

Francis Scott Key High School
School Improvement Plan
2020-2021

School Vision/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.

Profile of an FSK Graduate:

The graduate of Francis Scott Key High School is founded on the belief that the following values and competencies will be emphasized in our educational community to promote personal and intellectual integrity, responsible citizenship and the success of each student.

We believe that all graduates are...

- Able to think critically with the ability to solve complex problems.
- Nurtured into valuable, principled and productive members of society.
- Prepared to be successful members of the work force.
- Accountable and responsible for their decisions and the choices while maintaining a healthy lifestyle.
- Able to learn from success and failure with grace, dignity, resilience and persistence.
- Prepared academically for their post-high school career.
- Infused with leadership skills
- Prepared to use technology to communicate effectively and ethically
- Enlightened both culturally and globally.

Belief Statements:

We believe that...

1. All students can learn and so at different rates through a variety of learning styles.
2. All students should be challenged to reach their potential through rigorous programs of study.
3. Learning is a shared process involving the student, family, school, and community.
4. High expectations by all stakeholders promote student achievement.
5. Learning is a lifelong process enhanced by diverse experiences.
6. Respect and ethical behavior is important to the success of a school community.
7. Learning is most relevant when instruction is engaging and connects personally to students.
8. A willingness to change is necessary for continuous improvement.
9. Optimal learning takes place in and inviting, orderly, and safe environment.
10. Educational risk taking is an opportunity to develop character regardless of the results.

Carroll County Public Schools Strategic Plan 2018 - 2023

Aligned with our Core Values and Beliefs, the Board of Education and Superintendent have initiated this Strategic Plan. The Board's Strategic Planning Pillars provide the framework that serves as the focus areas for continuous improvement for the five-year plan.

A broad spectrum of data is utilized in the development of a Strategic Plan that reflects a shared consensus among stakeholders. The Board invested significantly in developing the Strategic Planning Pillars and objectives for the plan. The strategic planning process included extensive outreach with stakeholders invited to participate in focus groups with key stakeholders. The input of community members, parents, employees, business leaders, and students informed the plan. The Strategic Plan is the result of considerable research and represents the shared values and priorities of CCPS community stakeholders.

The Board of Education's Strategic Planning Pillars are adopted in Board policy and serve as the framework for the CCPS Strategic Plan. The Pillars define four focus areas around which the Strategic Plan is constructed. Clear objectives, appropriate actions and strategies, and measures of success shall be developed, implemented, monitored, and evaluated.

Pillar I: Provide Multiple Pathway Opportunities for Student Success

Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS program of studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the work force. Targeted interventions, alternative placements, career connections internships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of all students.

Objective I.i: Students 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

Carroll County Public Schools' personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.

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

Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by experts in their field who provide timely and relevant professional development opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.

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, Modern, and Efficient Learning Environments

Description: Carroll County Public Schools recognizes that the safety and well-being of our students and staff is our highest priority. Students, parents, and CCPS employees can expect policies, procedures, and programs to be implemented that promote a safe and orderly environment in school, on school grounds, and on school buses, as well as programs that promote healthy life style choices and social and emotional well-being. CCPS strives to provide up-to-date facilities, technologies, equipment, and instructional materials appropriate for a modern learning environment.

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.

Interim School Improvement Goals

The below goals reflect the immediate needs for instructional staff, students, and families while operating under the CCPS Virtual and Hybrid Learning Models.

FSK School Improvement Goal #1		
Goal#1: Engage students in meaningful and relevant lessons.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Implementation of interactive, web based activities (Peardeck, Nearpod, Quiziz, Quizlet, Edpuzzle, Kahoot, Screencastify, Kami, etc)	Ongoing	Teachers will regularly implement two or more interactive, web-based activities in their lessons.
Student recognition - provide positive reinforcement for students who are actively engaged and participating in Google Meets	Ongoing	As a school, FSK will recognize one student every week for their involvement in google meets.

FSK School Improvement Goal #2		
Goal#2: Encourage the involvement of parents and guardians in student learning.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
FSK will promote parental and guardian involvement with Virtual Learning, Academic Performance, Hybrid Model transition, and student support opportunities by hosting following events: 1) Virtual Back to School Night (September 3, 2020) 2) Interim Report Cards mailed to Parents/Guardians (October 2, 2020) 3) Town Hall Meeting- Transition to Hybrid (October 8, 2020) 4) Q1 Report Cards mailed/taken home (November 20-23, 2020)	Ongoing	**The data below was collected during MP1 and will be used as baseline data to set 2nd semester activities and goals: Back to School Night - 170 attendees Q1 Conferences - 192 scheduled conferences October Town Hall Meeting - >40 attendees

5) Town Hall Meeting - Transition to 4 Day/Week Hybrid (March 4, 2021) 6) Interim Report Cards mailed to Parents/Guardians (March 9, 2021) 7) Parent Resource Site containing important information https://sites.google.com/carrollk12.org/fskhighschoolparentresources/home		
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FSK School Improvement Goal #3		
Goal#3: Prepare teachers with best practices for delivering meaningful and relevant lessons.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
FSK will create opportunities for teachers to meet, share, and discuss instructional strategies	Ongoing	<ul style="list-style-type: none"> - Pre-service Week - August 31- September 4 (Google Classroom, Google Extension Workshops, Student/Parent Engagement, Independent Practice & Application of Summer Professional Learning) - PD sessions - October 16, 2020 (Tech Tips, Best Practices for Hybrid Instruction) - Provide ongoing support with the implementation of web based activities - Department Meeting Time - Various Times Throughout The Year

Pending School Improvement Goals

Strategic Actions for the following goals will be created once CCPS returns to 100% Face-to-Face Instruction.

FSK School Improvement Goal #1		
Goal#1: FSK will ensure equitable learning opportunities for all students focusing on achieving student enrollment within all leveled classes that reflects the demographics of the student body. By the beginning of the 2020-21 school year, the number of FaRMs students enrolled in Honors level courses will increase by 2%.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level

FSK School Improvement Goal #2		
Goal #2 FSK High School will increase the number parents, community volunteers, local businesses, and government agencies involved in the school in order to support the learning and well-being of students. FSK will have 20% of freshman have a parent or guardian attend at least one quarter conference during the 2020-21 school year.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level

FSK School Improvement Goal #3		
Goal #3 FSK will increase the number of juniors (class of 2021) attempting the ACT, SAT and/or ASVAB test during the 2019-2020 school year. The number of juniors (class of 2021) taking the ACT, SAT and/or ASVAB will increase by 5% from the class of 2020 as juniors.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level

FSK School Improvement Goal #4

Goal #4 FSK will reduce the chronic absence rate to less than 1%.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level

FSK SIT Process

- Pre-planning meeting – August 19th
- Data and meeting preparation – August 1st - August 18th
- Initial Committee Meeting – August 4th, develop action plans, identify needs
- Action Team Meetings – 9/1 – remaining dates unknown
- SIT Meetings – 8/19, 12/10, 2/11, 4/22 5/27*, 6/11* (*tentative dates)

FSK Action Teams

<u>Attendance</u>	<u>Discipline</u>	<u>Freshmen</u>	<u>Literacy</u>	<u>School Climate</u>
Blake, D.	Smith, D.	Miller, A.	Bachtel, B.	Brilhart, M.
Cassatt, S.	Waltz, J.	Sainz, E.	Kimble, R.	Adcock, J.
Etzler, D.	Berry, S.	Althoff, S.	Gore, R.	Bell, B.
Flanagan, M.	Chaapel, B.	Chase, T.	Haines, A.	Cherneski, D.
Hartshorn, T.	Duffy, B.	Davidson, M.	Hamilton, B.	Cornell, D.
Sarem, V.	McCarron, L.	Harrison, T.	Korman, A.	Eiwen, H.
Hodiak, M.	Hyson, B.	Headley, L.	LaPierre, B.	Garcia, S.
Thompson, W	Meininger, C.	Hoyos, G.	Myers, L.	Hafner, S.
Sims, D.	Quealy, M.	Kelleher, H.	Moyers, G.	Roehrle, E.
Wagner, G.	Schultz, J.	Saltz, S.	Rueckemann, P.	Urick, A.
White, K.	Toston, K.	Welty, K.	Stull, A.	Tangires, M.
White, P.		Workman, T.	Smith, T.	
Rutter, J.	Zepp, S.	Mobley, S.	Kohr, L,	Warehime, T.