

Century High School School Improvement Plan 2023-2024

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.

Our Beliefs:

We, the community of Century High School, understanding that every child can learn and has individual worth, believe:

- Learning is an essential life process which must be self-directed and relevant to the students' future.
- Education is the shared responsibility of students, family, staff, and community.
- Learning is multi-faceted; it encompasses physical, social, emotional, and intellectual learning and happens at different rates and in different ways.
- The role of technology serves as a tool to enhance productivity and learning.
- All students and staff are accountable for contributing to a positive learning environment.
- Excellence is achievable and expected.
- An environment of high expectations, creative problem-solving and risk-taking promotes excellence.
- Mutual respect, open communication, and a positive attitude foster a safe environment and a sense of belonging.
- Respect, responsibility, and integrity are the foundation of good character.
- Valuing diversity strengthens unity.
- We are all role models for commitment, honor, and scholarship.

Carroll County Public Schools Strategic Plan 2018-2023

Pillar I: Provide Multiple Pathway Opportunities for Student Success

- Objective I.i: Students will 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

- 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

- 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, and Modern Learning Environments

- 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.

Needs Assessment:

Monitoring school improvement has been a challenge for the past several years. Looking back, even two years, means that data comes from students embroiled in the worst of the pandemic. It becomes apparent after only brief discussions at the SIT retreat and SIT meetings from the previous school year, that our sources of data continue to be limited. We once again discover that the data we would like to use as baseline data (course benchmark scores and state testing) are either compromised or unreliable. To guarantee that meaningful data is available, we have decided to set targets as pure percentage targets rather than percent improvement over past years. This will make assessing the success of the SIT Plan more manageable in the future. We also discovered upon examining last year's plan that our measures of success need to be firmer as students continue to acclimate from deficits due to the pandemic. Our measures of success from former plans include goals to increase results by a given percentage above the prior year's data. This created problems because fishing out the prior year's data is difficult. Another improvement to this year's plan is an attempt to generate more "buy in" from all staff. Our measures will include data targets by department, so each teacher can see where their individual efforts will support the larger plan. Our major goals are improvements in math, literacy, and access to a well-rounded curriculum. Gaps reduction goals are included within these goals. The 2023-2024 school year will have its own challenges. This year's SIT plan will help all teachers to be effective in meeting the needs of students.

On June 14, 2023, the School Improvement Team, consisting of teachers, administrators, non-teaching staff, parents, and community members, held its annual retreat to reflect on the state of the school after three years of pandemic related challenges. The School Improvement Team used the Survey information to identify which data to focus on. School leadership collected generous amounts of significant and meaningful data, which were analyzed to identify trends.

This led to the development of the following School Improvement Plan. This plan focuses on...

School Improvement Goals to Target Areas from Needs Assessment

1. Increase literacy skills across curricula as measured by content-specific summative assessments of essential literacy skills.
2. Increase mathematics performance on the CCPS mathematics power standards for all students as measured by content specific assessments.
3. Decrease the percentage of FARMS students represented in the lowest performing (GPA under 3.0) group.

School Improvement Goal		
1. Increase literacy skills across curricula as measured by content-specific summative assessments of essential literacy skills.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Physical Education Department Students will demonstrate growth of content knowledge in physical education in the curricular areas for skillfulness, biomechanical principles, exercise physiology, physical activity, and social psychological principles as measured by the CCPS content knowledge summative assessment.	1 Quarter	By the end of the quarter, the learner will demonstrate competence in knowledge in order to develop a physically literate individual who will have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students will earn a 75% or better on their final exam.
English Department Supporting an analytical and/or argumentative claim with convincing textual evidence and commentary.	1 Semester	Success for this year will be based on the classroom performance assessment. English 9 and English 10 have 2 modular assessments to display success. English 11 and English 12 have a final exam to display success. Level 6: 65% Level 8: 75% AP: 85%

<p>Special Education Department</p> <p>Decrease the number of Special Education students with a D or an F on final marking period grades by 3% for 3 out of 4 quarters for the 2023-2024 school year as measured by grade report.</p> <p><u>Current Baseline Data:</u> 55 out of 272 D/F = 20%</p>	<p>September 2023 - June 2024</p>	<p>As measured by:</p> <ul style="list-style-type: none"> • School Records (Weekly Grading Reports)
<p>Foreign Language Department</p> <p>Analyze data to support individual growth in interpretive reading skills in students with an SRI score lower than the grade level expectation.</p> <p>Students with an SRI score lower than the grade level expectation will advance one proficiency level in Interpretive Reading Skills.</p>	<p>1 Semester</p>	<p>As measured by:</p> <ul style="list-style-type: none"> • Benchmark Assessments • Summative Assessments • Final Exam
<p>Tech Ed Department</p> <p>Students will use observed, quantitative data to support proposed solutions to problems using the engineering design process (EDP).</p>	<p>1 Semester</p>	<p>Formative and summative assessment will be collected during the EDP.</p>
<p>Science Department</p> <p>Science teachers will create at least one SLO in which students will read appropriate texts and models (i.e. graphs and charts) to obtain scientific information. In addition, students will effectively evaluate the information gathered. The focus of the SLO referenced above should lie directly on either the English or Mathematics SIT Goals.</p>	<p>1 Semester</p>	<p>Formative and summative assessments delivered throughout the duration of the SLO time period.</p>
<p>Social Studies Department</p> <p>Students will develop written responses with a comprehensive claim that addresses the given prompts and utilizes evidence from primary and/or secondary sources that focus on the skills of interpreting graphs on experimental or real-world data and/or recognizing and expressing quantitative relationships.</p>	<p>2023-2024 School Year (on a quarterly basis)</p>	<p>EBAS Responses:</p> <ul style="list-style-type: none"> • L6- 50% of Students will score a 5 • L8- 75% of students will score a 5

<p>Business/FACs Department</p> <p>Increase written and verbal communication skills, which are essential in any job/career by utilizing real world expectations and results by assessing grammar and spelling rules in every-day assignments.</p> <p>Measuring soft skills growth using career and college readiness rubric twice per marking period..</p> <p>Improve verbal communication skills by practicing telephone and cold call conversations.</p> <p>Resume building- increasing competitiveness and format appropriately for internships and outside employment. (outside Naviance)</p>	<p>1 semester or 2 semester depending on structure of the course</p>	<p>Students' grammar/spelling on assignments will improve as the semester progresses. Grammar and spelling will be represented as a percentage of the score on written assignments, and that portion will increase over time.</p> <p>CCR rubric utilized in the business dept will be graded twice per marking period--formative at interim and summative at the end of the marking period..</p> <ul style="list-style-type: none"> ● L6- 50% of Students will score a 3 or better ● L8 or L9- 75% of students will score a 3 or better (out of 5) <p>In related courses (AOF, PBAM), students will enhance their Naviance resume to a product which is useful for practical employment. L6-75% of students will have a properly written and formatted resume L8-L9-85% of students will have a properly written and formatted resume</p>
<p>Performing Arts (Music):</p> <p>Students will increase their ability to comprehend and remember musical concepts and skills through vocabulary development, performance, and instruction.</p>	<p>September 2023-March 2024</p>	<p>By the end of the course, students will demonstrate their ability to effectively articulate about a musical work by critically analyzing essential musical concepts, vocabulary, creative choices, expressive qualities, and constructive feedback.</p>
<p>Visual Arts</p> <p>Students will develop literacy through the exploration of visual arts and the development of written artist statements.</p>	<p>1 Semester</p>	<p>Students will demonstrate their ability to effectively articulate about a work of art by critically analyzing essential art concepts, artistic processes and techniques, and creative choices/expressive qualities.</p>

Drama Department Students will use creative writing techniques to create scripts for performance.	1 Quarter	Students will collaboratively write a script following specific guidelines and using content specific vocabulary to prepare for a performance.
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School Improvement Goal		
2. Increase mathematics performance on the CCPS mathematics power standards for all students as measured by content specific assessments.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Mathematics Department Through formal and informal assessment, math teachers will identify students who need additional help, or have an F as a quarter grade, and will remediate during Flex time or during after school hours. Math teachers will use DeltaMath, IXL, the Savvas Textbook and other online resources to enhance formative assessment and to remediate gaps in learning.	September 2023 through June 2024	The overall quarter summative average for Algebra 1 will be: Level 1- 60% or greater Level 6- 65% or greater Level 8-70% or greater The overall quarter summative average for Geometry will be: Level 1- 65% or greater Level 6- 70% or greater Level 8- 80% or greater The overall quarter summative average for Algebra 2 will be: Level 1- 60% or greater Level 6- 65% or greater Level 8- 75% or greater
Mathematics Department CHS Algebra I teachers will create at least one SLO to address one of the targeted MCAP standards. The targeted standards will be determined by poor student performance on the Algebra I benchmark.	Teachers may complete the SLO in Semester 1 or Semester 2	Teachers will achieve an SLO rating of effective or better.
Tech Ed Department Students will measure and calculate the materials needed to construct viable solutions to real world problems.	1 Semester	Formative assessment of accurately measuring everyday items in the classroom as well as summative assessment in project based learning (e.g. crane strain, catapult).

Social Studies Department Students will develop written responses with a comprehensive claim that addresses the given prompts and utilizes evidence from primary and/or secondary sources that focus on the skills of interpreting graphs on experimental or real-world data and/or recognizing and expressing quantitative relationships.	2023-2024 School Year (on a quarterly basis)	EBAS Responses: <ul style="list-style-type: none"> • L6- 50% of Students will score a 5 • L8- 75% of students will score a 5
Drama Department Students will use a tape measure to accurately record and calculate measurements to apply real world construction techniques to solve real world problems.	1 Quarter	Formative assessment of measuring items in the classroom and summative assessment in set building techniques using proper measuring/cutting tools.. SLO #1

School Improvement Goal				
3. Decrease the percentage of FARMS students represented in the lowest performing (GPA under 3.0) group.				
Strategic Actions		Timeline	Measures of Success / Desired Performance Level	
Identify and communicate students who qualify for FARMS and compare with the list of lowest performing students (GPA 3.0 and lower). <ul style="list-style-type: none"> - We currently have listed 197 FARMS students out of the total CHS population of 1084 students. - Currently 6 students have no GPA listed, and 83 FARMS students have a GPA lower than 3.0. - Currently, 43.5% of our FARMS population has a GPA lower than 3.0. Where only 19% of our Non-FARMS population has a GPA lower than 3.0. 		September 2023	100% of FARMS students who are represented in the lowest performing group (GPA under 3.0) are identified, and communicated to the appropriate staff members.	
GPA Weighted	Blanks	3.0	Below 3.0	
FaRMs	6	108	83	
Not FaRMs	16	732	139	
CHS Total	22	840	222	

Identify academic supports available and determine if these students are currently accessing their supports.	Ongoing	<p>100% of students and parents are informed of available supports.</p> <p>100% of students are using their available supports.</p>
Throughout the course of the semester and through the reverse verification process, teachers will identify ninth and tenth grade students in foundational or introductory academic courses who would benefit from moving up a level.	Ongoing	100% of students at CHS will be reverse verified ensuring appropriate placement; taking rigor and academically ability into consideration.
Throughout the course of the semester and through the reverse verification process, teachers will identify tenth and eleventh grade students in academic and honors classes who would benefit from honors, AP, dual-enrollment, or entry level college courses.	Ongoing	100% of students at CHS will be reverse verified ensuring appropriate placement; taking rigor and academically ability into consideration.
<p>Teachers will implement the following strategies to support our indicated FARMS students....</p> <ul style="list-style-type: none"> • Create and share Success Plans with students and families that earned less than 60% in MP 1 or MP 3. • Request students that earned less than 60% at MP 1 interim and MP 3 interim for Flex. 	<p>End of MP1 - November 7th 2023</p> <p>End of MP3 - April 9th 2024</p>	100% of teachers will communicate to both students and families with a success plan upon receiving.