

Westminster High School

School Improvement Plan 2024 – 2025



School Mission/Vision
<p>Westminster High School is a progressive school with a long tradition of academic excellence. Our mission is to prepare students for the future by fostering intellectual, social, and personal skills through a rigorous and relevant curriculum.</p>

Carroll County Public Schools Strategic Plan 2023-2026: Building the Future

Pillar I: Improve Academic Achievement

Objective 1: CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.

Objective 2: CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.

Pillar II: Strengthen Productive Family and Community Partnerships

Objective 1: Communication between CCPS and the community demonstrates transparency, trust, and respect.

Objective 2: CCPS partners with local government, businesses, and agencies to support student learning.

Objective 3: CCPS will increase transparency in the public procurement process.

Pillar III: Develop and Support a Successful Workforce

Objective 1: CCPS recruits qualified candidates for all teacher positions.

Objective 2: CCPS supports staff to build the Blueprint for Maryland's Future career ladder.

Objective 3: CCPS recruits and retains diverse employees reflective of our student community.

Objective 4: CCPS maintains class sizes that support learning.

Pillar IV: Establish Safe, Secure, Healthy, and Modern Learning Environments

Objective 1: CCPS promotes a culture of school security to protect and educate our students.

Objective 2: CCPS maintains modern schools, facilities, and resources that support the educational program.

Needs Assessment

Westminster High School has a long history of academic success, but still has areas of need. 9th and 10th grade students, particularly FARMS students, continue to underperform when compared to the whole school. Our staff is working collectively to increase the academic achievement of all our students using targeted professional development, data-informed instructional practices, and collaborative decision-making. It is important to focus attention on guiding students to further academic success as we prepare them to become College and Career Ready (CCR).

The Blueprint for Maryland's Future considers students Career and College Ready if they score a 3 or 4 on English 10 MCAP and Algebra 1 MCAP OR have an overall GPA of 3.0 or greater. The SIT team met in August to review the 2023-2024 school year according to these CCR standards and our SIT goals from last year. Upon reviewing all the data from last year, it became apparent that some of our strategies for targeting the 9th and 10th grade students' performance were successful while others were not. We saw overall success in our Algebra End of Unit assessment scores and overall GPA data but saw no improvement in our English Reading module scores.



We then looked more closely at our FARMS students, who are disproportionately represented in our lowest performing group. Currently, 27.5% of our students qualify for Free and Reduced Meal status, but they are significantly more likely to fail classes and have a cumulative GPA under 3.0. They are also more likely to not earn a 3 or 4 on the MCAP assessments. As a team, we reviewed ways that our FARMS students are impacted both inside and outside of the classroom to determine necessary supports to close the gap between these students and their more economically advantaged peers. Pillar I of the Carroll County Public Schools Strategic Plan focuses on providing multiple pathways for student success and meeting the individual needs of all students. Grades, course rigor (levels), and academic supports were reviewed. Additionally, student engagement in this population warrants review. Student engagement in extracurricular activities is often tied to academic success.

Informed by these multiple data sources, we created a Wildly Important Goal (WIG) that every educator could support and SIT Goals that will expand the academic success of our students. Westminster High School’s WIG concentrates on engaging all students in school and learning for them to succeed. As a team, we determined that our three major goals to support our WIG will focus on improvements in math, literacy, and overall academic achievement. We will continue to review the following data to measure our success: Retention Data, GPA data, Discipline referral data and trends, suspensions data and trends, Attendance, Advanced Placement Trends/performance/scores, D/F/I Data, Career Connection Data, and MCAP data.

School Improvement Goals to Target from Needs Assessment

1. During the 2024-2025 school year, we will reduce the number of courses failed by FARMS students by 20% from 9.4% failed in 2023-2024 to 7.5%.
2. By June 2025, the number of students earning proficiency on the Algebra I Final Exam Benchmark will rise from 62% proficiency in the 2023 – 2024 school year to 65% proficiency in the 2024 – 2025 school year.
3. By June 2025, student scores on the English 10 Module 1 Reading Assessment will rise by an average of 2%, from 58% to 60%, as compared to scores on the English 9 Module 1 Reading Assessment administered in June 2024.

School Improvement Goal #1

During the 2024-2025 school year, we will reduce the number of courses failed by FARMS students by 20% from 9.4% failed in 2023-2024 to 7.5%.

Strategic Actions 2024-2025	Timeline	Measures of Success/ Desired Performance Level
Teachers will run an Advanced Course Roster in ESP Resource Center to identify students in each of their classes who are from traditionally underserved groups.	This will be completed at the beginning of each quarter.	By identifying students from traditionally underserved groups, teachers will build awareness of and be able to meet the needs of individual students.
SIT will look at the D/F data at the end of each quarter.	Quarterly	D/F grades are reduced.
Teachers will continue to request students in their classes who have a D/F during flex time.	Weekly when the class the student is in has priority.	Admin will monitor Flex tracker to ensure teachers are requesting students. D/F



		grades are reduced. SIT will track data to ensure strategic action is impacting results.
Peer Tutoring during Flex. Teachers/Counselors/Administration/SIT/GAPS will use data to identify struggling students and share these names with peer tutor groups such as NHS.	Weekly	The number of students being recommended for peer tutoring is reduced due to their grades improving. Positive feedback from teachers and students.
Parent Contact. Teachers and counselors will contact parents to provide them with actions the student can take to improve their grades. Intentional time given throughout the school year. Templates for emails will be provided for consistent communication between teachers and parents.	Monthly	Monitor grades after the action is taken. Receive feedback at monthly SIT meetings from Department Chairs.
Teachers will inform counselors/and or administration if there is no improvement through FLEX and parent contact.	As needed.	Counselors and Admin will contact parents/students and develop a plan to improve grades.
GAPS meetings will address students with concerns impacting their academic success.	Weekly	Increase in attendance of FARMs population.
The administration will continue to encourage teachers to enter grades in a timely fashion.	As needed.	Fewer teachers will have to be reminded to enter grades on a timely basis.
Increase the attendance of FARMs students who are enrolled at WHS for at least three semesters.	Monthly	SIT will monitor attendance through Performance Matters and Watch Lists.
Students with D/Fs will be personally requested for attendance at Conference Nights.	Quarterly	Increased attendance at Conference Night by families. Increased support and communication from parents and guardians.

School Improvement Goal #2 - Math		
<i>By June 2025, the number of students earning proficiency on the Algebra I Final Exam Benchmark will rise from 62% proficiency in the 2023 – 2024 school year to 65% proficiency in the 2024 – 2025 school year.</i>		
Strategic Actions 2024-2025	Timeline	Measures of Success/ Desired Performance Level
Teacher will Flex request any student whose Algebra I class grade is lower than a 70% on their priority day.	Throughout the school year – once a week based on priority day	Flex requests are made for any student who has a 70% or below. Grades will increase to 70% or above.
Re-teaching students, who have not reached mastery learning, through focusing on two new skills a week through IXL Learning.	Throughout the school year.	Students will perform higher on Common Unit Benchmark Assessments in Performance Matters.
Pair math honor students for tutoring.	Throughout the school year	Honors Students will tutor during flex
The teacher will refer any student to the Math Tutoring Lab whose grade is not improving with additional Flex help from the teacher.	Throughout the school year	SIT Goal will be met by monitoring Flex Lists at monthly SIT meetings.
Advisory teachers create “Watch Lists” of their advisories to better monitor their student’s progress	Bi-Weekly	September Faculty meeting – SIT Chairs and Admin will assist teachers in developing Watch Lists to monitor throughout the semester.



<p>The teacher reviews the questions from the common unit benchmark assessments with students as a warmup or activity with the class after all students have completed the assessment and grades have been entered in TAC. This review will reinforce the concepts prior to the student taking the final exam.</p>	<p>Upon completion of each unit common assessment has been completed in Performance Matters</p>	<p>SIT Goal will be met.</p>
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<p align="center">School Improvement Goal #3 - English</p>		
<p><i>By June 2025, student scores on the English 10 Module 1 Reading Assessment will rise by an average of 2%, from 58% to 60%, as compared to scores on the English 9 Module 1 Reading Assessment administered in June 2024.</i></p>		
<p align="center">Strategic Actions 2024-2025</p>	<p align="center">Timeline</p>	<p align="center">Measures of Success/ Desired Performance Level</p>
<p>Extend learning opportunities during FLEX for students preparing for Module 1 Reading Assessment.</p>	<p>Throughout the school year.</p>	<p>Increase attendance during FLEX in monthly reports. Department providing FLEX reports for individual teachers and English lab.</p>
<p>Assign identified students to an academic mentor (NHS student)</p>	<p>Throughout the school year.</p>	<p>Data will show an increase in attendance of Students and Academic Mentors.</p>
<p>Identify students needing additional support with a D/F and intentionally work with them during FLEX. Students with Ds and Fs are being FLEX'ed at least once a week on trump days and to the English lab.</p>	<p>Midway through the marking period.</p>	<p>There is a decrease in students earning a D or F in English 10 as compared to students from years past.</p>
<p>Analyze data on results from the Module 1 assessment to apply the best teaching strategies to reteach and/or prepare for the Module 2 assessment.</p>	<p>Quarter 2</p>	<p>Specific topics will be focused on during reteaching time to meet the need.</p>
<p>Teachers in other curriculums incorporate reading into their assignments.</p>	<p>Throughout the school year</p>	<p>Various department goals will pertain to reading and show growth.</p>
<p>Professional Learning Community of English 9 and 10 teachers.</p>	<p>Throughout the school year.</p>	<p>Increase in course rigor and strategies as a result of staff collaboration. Documented notes from Department meetings to share at SIT meetings.</p>
<p>Contact home regarding strategies for struggling students.</p>	<p>As needed.</p>	<p>Increase in attendance at Parent Conferences, decrease in D/F's. Documentation of contact home.</p>