Westminster High School

School Improvement Plan

2026 – 2027

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 2026-2027: 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 2025-2026 to inform our 2026-2027 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:** Our SIT Goal from 2025-2026 was not met when the number of 11th and 12th grade Special Ed. (SPED) students achieving College and Career Readiness (CCR) status did NOT rise from 31.1% in the 2024 – 2025 school year to 40% in the 2025 – 2026 school year. This percentage dropped to 21.6%. Upon reviewing the 11th and 12th grade populations with the lowest CCR achievement percentage, we identified an overlap between SPED students and multilingual learners (ML). WHS determined that by identifying lesser-utilized pathways to CCR status and encouraging their use for all students, we will successfully increase the percentage of CCR status for SPED and ML

students while simultaneously increasing it for all WHS students. Additionally, by creating a specific checklist for students in 9th, 10th, and 11th/12th grade students, each student will strengthen their ability to identify their current CCR status and implement actionable steps to achieve THEIR pathway to CCR status.

Support for Goal 2: In June 2026, student scores on the Algebra I Final Exam Benchmark Assessment rose from 57% to 66%, as compared to scores on the Algebra I Final Exam Benchmark Assessment administered in June 2025. However, because the Blueprint for Maryland's Future uses the Algebra I MCAP score to consider students "College and Career Ready", the School Improvement Team decided to continue to focus on this area. Another data point supporting this goal is the 1.4% increase in Math proficiency for Carroll County from 40.5% in the 2024-2025 school year to 41.9% in the 2025-2026 school year. This highlights minimal, systemic growth that deserves further attention for improvement.

Support for Goal 3: In June 2026, student scores on the English 10 Module 1 Reading Assessment rose from 56% to 65%, 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 "College and Career Ready", the School Improvement Team decided to continue to focus on this area. Another data point supporting this goal is the 1% increase in ELA proficiency for Carroll County from 66.5% in the 2024-2025 school year to 67.5% in the 2025-2026 school year. This highlights minimal, systemic growth that deserves further attention for improvement.

School Improvement Goals to Target from Needs Assessment

1. By June 2027, we will increase the percentage of 11th and 12th grade Special Education students and Multilingual learners who achieve College and Career Readiness (CCR) by 22%.
2. By June 2027, the number of students earning proficiency on the Algebra 1 MCAP Assessment will increase by 4% in the 2026-2027 school year.
3. By June 2027, the number of students earning proficiency on the English 10 MCAP Assessment will increase by 4% in the 2026-2027 school year.

School Improvement Goal #1		
By June 2027, we will increase the percentage of 11th and 12th grade Special Education students and Multilingual learners who achieve College and Career Readiness (CCR) by 22%.		
Strategic Actions 2026-2027	**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.	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.
Advisors will administer checklists to each student to determine their pathway to CCR, as well as current CCR status.	Quarterly	Advisors and students will be able to define and identify CCR status and various pathways to achieve CCR
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.
Administration and Counseling will identify target 9th and 10th grade students for PSAT administration.	Quarterly	Increase student participation and passing score on the PSAT, utilizing an available pathway to CCR status.
Teachers will continue to request students for FLEX in their classes to provide students time for targeted academic support to demonstrate content mastery to improve academic achievement.	Weekly when the class the student is in has priority.	Admin will monitor Flex tracker to ensure teachers are requesting students. 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 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 student action to improve grades. Intentional time given throughout the school year. Email templates 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. Parties will work together to develop an intervention plan.	As needed.	Counselors and Admin will contact parents/students and develop a plan to improve grades.
Create a targeted intervention plan for each SPED student not meeting CCR in 10th, and 11th grade.	Throughout the school year.	Increase the SPED students meeting CCR to 40% (baseline 31.1%).
GAPS meetings will address students with concerns impacting their academic success.	Weekly	Increase in attendance of FARMs population.
Increase the attendance of SPED and ML students who are enrolled at WHS through implementation of "attendance incentives" by administration.	Weekly/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 educate students about the ASVAB assessment and its benefits, while encouraging students to participate in the assessment as an additional pathway to CCR	Quarterly	Increase student participation and passing score on the ASVAB, utilizing an available pathway to CCR status.

Each department will establish a goal that focuses on developing cross-curricular skills, enabling students to apply these problem-solving strategies across content areas.	Quarterly	SIT and ILT will examine assessments and create common language for classroom instruction across content areas. Students will learn and demonstrate interdisciplinary skills that can be applied across all content.
The Social Studies Department will incorporate a WIG to increase student proficiency on EBAS writing assessments by "halving the gap" toward a proficient score on the written response rubrics.	Quarterly	Implementation will increase staff awareness of individual student needs and encourage monitoring of progress, resulting in more targeted supports and opportunities to make progress toward identified goals.
The CTE Department will incorporate a WIG to increase the pass rate of students' end-of-course assessment or IRC certification assessments	Quarterly	Implementation will increase staff awareness of individual student needs and encourage monitoring of progress, resulting in more targeted supports and opportunities to make progress toward identified goals.
The Math Department will incorporate a WIG to increase the number of students who score at proficient levels on the common final assessments.	Quarterly	Implementation will increase staff awareness of individual student needs and encourage monitoring of progress, resulting in more targeted supports and opportunities to make progress toward identified goals.
Media specialists will incorporate a WIG to collaborate between teachers to integrate information literacy, research skills, technology literacy, and digital citizenship skills into all content areas.	Quarterly	Implementation will increase staff awareness of individual student needs and encourage monitoring of progress, resulting in more targeted supports and opportunities to make progress toward identified goals.
The Counseling Department will incorporate a WIG to increase the number of 11th grade students earning CCR by 10% .	Quarterly	Implementation will increase staff awareness of individual student needs and encourage monitoring of progress, resulting in more targeted supports and opportunities to make progress toward identified goals.
The BEST Department will incorporate a WIG to increase the number of students who either pass Algebra 1, earn a 3.0 GPA, or earn an IRC through a completer program.	Quarterly	Implementation will increase staff awareness of individual student needs and encourage monitoring of progress, resulting in more targeted supports and opportunities to make progress toward identified goals.
The World Languages Department will incorporate a WIG to increase the average score of 73% on the first benchmark assessment to 85% on the final benchmark assessment.	Quarterly	Implementation will increase staff awareness of individual student needs and encourage monitoring of progress, resulting in more targeted supports and opportunities to make progress toward identified goals.
The Science Department will incorporate a WIG to increase proficiency on the CER assessment to 75% or higher for of at least 75% of students.	Quarterly	Implementation will increase staff awareness of individual student needs and encourage monitoring of progress, resulting in more targeted supports and opportunities to make progress toward identified goals.
The PE/Health Department will incorporate a WIG to increase student scores by at least 10% on the EOC assessment from a student's diagnostic assessment.	Quarterly	Implementation will increase staff awareness of individual student needs and encourage monitoring of progress, resulting in more targeted supports and opportunities to make progress toward identified goals.

School Improvement Goal #2 - Math

By June 2027, the number of students earning proficiency on the Algebra 1 MCAP Assessment will increase by 4% in the 2026-2027 school year.		
Strategic Actions 2026-2027	**Timeline**	**Measures of Success/ Desired Performance Level**
Teacher will Flex request any student whose Algebra I class grade is lower than 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 students with NHS tutors in Math Lab for tutoring.	Throughout the school year	Honors Students will tutor during flex, increasing student performance.
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.
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 Algebra I MCAP.	Upon completion of each unit common assessment has been completed in Performance Matters	SIT Goal will be met by students achieving proficiency on MCAP exam.
Each department will establish a goal that focuses on developing cross-curricular skills, enabling students to apply these problem-solving strategies across content areas.	Quarterly	SIT and ILT will examine assessments and create common language for classroom instruction across content areas. Students will learn and demonstrate interdisciplinary skills that can be applied across all content.

School Improvement Goal #3 - English		
By June 2027, the number of students earning proficiency on the English 10 MCAP Assessment will increase by 4% in the 2026-2027 school year.		
Strategic Actions 2026-2027	**Timeline**	**Measures of Success/ Desired Performance Level**
Extend learning opportunities during FLEX for students preparing for English 10 MCAP 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.
Advisors will administer STAR Literacy assessments to establish diagnostic Lexile/literacy data for students in 9th and 10th grade.	Three assessments throughout the school year.	Increased staff use of relevant student data to identify needs, monitor progress, and inform appropriate interventions and supports.
Identify and target students with Lexile/literacy levels below proficiency for remediation using the English Writing Lab and NHS tutoring supports.	Following each assessment administration.	Students will receive targeted support and prove increased proficiency on the following STAR Assessment.
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 targeted during reteaching time to meet the need.
Contact home regarding strategies for struggling students.	As needed.	Increase in attendance at Parent Conferences, decrease in D/F's. Documentation of contact home.
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.
Each department will establish a goal that focuses on developing cross-curricular skills, enabling students to apply these problem-solving strategies across content areas.	Quarterly	SIT and ILT will examine assessments and create common language for classroom instruction across content areas. Students will learn and demonstrate interdisciplinary skills that can be applied across all content.