



FSK School Improvement Plan 2023-2024



School Vision / Mission

Our 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.

Carroll County Public Schools Strategic Plan 2018-2024

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.



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School SIT Needs Assessment

In today's fast-paced world, it is crucial for high school students to possess strong reading comprehension skills. The ability to read closely, understand explicit information, and make logical inferences from texts is essential for success in various academic disciplines and real-life situations. Therefore, our School Improvement Team has developed a comprehensive improvement plan aimed at enhancing students' proficiency in these areas. We will implement targeted reading strategies across all subjects. Teachers will incorporate close reading techniques into their lessons, guiding students to analyze texts thoroughly and extract explicit information accurately. Additionally, we will provide ample opportunities for students to practice making logical inferences based on textual evidence. Our improvement plan emphasizes the importance of modeling relationships between two quantities. This skill is vital not only in mathematics but also across all contents. Students will be exposed to various models that represent real-life scenarios involving two variables. They will learn how changes in one quantity affect the other and how this relationship can be represented mathematically.

Lastly, interpreting key features of graphs and tables is another critical aspect of our improvement plan. Students must develop the ability to analyze data presented visually and draw meaningful conclusions from it. Teachers will provide explicit instruction on identifying trends and patterns. Students to are able interpret these features accurately within the context of the quantities being represented.

The FSK SIT Plan aims at increasing students' proficiency in reading closely to determine what the text says explicitly and make logical inferences from it. Additionally, we seek to enhance their ability to model relationships between two quantities accurately while interpreting key features of graphs and tables within relevant contexts. By implementing these strategies, we are confident that our students will develop the necessary skills to succeed academically and in their future endeavors.

School Improvement goals to target areas from needs assessment

1. Students will increase proficiency in reading closely by determining what the text says explicitly, making logical inferences from it, and citing specific textual evidence when writing or speaking to support conclusions drawn from the text. The percentage of students proficient on this standard as measured by the English 10 SIRA Module 2 Assessment will increase by 10%
2. Students will be able to model a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. The percentage of students proficient on this standard as measured by the Algebra 1 Final Exam will increase by 10%.



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3. We will reduce the number of course failures of students of a selected demographic to within 1% of the demographic.

School Improvement Goal		
<p>1. Students will increase proficiency in reading closely by determining what the text says explicitly, making logical inferences from it, and citing specific textual evidence when writing or speaking to support conclusions drawn from the text. The percentage of students proficient on this standard as measured by the English 10 SIRA Module 2 Assessment will increase by 10%</p>		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Teach reading strategies to extract important information from complex texts.	Weekly	Student performance on content related standards as measured by diagnostic, benchmark, and end of course assessments will increase by 10%.
Create common, focused activities designed to analyze texts.	Monthly	All teachers will participate in designing formative assessments related to common text-based activities during monthly department meetings. Teachers will keep track of formative assessments related to these activities and their effectiveness, revising them as needed.
Utilize discipline-specific content teaching/strategies to build writing capacity for a wide variety of potential topics/purposes.	Monthly	All teachers will share best practices during monthly department meetings.

School Improvement Goal		
<p>2. Students will be able to model a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. The percentage of students proficient on this standard as measured by the Algebra 1 Final Exam will increase by 10%.</p>		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Complete/include analysis activities on graphing.	Monthly	Student performance on formative assessments related to graphing analysis will increase by 10%.
Incorporate open-ended graphs into lessons and facilitate discussion on reading them.	Bi-Weekly	Student performance on content related standards as measured by diagnostic, benchmark, and end of course assessments will increase by 10%.
Incorporate tables, graphs and other activities involving comparing quantities into discipline specific lessons.	Bi-Weekly	Student performance on individual stimulus-based questions involving charts, tables and graphs will increase by 10%.



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School Improvement Goal		
<p>3. We will reduce the number of course failures of students of a selected demographic to within 1% of the demographic.</p>		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Teachers will implement content and departmental specific strategies to increase student mastery of content. Teachers will collaborate to share progress and best practices during monthly department meetings.	Ongoing	All teachers will attend and participate in monthly department meetings.
Administrators will create and share school based interim reports with families.	Oct. 5, Dec. 13, Mar. 1, May 10	All current students' parents will receive their student's interim either by email or mail.
Administrators and Clerical staff will share information with students' families about Success Plans.	Nov. 10 Apr. 12	All current students' parents will receive this information by email, mail, or phone contact.
Teachers will work with students who earned less than 60% in MP 1 or MP 3 to create Success Plans.	Nov. 14-17 Apr. 16-19	All identified students will have a Success Plan; Success Plans will be shared with parents.
Academic Facilitator and Advisory teachers will implement academic goal setting advisory lessons.	Nov. 13, Apr. 15	All students in attendance will participate in the academic goal setting advisory lesson.
Administrators will invite students in need of academic support to participate in a Saturday Academic Success Program.	Oct. 28, Jan 20, Apr. 6, June 1	All students recommended by teachers will receive an invitation. All subject areas/ departments will have one expert teacher identified to facilitate academic support in their content area.
A cohort of Grade 9 students will be invited to participate in a Personalized Learning Environment program during the Fall Semester.	Semester 1	The number of course failures for students in the graduating class of 2027 will decrease as compared to the class of 2026.
The High School Student Support Facilitator will meet with all students in the specified demographic that are failing a course every 3 weeks to help them prioritize and complete missing assignments.	Monthly	The number of course failures for students in the graduating class of 2027 will decrease as compared to the class of 2026.