

Winters Mill High School

School Improvement Plan

2022 - 2023

School Vision / Mission
<p>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.</p> <p><i>Passion, Purpose, Pride</i></p> <ul style="list-style-type: none">• Create a “student – centered” culture• Excellence in all we do• Prepare students for the world today• Take ownership of all student progress• Communication and collaboration for all stakeholders

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas
<p>Multiple Pathway Opportunities for Student Success</p> <ul style="list-style-type: none">➤ Prepare students to exit CCPS college, career, and community ready.➤ Improve the proficiency level of each student group in ELA and mathematics.<ul style="list-style-type: none">○ Grade 3 Reading○ Middle School Algebra○ MCAP ELA Proficiency○ MCAP Math Proficiency➤ Provide access to a well-rounded, varied, and rigorous curriculum to all students.<ul style="list-style-type: none">○ Under-represented Student Groups in High School Courses
<p>Family and Community Partnerships</p> <ul style="list-style-type: none">➤ Demonstrate transparency, trust, and respect.<ul style="list-style-type: none">○ Meaningful, informative, timely, respectful, two-way, and multimodal communication

- Seek out, welcome, and engage parent and community volunteers to enhance achievement.
 - Outreach to families
- Partner with local government, businesses, and agencies to support learning.

Successful Workforce

- Recruit and retain highly qualified and diverse employees reflective of our community.
 - Recruit and retain
- Provide professional and leadership development for effectiveness and cultural competence.
 - Equitable opportunities for employee growth
- Promote a culture of continuous improvement

Safe, Secure, Healthy, and Modern Learning Environment

- Establish a welcoming culture of diversity.
 - Welcoming, diverse, respectful, and civil culture
- Promote respect and civility.
- Collaborate internally and externally to support students' health and well-being.
- Provide safe and secure schools, facilities, and assets.
 - Safe to Learn Act
- Maintain modern schools, facilities, and resources that support the educational program.
 - Facilities Condition Index (FCI)

School Needs Assessment

- Review DF List from 2021 - 2022 school year
- Review referral data from 2021 – 2022 school year

- Review the number of students who received D and F's by FARMS, IEP, 504, EL, grade and content
- **2018-2019 MCAP Data**
 - 755 – Average score for ELA
 - 739 – Average score for Algebra II (199 students participated)

School Improvement Goals to Target Areas from Needs Assessment

Increase the number of students that can “level up” in English 9 and English 11.

English course enrollment for students during the 2021-2022 school year, and English course enrollment at the beginning of the 2022-2023 school year. The left column of the graphic (below) reflects the level changes. Students whose original graduation year was 2026 (incoming freshmen) were excluded from the baseline data. Disaggregated data by gender and special status is at the end of the goal section.

- 42 total current Grade 10 students “Leveled up” (from Level 1 to 6 and Level 6 to 8), and 16 total students “Leveled down” (from Level 6 to 1 or Level 8 to 6).
- 98 total current Grade 12 students “Leveled up” (from Level 1 to 6, 6 to 8, 6 to 9, or 8 to 9). 12 total students “Leveled down” (from Level 8 to 6 or 9 to 8).
- 140 total Grades 10 and 12 students “Leveled up”

	10	11	12
1 → 1	6	2	
1 → 6	12	26	12
6 → 1	4	4	
6 → 6	230	236	132
6 → 8	30	12	4
6 → 9		4	28
8 → 6	12	12	10
8 → 8	370	144	68
8 → 9		240	54
9 → 8			2
9 → 9		4	112

Improvement in passing rate in Conceptual Algebra, Algebra I and Geometry

D/F 2021-2022 (152)

Conceptual Algebra (50)

- 23 Ds, 27 Fs
- 27 FARMS, 5 IEPs, 2 ESOL, IEP-504 10

Algebra I (54)

- 26 Ds, 18 Fs
- 30 FARMS, 2 IEPs, 5 ESOL, 11 IEP-504

Geometry (37)

- 30 Ds, 7 Fs
- 17 FARMS, 4 IEPs, 2 ESOL, 4 IEP-504

Honors Algebra (1)

- 1 F
- NONE

Honors Geometry (10)

- 8 Ds, 2 Fs
- 3 FARMS, 2 IEP-504

Decrease total number of course failures within the FARMS population

Baseline Data:

- 237 total FARMS course failures
- 99 FARMS students failed at least one course
- 40 of the 99 students were 9th graders in 2021-2022

Create an environment where students want to be involved in the school community.

2021 – 2022 Data

Student enrollment – 1100

Students in Junior and Senior class – 535 total students

Students who participated in sports during 2021-2022 school year - 419 - 38% of school population

Students who attended prom during 2021-2022 school year – 400 - 75% of students attended from Junior and Senior class combined

Students who attended Homecoming – 667 – 61% increase since 2020 – 2021 school year

Students in drama program – 90 – 100% increase since 2020-2021 school year

School Improvement Goal #1 – English Academic

154 students currently in Grades 9 and 11 will enroll in an English course leveled above their current English course for the 2023-2024 school year (10% increase from 2021-2022 to 2022-2023 course enrollment data).

Baseline Data:

English course enrollment for students during the 2021-2022 school year, and English course enrollment at the beginning of the 2022-2023 school year. The left column of the graphic reflects the level changes. Students whose original graduation year was 2026 (incoming freshmen) were excluded from the baseline data. Disaggregated data by gender and special status is at the end of the plan.

- 42 total current Grade 10 students “Leveled up” (from Level 1 to 6 and Level 6 to 8), and 16 total students “Leveled down” (from Level 6 to 1 or Level 8 to 6).
- 98 total current Grade 12 students “Leveled up” (from Level 1 to 6, 6 to 8, 6 to 9, or 8 to 9). 12 total students “Leveled down” (from Level 8 to 6 or 9 to 8).
- 140 total Grades 10 and 12 students “Leveled up”

	10	11	12
1 -> 1	6	2	
1 -> 6	12	26	12
6 -> 1	4	4	
6 -> 6	230	236	132
6 -> 8	30	12	4
6 -> 9		4	28
8 -> 6	12	12	10
8 -> 8	370	144	68
8 -> 9		240	54
9 -> 8			2
9 -> 9		4	112

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>Share data and preliminary SIT Goal with English Department</p> <p>Responsible parties: English Department Chair</p>	August 30	All teachers attend SIT Goal presentation and determine if goal is desirable and reasonable. Discuss proposed initiatives and revise based on discussion.

<p>C. Rice presents differentiation strategies to all English teachers</p> <p>Responsible parties: Charles Rice – English Teacher</p>	<p>August 31</p>	<p>Qualitative data will be collected on 100% of the students from Grades 9 and 11 teachers and reported to teachers during September Content Meeting.</p>
<p>Alert Grade 10 and 12 teachers of students who Leveled Up to initiate support and encouragement, and initiate data collection to track student strengths and struggles.</p> <p>Responsible parties: English Department Chair</p>	<p>Before the first day of school</p>	<p>All Grades 10 and 12 teachers will be notified of Leveled Up students in their classes.</p>
<p>Share Level Up motivations with all teachers.</p> <p>Responsible parties: English Department Chair</p>	<p>September meeting</p>	<p>All teachers will receive information during the meeting.</p>
<p>Meet with Grades 9 and 11 teachers to identify Fall semester and year-long scheduled students with the potential to level up; discuss strategies to prepare all students for the next level.</p> <p>Responsible parties: English teachers</p>	<p>October meeting</p> <p>In this document, English teachers will identify students who show potential for leveling up.</p>	<p>All Grades 9 and 11 teachers will identify at least 20-25% of their assigned students with the potential to level up. Teachers will identify at least two strategies they are able to implement to prepare students for the next level.</p>
<p>Finalize list of Grades 9 and 11 students to recommend leveling up; teachers communicate with parents,</p>	<p>December meeting</p>	<p>All Grades 9 and 11 teachers will identify at least 20-25% of their assigned students with the potential to level up and will communicate with</p>

<p>counselors, and administrators.</p> <p>Responsible parties: English teachers Counselors Administrators</p>		<p>parents, counselors, and administrators.</p>
<p>Grades 10 and 12 teachers to discuss Leveled Up students' strengths and struggles, share with Grades 9 and 11 teachers at Content Meeting.</p> <p>Responsible parties: English teachers</p>	<p>February meeting</p>	<p>All teachers will participate in the discussion. All teachers will identify at least one support strategy to implement to support Leveled Up students or prepare students to Level Up.</p>
<p>Grades 9 and 11 teachers identify Spring semester students to recommend leveling up; teachers communicate with parents, counselors, and administrators.</p> <p>Responsible parties: English teachers Counselors Administrators</p>	<p>March meeting</p>	<p>All Grades 9 and 11 teachers will identify at least 20-25% of their assigned students with the potential to level up and will communicate with parents, counselors, and administrators.</p>
<p>Teachers' follow-up with students based on 2023-2024 course request data during reverse verification.</p> <p>Responsible parties: English teachers</p>	<p>April or May meeting</p>	<p>All Grades 9 and 11 teachers will follow-up with parents, counselors, and administrators if students did not request the recommended course.</p>

Students with 504's
(Grades 10 and 12)

	Y
1->1	
1->6	
6->1	
6->6	48
6->8	8
6->9	6
8->6	
8->8	38
8->9	12
9->8	2
9->9	10

Students with IEP's
(Grades 10 and 12)

	Co
	Y
1->1	6
1->6	16
6->1	
6->6	22
6->8	
6->9	2
8->6	
8->8	6
8->9	
9->8	
9->9	

FARMS Students
(Grades 10 and 12)

	Y
1->1	4
1->6	14
6->1	4
6->6	184
6->8	10
6->9	12
8->6	8
8->8	108
8->9	10
9->8	
9->9	16

By Gender
(Grades 10 and 12)

	F	M
1->1	2	4
1->6	4	20
6->1	2	2
6->6	178	184
6->8	28	6
6->9	14	14
8->6	12	10
8->8	274	164
8->9	34	20
9->8	2	
9->9	78	34

School Improvement Goal #2 – Math Academic

By May 2023, Winters Mill High School will decrease the number of D's and F's in Conceptual Algebra, Algebra I and Geometry by 35% for students with a 90% attendance rate for the 2022-2023 school year.

Baseline Data:

D/F 2021-2022 (152)

Conceptual Algebra (50)

- 23 Ds, 27 Fs
- 27 FARMS, 5 IEPs, 2 ESOL, IEP-504 10

Algebra I (54)

- 26 Ds, 18 Fs
- 30 FARMS, 2 IEPs, 5 ESOL, 11 IEP-504

Geometry (37)

- 30 Ds, 7 Fs
- 17 FARMS, 4 IEPs, 2 ESOL, 4 IEP-504

Honors Algebra (1)

- 1 F
- NONE

Honors Geometry (10)

- 8 Ds, 2 Fs
- 3 FARMS, 2 IEP-504

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Math teachers will identify struggling students (D's and F's) then create a spreadsheet to collect data documenting best practices. Responsible parties: Math teachers	Will identify struggling students at Q1 and Q3 interim. Data of best practices used collected throughout rest of semester.	<ul style="list-style-type: none"> • Data will be collected after the interim on struggling students (D and F list) • Desired Level of achievement: grade higher than a D.
Teachers will create skill videos and post them to Schoology to be used for absent students and for	Ongoing throughout quarters – posting videos Analyzing data quarterly	<ul style="list-style-type: none"> • Teachers will collect data on how students are using Delta Math.

<p>students who want to review content on their own.</p> <p>Responsible parties: Math teachers</p>		<ul style="list-style-type: none"> Desired level of student: grade higher than a D.
<p>Teachers will flex targeted students at least once a week. At least once a month, students will be flexed to a different math teacher for additional help and explanations.</p> <p>Responsible parties: Math teachers</p>	<p>Analyzing data from Flex-tracker quarterly</p>	<ul style="list-style-type: none"> Will collect data from Flex-tracker system on how many targeted students attended. Desired Level of student: grade higher than a D.
<p>Teachers teaching the same content and those teaching subsequent content will meet biweekly to go over strategies and resources to help identified students.</p> <p>Responsible parties: Math teachers</p>	<p>Ongoing throughout the semester</p>	<ul style="list-style-type: none"> Collect and discuss information with Math Department chair regarding strategies and resources. Then track the progress of the identified students through grades. Desired Level of identified students: grade higher than a D.
<p>Teachers will encourage students to take advantage of second chance learning policies as needed throughout each quarter.</p> <p>Responsible parties: Math teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> Teachers will record 1st assessment grade, best practices used and then the 2nd assessment grade to show student improvement. Desired Level: grade higher than a D.

School Improvement Goal #3- Academic Equity		
By May 2023, Winters Mill High School will decrease the number of FARMS students who failed at least one course by 15% for the 2022 – 2023 school year.		
Baseline Data: <ul style="list-style-type: none"> • 237 total FARMS course failures • 99 FARMS students failed at least one course • 40 of the 99 students were 9th graders in 2021-2022 		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Advisors will use Watchlist in School Counselor as a tool to meet with students who currently have a 60% or less in a class. Responsible Parties: Advisors, Guidance Counselors	Monthly	<ul style="list-style-type: none"> • Advisors will log the meeting in a school provided excel sheet to track meetings and grades • Only students earning 60% will be reported on. • Quarterly D/F List to track quarterly and semester grades. • Desired level – decrease of FARMS failures by 15%
Targeted students will be recommended and offered second chance learning opportunities will be offered to students through ELO (2days a week) Afterschool tutoring in the FLL (4 days a week), and Flex (second chance learning) 3 days. Responsible Parties: Teachers, Administration, Falcon Learning Lab	Weekly	<ul style="list-style-type: none"> • Attendance Sheets for ELO and FLL, and Flex Data logs to identify attendance and usage of second chance learning. • Quarterly D/F List to identify students and track progress. • Baseline data based on who can attend vs. D/F list.

		<ul style="list-style-type: none"> Desired level – decrease of FARMs failures by 15%
<p>Identified students will be recommended to collaborate with peer mentors (including National Honor Society, Falcon Academy Mentors, and Guidance Peer Mentors) to improve grades in specific content areas.</p> <p>Responsible Parties: Falcon Academy Mentors, National Honor Society Advisor, and Guidance</p>	Quarterly	<ul style="list-style-type: none"> D/F List data to determine students in need of recommendation. Advisor meeting data (60% or less) Falcon Academy Mentors Monthly meeting data, including current grades and goals for students. Desired level – decrease of FARMs failures by 15%
<p>Collaborating with East Middle School, identify incoming 8th graders (those deemed at risk) for a program at the beginning of August (8 days) to prepare students for high school</p> <p>Responsible Parties: Teachers, Administration, Guidance Counselors, Falcon Academy Mentors</p>	Yearly	<ul style="list-style-type: none"> The baseline will be based on this year's Falcon Academy Mentors D/F list, mentor data, and meeting agenda. Guidance and Teacher recommendations, including a log of grades, concerns, and strengths. D/F List to track student achievement. Desired level – decrease of FARMs failures by 15%

School Improvement Goal #4 – Culture and Climate		
<p>By May 2023, 60% of Winters Mill High School will have: participated in at least one club; participated in at least one sport; or attended at least one extracurricular school event (school dance, arts performance/show, open house, class activity, etc.)</p>		
<p>Baseline Data: 2021 – 2022 Data Student enrollment – 1100 Students in Junior and Senior class – 535 total students Students who participated in sports during 2021-2022 school year - 419 - 38% of school population Students who attended prom during 2021-2022 school year – 400 - 75% of students attended from Junior and Senior class combined Students who attended Homecoming – 667 – 61% increase since 2020 – 2021 school year Students in drama program – 90 – 100% increase since 2020-2021 school year</p>		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>Best strategies to use for student engagement and participation.</p> <p>Responsible parties - All instructional staff (department chairs, general educators, special educators, ESOL teachers and instructional assistants)</p>	<p>Ongoing collaboration</p> <p>Quarterly for the data</p>	<p>Work within Departments and collaboration with Special Education and ESOL departments.</p> <p>Grade data from identified students Behavior data from identifies students ESOL Hour data used for collaboration with teachers. Instructional Assistant checklist/accommodation data</p> <p>Desired Level: 60% of WMHS students participated in at least one school sponsored activity</p>

<p>Advisors check in with students during FOCUS (Create Watchlist)</p> <p>Responsible party - Greg Knill/FOCUS team, Advisors</p>	<p>Bi-Weekly</p>	<p>Data from referrals, attendance, extracurricular activities</p>
<p>Open Houses</p> <p>Responsible party – Administration, Club Advisors, Coaches</p>	<p>Bi-Yearly (1 Fall and 1 Spring)</p>	<p>Collect sign-up sheets to view for new participants.</p>