



**Francis Scott Key High School
School Improvement Plan
2026-2027**



School Vision / Mission	
Francis Scott Key High School empowers students to reach their full potential and become: • College and career-ready graduates who are effective communicators and independent thinkers. • Resilient problem solvers who apply knowledge and skills when presented with challenges. • Individuals who are confident in their sense of belonging and are active in the community. One Eagle at a time.	
Carroll County Public Schools Strategic Plan 2018-2025	
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.



Francis Scott Key High School-Needs Assessment

2025–2026 Results and What They Tell Us

Well-Rounded Curriculum: The 2025–2026 School Improvement Plan established a goal of increasing the percentage of students graduating with credit for a well-rounded curriculum from 57.6% to 65.1%. The 2026–2027 plan reports a new baseline of 66.7%, indicating that FSK exceeded the previous year's target and made meaningful progress toward ensuring students graduate with a postsecondary-readiness credential or experience.

Continued need: Although the school improved to 66.7%, approximately one-third of students were still not meeting the well-rounded curriculum measure. The 2026–2027 goal of 75.4% therefore represents an opportunity to build on the previous year's success rather than simply maintain it. A 75.4% will give FSK 3 out of 5 stars on the Maryland Report Card for well-rounded curriculum.

Prior academic priorities: The 2025–2026 needs assessment identified English literacy, mathematics proficiency, and achievement gaps among students receiving special education services and students identified as FARMs as major areas of need. The 2026–2027 plan continues to address English, mathematics, and CCR gaps, demonstrating that these needs remain priorities even as the specific performance measures have been updated.

2026–2027 Data-Based Areas of Need

1. English literacy and written response

English MCAP proficiency is targeted to increase from 68% to 72%. The new plan also identifies thesis development and ACSICE-supported writing as a schoolwide instructional need. Current benchmark performance for accurately composing a thesis and supporting ACSICE paragraph is 40.91% in Grade 9, 21.27% in Grade 10, 22.73% in Grade 11, and 10.37% in Grade 12. These data indicate a significant need to strengthen students' ability to make a defensible claim and support it with organized evidence and explanation.

2. Mathematics proficiency and problem solving

Algebra 1 MCAP proficiency is targeted to increase from 15.5% to 20.5%. Course-level final-exam proficiency also remains below desired levels: Conceptual Algebra 18.75%, Algebra 1 63.24%, Geometry 47%, and Algebra 2 31.28%. The data support continued emphasis on foundational skills, retrieval and spiral review, error analysis, and targeted practice to grow these percentages, 5% by the end of the 26-27 school year.

3. College and career readiness gaps

The previous plan identified substantial CCR gaps for FARMs and IEP students, particularly among juniors and seniors. The 2026–2027 plan retains the goal of reducing these gaps by 40% and continues progress monitoring,



ISSPs, advisory watch lists, intervention checklists, Key Time, parent communication, Saturday Academic Success, and targeted Algebra I intervention. This indicates that equitable access to CCR remains a central school need.

4. Demonstrated need for content-area literacy and evidence-based reasoning

The new plan expands the focus beyond English and mathematics. Science targets an increase in MISA proficiency from 58% to 65% and continues Claim-Evidence-Reasoning. Social Studies targets growth in end-of-course proficiency: Government from 62% to 70%, U.S. History from 62.9% to 72.9%, and World History from 38.46% to 48.46%. Strategies such as Reading Like a Historian/HIPPO, DBQ Online, contextualization, close reading, and analysis of primary and secondary sources reinforce the need for students to read, analyze evidence, contextualize information, and construct responses across disciplines.

5. Postsecondary and career pathway completion

The 2026–2027 plan continues the schoolwide emphasis on the well-rounded curriculum while also identifying specific opportunities to increase CTE completers/IRCs and Special Education students earning IRCs. This suggests a continued need to ensure students understand, enter, persist in, and complete available college and career pathways.

6. Student engagement, monitoring, and intervention

The continuation of advisory watch lists, biweekly progress monitoring, intervention checklists, Key Time, attendance contracts, gradebook analysis, and two-way family communication indicates that academic performance is also connected to consistent monitoring, attendance, task completion, and timely intervention.

School Wildly Important Goal
Increase the percentage of students graduating with credit for a well-rounded curriculum from 66.7% to 75.4% A high school student can satisfy the “well-rounded curriculum” credit by doing at least one of the following: • Earn an AP exam score of 3 or higher • Meet the SAT threshold: score at least 530 (math) and 480 (reading) • Meet the ACT threshold: a score of 21 or higher • Earn credit through dual enrollment (college courses while in high school) • Meet University System of Maryland (UMD) entry requirements • Completion of youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council • Completion of an industry certification aligned with an approved career and technical education (CTE) program and achievement of CTE concentrator status • Completion of an approved CTE program • Achieve an ASVAB score of 31 or higher • Earn a Seal of Biliteracy (i.e. recognized proficiency in more than one language) • For students on a Certificate of Program Completion track, supported employment or other services integrated into the community (MSDE, 2024, pp. 21, 31)



MSDE. (2024). *Guide to Understanding Your Maryland School Report Card*.

School Improvement Goal #1 (English)

English MCAP proficiency will improve from 68% to 72% by the end of the 26-27 school year

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Teach reading strategies to extract important information from complex texts.	Due to the recursive nature of the English curriculum, these strategies and activities will be taught and/or applied almost daily at a formative level and on a weekly/ monthly basis at a summative level.	WIG: At least 50% of students in English 9, 10, 11, 12 will accurately compose a thesis and supporting ACSICE paragraph as measured by benchmark and final assessments in the English curriculum for each course.
Create common, focused activities to analyze text, specifically for vocabulary acquisition and language interpretation – focus on technical, connotative, and figurative meaning as related to shaping overarching meaning and tone in text.		Improve thesis with ACSICE support to at least 50% proficiency for semester 1
		Benchmark assessment data.
		Grades 9 40.91%
		Grade10 21.27%
		Grade 11 22.73%
		Grade 12 10.37%
MILE Disciplinary Literacy presentation and professional learning	February 21 – end of year	All staff will receive training from the Maryland Institute for Literacy Equity team and learn about individual professional learning opportunities to increase students' disciplinary literacy.



School Improvement Goal #2 (Math)

Increase the percent of students proficient on Algebra 1 MCAP from 15.5% to 20.5% by the end of the 26-27 school year.

WIG: Increase the percent of students proficient on the final exam by 5% by the end of the 26-27 school year.

Conceptual Algebra from 18.75% to 23.75%

Algebra 1 from 63.24% to 68.24%

Geometry from 47% to 52%

Algebra 2 from 31.28% to 36.28%

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
IXL skill proficient in course content	Weekly	Students will increase score performance numbers from snapshot baseline scores.
Spiral Reviews	End of each unit	Unit reviews are designed to summarize key concepts, skills, and information that have been covered throughout a specific instructional period. By reviewing these materials systematically, students engage with the content more actively than through passive reading or listening alone.



School Improvement Goal #3 (Gap)

GAP Goal: Reduce the gap of 11th and 12th grade FARMs and IEP students meeting CCR requirements by 40% compared to the general population.

	Raw CCR #	% CCR	Gap	40%	Goal
12 th Grade	131/195	67.18%			
12 th Grade FARMs	41/74	55.41%	11.77%	4.71%	7.06%
12 th Grade IEP's	5/17	29.41%	25.99%	10.40%	15.60%
11 th Grade	118/209	56.46%			
11 th Grade FARMs	42/87	48.28%	8.18%	3.27%	4.91%
11 th Grade IEP's	3/21	14.29%	33.99%	13.60%	20.39%

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
PLE, progress monitoring, ISSP (Individual Student Success Plan)	All year Check Quarterly/ Bi-Weekly	Students who are Juniors becoming CCR as they work with their advisors
Teacher Report Training	Pre-Service	*Teachers will learn how to run report to find FARMs students, teacher create watch list for advisory. Review entering student notes and communication log.
Advisory Watch List	Pre-Service	Advisory will monitor grades. CCR status appears on the SCWC Watch lists.
Student Intervention Checklist	All Year	Teachers track and monitor student progress. Communicate to other stakeholders, areas of concern and opportunities to assist students.
Saturday Academic Success	All Year	Attendance, task completion, grade comparison
Student Progress Monitoring	Every two weeks	Every student is assigned to admin/ counselors for progress monitors in shared spreadsheet
Key Time Requests	Weekly using Flex priority schedule	Students with D/F grades are requested by teacher. Students will follow school policies and students being sent and received



Gradebook Analysis and Reflection	Quarterly	Teachers will learn and run reports about formative and summative percentages.
Two-Way Parent Communication	Min. Quarterly, at interims	Teachers will make two-way communication if student has D/F and document in ESP/TAC. Review entering student notes and communication log.
Targeted interventionist person for Algebra I	Daily	Interventionist will target at risk students in Algebra I class to provide interventions/accommodations toward improved grades and MCAP scores.
Attendance Contracts	Daily	<i>Francis Scott Key High School Attendance Intervention Contract</i> Please check all that apply: _____ Unexcused absences from school. _____ Excused absences (10% a quarter) from school. _____ Absences and low or failing course grades. _____ Late/ tardiness to class. _____ Behavior referrals, tardiness, and absenteeism. As a result, it is expected that • I will come to class on time • I will attend all classes and complete all assignments on time. • I will bring notes from my parents and/or doctors when I miss school. • I will be respectful to staff and teachers. • I will maintain at least a 2.0 GPA and have no failing grades on my report card. • I will have no discipline referrals for classroom misbehavior. • I will get involved with a club and/or extracurricular activity by becoming and staying eligible.



English

English MCAP proficiency will improve from 68% to 72% by the end of the 26-27 school year

WIG: At least 50% of students in English 9, 10, 11, 12 will accurately compose a thesis and supporting ACSICE paragraph as measured by benchmark and final assessments in the English curriculum for each course.

Improve thesis with ACSICE support to at least 50% proficiency.

Benchmark assessment data.

Grades 9 40.91%

Grade 10 21.27%

Grade 11 22.73%

Grade 12 10.37%

Math

SIG: Increase the percent of students proficient on Algebra 1 MCAP from 15.5% to 20.5% by the end of the 26-27 school year.

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Geometry from 47% to 52%

Algebra 2 from 31.28% to 36.28%

Science

Wildy Important Goal: To increase the number of students who score proficient on the LS MISA from 58% to 65% by the end of the 26-27 school year.

Strategic Actions:

- Use some form of Claim Evidence and Reasoning on 3 warmups and/or closure.
- Have students write a CER for 2 lab activities
- On 3 summative assessments, students will complete 1 CER based on the phenomena for the unit



Social Studies

Wildy Important Goal: Grow performance on end of course assessment.

Government- Grow proficiency from 62% to 70%

U.S.- Grow proficiency from 62.9% to 72.9%

World- Grow proficiency from 38.46% to 48.46%

Strategic Actions:

- Reading like a Historian i.e. HIPPO
- DBQ Online
- Students should have a multitude of opportunities to practice contextualizing
- Close reading
- Analysis of primary and secondary sources in a variety of formats including political cartoons, photographs, maps, texts, and quotations.

CTE

Wildy Important Goal:

Increase the number of students in our programs that graduate with an IRC or completer by 25%

Strategic Actions:

- Identify and meet with individual students to discuss following through with finishing up their completer or taking the IRC examination.
- Identify 9th and 10th grade students in our introductory classes that could benefit from a completer pathway
- Require more rigor from students in written assignments
- Increase the awareness of students and the community of opportunities to earn IRC's through CTE.

VPA

Wildy Important Goal: 70% of VPA students in graduation requirement courses will earn a final course grade of B or higher.

Strategic Actions:

- Second Chance Learning
- Check ins
- KEY Time



World Languages

Wildy Important Goal:

Student scores on the Interpretive Reading Final Benchmark in Spanish II will increase by 10% from their first Interpretive Reading Benchmark score.

Strategic Actions:

- Teaching annotation and identifying the main idea of text
- Provide authentic texts including infographics, multi-paragraph stories, and non-fiction articles within each unit.
- Teach grammar in context to help identify action vs description.
- Use Chatmats and scaffolded notes within each unit.

PE/Health

Wildy Important Goal: A minimum of 90% of the students enrolled in Physical Education 1 and Health 1 classes will score a 75% or better on the county wide final exam

Strategic Actions:

- Weekly Reflections
- Complete periodic writing prompts regarding areas of fitness/health that a student thinks they can improve upon/the importance of a particular area of Physical Education or Health
- Introducing more graphing assignments in Physical Education classes. (Graphing heart rate and discussing the relationship between heart rate and oxygen)
- Provide feedback to students regarding formative assignments to better ensure student understanding of material
- Student opportunities to provide reciprocal feedback for learning content

Special Education

Wildy Important Goal: Increase the percentage of Special Education students earning IRC's with the in-house programs at FSK.

Strategic Actions:

1. Email parents caseloads about the advantages to earning IRC's.
2. Share information about IRC's at IEP meetings.
3. Help prepare student's enrolled in classes for the IRC assessments during Key Time.
4. Collaborate with teachers on the curriculum and key points to earning IRC's.