encourage students to use specific evidence when analyzing text</p>	<p>On-going</p>	<p>Improved MCAP/PARCC scores over the next 5 years by 3-5%</p> <p>9th grade teachers will receive universal literacy skill emails from Alethea Miller and follow up with them in their respective classes</p> <p>Request from different departments-examples where they have used text-dependent responses in their classes</p> <p>Address at ILT meeting</p> <p>Create a OneNote for faculty to house examples</p>

<p align="center"><b>FSK School Improvement Goal #2</b></p>		
<p><b>Goal #2</b> FSK High School will increase the number parents, community volunteers, local businesses, and government agencies involved in the school in order to support the learning and well-being of students. FSK will have 20% of freshman have a parent or guardian attend at least one quarter conference during the 2019-20 school year.</p>		
<p align="center"><b>Strategic Actions</b></p>	<p align="center"><b>Time Line</b></p>	<p align="center"><b>Measures of Success / Desired Performance Level</b></p>
<p>The discipline committee will 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.</p> <p>Target the top ten students that have the most referrals.</p>	<p>Sept- identify staff mentors</p> <p>Q2 – Identify students</p> <p>Q2 &amp; Q3 – Pair students &amp; begin program</p>	<p>Compare data from last year to this year in numbers of referrals for “high flyers” (grades 10-12)</p> <p>Compare changes in data for 9<sup>th</sup> grade using Q1 data as baseline</p> <p>Compare data month-to-month and grade-to-grade</p>

The literacy committee will implement literacy strategies to content areas to promote a safe environment with a growth mindset	On-going	Freshman Seminar classes will get at least three professionals to come in and speak about the types of literacy they use in their content areas.  House resources on OneNote or Team  Model specific reading, thinking, and writing strategies at PD throughout the year
The school climate committee will work towards Partnership Establishment with Advisory Council and Community	October – June	Attendance at Chamber Breakfast events  Donations received from local businesses to support the Character Ed initiatives
The school climate committee will host a Community Dinner	March	This will be a family event that will be part of the Student Appreciation Week (target Freshmen families)
The school climate committee will create a Student Appreciation Week	September- March	Development and execution of a week to celebrate students  Activities, recognitions, an evening event, and an end of the week student led event to celebrate FSK students

**FSK School Improvement Goal #3**

**Goal #3** FSK will increase the number of juniors (class of 2021) attempting the ACT, SAT and/or ASVAB test during the 2019-2020 school year. The number of juniors (class of 2021) taking the ACT, SAT and/or ASVAB will increase by 5% from the class of 2020 as juniors.

<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
Discuss with the top ten students who receive the most referrals about different opportunities including standardize tests.	Sept. - June	The percentage of the students that took the ACT, SAT and/or ASVAB

<p>The freshman committee will Identify potential 9<sup>th</sup> grade students who would benefit from Career &amp; Tech or completer programs; meet with them throughout year to help set them up to be accepted into their preferred program.</p> <ul style="list-style-type: none"> <li>• Equity liaison will email all 9<sup>th</sup> grade advisors a list of their advisees currently failing classes; advisors will encourage advisees to improve grades</li> <li>• Equity lieason and counselor will start a Freshman Success Group (identified students at risk of failing classes S1) to discuss motivation, attendance, turning in assignments, career exploration, etc.</li> <li>• Supporting Underserved Students PLC- Teachers will mentor/case manage 9<sup>th</sup> grade FaRM students</li> </ul>	<p>Every Monday</p> <p>Beginning of Q2</p> <p>Starting week 3</p>	<p>Number of ninth graders interested in CCCTC and other completer programs with the grades, attendance, and behavior needed to increase likelihood of acceptance to desired programs.</p>
<p>All level content areas will utilize Turnitin.com and the prompts and tools from Revision Assistant to increase writing skills across the curriculum, thus increasing students' academic levels.</p>	<p>year-long, on-going</p>	<p>Professional develop sessions conducted to determine how Turnitin.com could benefit the students in each content area, how to use it, and what kinds of prompts are on Revision Assistant to see which content areas could use them.</p> <p>Increase the number of teachers using Turnitin.com by 50%</p>

**FSK School Improvement Goal #4**

<p><b>Goal #4</b> FSK will reduce the chronic absence rate to less than 1%.</p>		
<p><b>Strategic Actions</b></p>	<p><b>Time Line</b></p>	<p><b>Measures of Success / Desired Performance Level</b></p>



<p>Advisor to home communications, positive and supportive correspondence to the parent/guardian of the targeted student group.</p> <p>Correspondence will be positive in nature, praising good attendance, making the home aware of our attendance incentives and goals, as well as the benefit of increased student attendance on educational progress and output.</p>	<p>October 2019- May 2020</p>	<ul style="list-style-type: none"> <li>• Increased attendance rate for the targeted student group.</li> <li>• Increased overall attendance rate</li> </ul>
<p>Reward improved attendance for students identified as chronic non-attenders.</p> <p>Solicit community partners as sponsors for attendance initiatives and rewards.</p>	<p>October 2019- May 2020</p>	<ul style="list-style-type: none"> <li>• Increased attendance rate for the targeted student group.</li> <li>• Increased overall attendance rate</li> </ul>
<p>Increased attendance rate through incentive and school to home communication to better facilitate learning in the classroom.</p> <p>Increased attendance rates will provide additional opportunities for students to participate in CCR assessments and activities.</p>	<p>October 2019- May 2020</p>	<ul style="list-style-type: none"> <li>• FSK will see a positive correlation between academic performance rates and an increase in overall student attendance rates.</li> </ul>
<p>Increase school-wide attendance to greater than 94% for all students.</p> <p>Incentives given through the Attendance Action team</p>	<p>October 2019- May 2020</p>	<ul style="list-style-type: none"> <li>• Identification through A-team and PPW on individuals that qualify for chronic absenteeism per MSDE standards.</li> <li>• Desired Performance: &gt; 94% overall school attendance rate</li> </ul>

### **FSK SIT Process**

- Pre-planning meeting – July 23<sup>rd</sup>
- Data and meeting preparation – July 29<sup>th</sup> - August 2<sup>nd</sup>
- School Improvement Data Analysis – August 6<sup>th</sup>, examine data, review goals, process
- Initial Committee Meeting – August 4<sup>th</sup>, develop action plans, identify needs
- Action Team Meetings – 9/10, 10/1, 12/3, 2/4, 4/7
- SIT Team Meetings – 8/29, 11/21, 2/27, 4/23, 5/28

**FSK Action Teams**

<u>Attendance</u>	<u>Discipline</u>	<u>Freshmen</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>Sainz, 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>Davidson, M.</i>	<i>Haines, A.</i>	<i>Cherneski, D.</i>
<i>Hartshorn, T.</i>	<i>Duffy, B.</i>	<i>Hafner, S.</i>	<i>Hamilton, B.</i>	<i>Cornell, D.</i>
<i>Sarem, V.</i>	<i>McCarron, L.</i>	<i>Harrison, T.</i>	<i>Korman, A.</i>	<i>Eiwen, H.</i>
<i>Hodiak, M.</i>	<i>Hyson, B.</i>	<i>Headley, L.</i>	<i>Lamb, M.</i>	<i>Garcia, S.</i>
<i>Thompson, W</i>	<i>Meininger, C.</i>	<i>Hoyos, G.</i>	<i>LaPierre, B.</i>	<i>Moyers, G.</i>
<i>Sims, D.</i>	<i>Quealy, M.</i>	<i>Kelleher, H.</i>	<i>Myers, L.</i>	<i>Roehrle, E.</i>
<i>Wagner, G.</i>	<i>Schultz, J.</i>	<i>Saltz, S.</i>	<i>Rueckemann, P.</i>	<i>Urick, A.</i>
<i>White, K.</i>	<i>Toston, K.</i>	<i>Welty, K.</i>	<i>Stull, A.</i>	<i>Tangires, M.</i>
<i>White, P.</i>	<i>Williams, R.</i>		<i>Smith, T.</i>	