

**Westminster High School**  
**School Improvement Plan**  
**2025 – 2026**



**School Mission/Vision**

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.

**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 been actively collecting data throughout 2024-2025 to inform our 2025-2026 goals. The SIT team met in August to review this data, assess our school needs, and align our goals according to the College & Career Readiness Standards. 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. We aspire to use our long history of academic success combined with our dedicated staff to address these current needs and make an impactful change.

**Support for Goal 1:** FARM students fail courses at nearly 6 times the rate of non-FARM students. Of all courses taken by FARM students in the 2024-2025 school year, they failed 5.83%. The average course failure rate for non-FARM Students is only .86%. 9<sup>th</sup> and 10<sup>th</sup> grade students, particularly FARMS, continue to underperform when compared to the whole school. There was a 22% increase in FARM students with an F from quarter 3 to quarter 4. The School Improvement Team tracked the effectiveness of initiatives such as Flex, emails and calls to parents/guardians, conferences, and GAPs referrals. Our goal is to implement more effective strategies with the current student body to help



decrease the course failure rate in FARM students. In the 2025-2026 school year, 30% (453) of WHS's 1530 total students are considered FARMs. By tracking and comparing quarterly data while focusing on targeted interventions, we plan to increase the academic achievement of all our students. This will allow our students to also further academic success as we prepare them to become College and Career Ready (CCR). We also believe by implementing these initiatives, we will be contributing to the overall success of all WHS students.

**Support for Goal 2:** Our SIT Goal from 2024-2025 was not met when the number of students earning proficiency on the Algebra I Final Exam Benchmark DID NOT rise from 62% proficiency in the 2023 – 2024 school year to 65% proficiency in the 2024 – 2025 school year. Proficiency dropped to 57%. One way the Blueprint for Maryland's Future considers students Career and College Ready is if they score a 3 or 4 on Algebra 1 MCAP, in addition to other qualifications. WHS realized the need to continue to focus on Algebra 1, considering both the general population, and underserved populations. FARM students average 4% less on unit grades and 5% less on the Final Exam in Algebra 1.

**Support for Goal 3:** In June 2025, student scores on the English 10 Module 1 Reading Assessment rose by an average of 2%, from 58% to 59.92%, as compared to scores on the English 9 Module 1 Reading Assessment administered in June 2024. However, because the Blueprint for Maryland's Future uses English 10 MCAP score to consider students Career and College Ready, the School Improvement Team decided to continue to focus on this area. Another supporting data point is that this incoming body of 10<sup>th</sup> graders, scored lower (56%) on the English 9 Module 1 Reading Assessment administered in June 2025. This displays a greater need for intervention. Our goal is to increase the score on the English 10 MCAP to 58% by June 2026.

**Support for Goal 4:** SPED students are performing at less than half the proficiency rate of their peers in math. This is a significant gap, indicating they may need targeted support in foundational math skills. This has encouraged our School Improvement Team to focus efforts on special education students meeting college and career readiness standards. Their math proficiency compared to all students is 11.8% to 30.6%. They averaged 56% when compared to overall students averaging 71% on the Algebra 1 final exam.

The gap is even larger in English Language Arts, with SPED students achieving about one-quarter of the proficiency of all students. This highlights a strong need for literacy interventions. Their ELA proficiency compared to all students is 17.60% to 68.20%.

Their graduation rate in 4 years is 81.3% to 95.9%. While most SPED students graduate, their rate is about 15 percentage points lower than the overall student population, indicating challenges in meeting graduation requirements on time.

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 in order to achieve CCR and succeed. As a team, we determined that our four major goals to support our WIG will focus on improvements in math, literacy, and overall academic achievement for FARMs and



Special Education Students. 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, Maryland Report Card Data, and MCAP data.

**School Improvement Goals to Target from Needs Assessment**

1. During the 2025-2026 school year, we will increase the number of courses passed by FARMS students to 94.2%, including quarter classes.
2. By June 2026, the number of students earning proficiency on the Algebra I Final Exam Benchmark will rise from 57% proficiency in the 2024 – 2025 school year to 62% proficiency in the 2025 – 2026 school year.
3. By June 2026, student scores on the English 10 Module 1 Reading Assessment will rise by an average of 2%, from 56% to 58%, as compared to scores on the English 9 Module 1 Reading Assessment administered in June 2025.
4. By June 2026, we will improve outcomes for students receiving special education services by increasing the percentage of 11th and 12th grade special education students meeting college and career readiness standards from 31.1% to 40%.

**School Improvement Goal #1**

*During the 2025-2026 school year, we will increase the number of courses passed by FARMS students to 94.2%, including quarter classes.*

Strategic Actions 2025-2026	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.
Counselors will assist as the liaison between teachers to encourage more collaboration between educators teaching common students.	Quarterly	Teachers will engage in more effective and differentiated practices for individual students.

**School Improvement Goal #2 - Math**

*By June 2026, the number of students earning proficiency on the Algebra I Final Exam Benchmark will rise from 57% proficiency in the 2024 – 2025 school year to 62% proficiency in the 2025 – 2026 school year.*

<b>Strategic Actions 2025-2026</b>	<b>Timeline</b>	<b>Measures of Success/ Desired Performance Level</b>
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.
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.	Upon completion of each unit common assessment has been completed in Performance Matters	SIT Goal will be met.



School Improvement Goal #3 - English		
<p><i>By June 2026, student scores on the English 10 Module 1 Reading Assessment will rise by an average of 2%, from 56% to 58%, as compared to scores on the English 9 Module 1 Reading Assessment administered in June 2025.</i></p>		
Strategic Actions 2025-2026	Timeline	Measures of Success/ Desired Performance Level
Extend learning opportunities during FLEX for students preparing for Module 1 Reading Assessment.	Throughout the school year.	Increase attendance during FLEX in monthly reports. Department providing FLEX reports for individual teachers and English lab.
Assign identified students to an academic mentor (NHS student)	Throughout the school year.	Data will show an increase in attendance of Students and Academic Mentors.
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.	Midway through the marking period.	There is a decrease in students earning a D or F in English 10 as compared to students from years past.
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.	Quarter 2	Specific topics will be focused on during reteaching time to meet the need.
Teachers in other curriculums incorporate reading into their assignments.	Throughout the school year	Various department goals will pertain to reading and show growth.
Professional Learning Community of English 9 and 10 teachers.	Throughout the school year.	Increase in course rigor and strategies as a result of staff collaboration. Documented notes from Department meetings to share at SIT meetings.
Contact home regarding strategies for struggling students.	As needed.	Increase in attendance at Parent Conferences, decrease in D/F's. Documentation of contact home.

School Improvement Goal #4 – Special Education		
<p><i>By June 2026, we will improve outcomes for students receiving special education services by increasing the percentage of 11<sup>th</sup> and 12<sup>th</sup> grade special education students meeting college and career readiness standards from 31.1% to 40%.</i></p>		
Strategic Actions 2025-2026	Timeline	Measures of Success/ Desired Performance Level
Develop a co-teaching model in BEST Conceptual Algebra to better meet students' individual needs	Fall 2025	20% (baseline 0%) of BEST students will earn proficiency on the EOC Assessment.
Develop a Co-teaching model in BEST Eng 9, Eng 10, and Eng 11 to better meet students' individual needs.	Throughout the school year.	20% (baseline 0%) of BEST students will earn proficiency on the SLRA Assessment.



Schedule SPED students to attend the math tutoring lab during FLEX for additional support when enrolled in a math class.	Throughout the school year.	50% of SPED students will increase the IXL diagnostic score by 100pts while in a math class.
Schedule SPED students to attend the English tutoring lab during FLEX for additional supports when enrolled in an English class.	Throughout the school year.	Improve the SPED students' performance on the English 10 MCAP.
Develop a Co-teaching model in foundational English 10 with the Reading Specialist to better meet students' individual needs.	Throughout the school year.	30% (baseline 16%) of SPED students will earn proficiency on the SLRA Assessment.
Create a targeted intervention plan for each SPED student not meeting CCR in 10 <sup>th</sup> , and 11 <sup>th</sup> grade.	Throughout the school year.	Increase the SPED students meeting CCR to 40% (baseline 31.1%).
Create a tiered intervention plan of rewards and consequences to address chronic absenteeism	Throughout the school year.	Increase the SPED students not chronically absent to 60% (baseline 41.2%)
Create a targeted intervention plan for each SPED 9 <sup>th</sup> grade student focusing on on-track to graduate.	Throughout the school year.	70% of all SPED 9 <sup>th</sup> graders will pass at least 4 core-content courses (baseline 60%).