

Century High School

School Improvement Plan

2021-2022

Our Mission

Every individual at CHS is committed to creating a safe, challenging, yet supportive, learning community. Unique partnerships, a technologically integrated learning environment, and high quality programs link learning to future careers. Students will emerge as dynamic, self-directed learners, responsible citizens, and active participants in a rapidly changing world.

Needs Assessment

Last year, the pandemic had great consequences for our students and staff. It was challenging for teachers to teach students simultaneously in both the virtual and physical environment and for students to be actively engaged in their education. The hybrid model was successful in returning staff, and some students, back to the building, but was very different from what we know was best for students. As a result, all school community stakeholders are aware of the need to get 'Back to Basics' and to a place where both staff and students feel they are part of an academically successful school environment. In an effort to include everyone within the school building in this process, a Needs Survey was administered prior to the end of the 2020-2021 school year.

On June 23, 2021, the School Improvement Team, consisting of teachers, administrators, non-teaching staff, parents, and community members, held its annual retreat to reflect on the state of the school after two years of pandemic related challenges. The School Improvement Team used the Needs Survey to identify which data to focus on. School leadership collected generous amounts of significant and meaningful data, which were analyzed to identify trends.

Within Pillar One of Carroll County Public School's Strategic Plan (Pathway Opportunities for Student Success), one of the overarching themes is to identify student groups who are underperforming or are underrepresented. Based on the previous team's analysis of past data it was determined that our underperforming and underrepresented group is Level Six (Academic) students who are disengaged with the "process" of school. Historically these students see little to no value, relevance or utility in their education. It was also noted that this group has a much higher incidence of discipline referrals and attendance issues as well as lower GPAs and standardized test scores leading to lost opportunities such as admission to higher level classes (Honors, AP, Transcribed-Credit Courses), Career and Tech Completer Programs, In-House Completer Programs (e.g. Academy of Finance), Dual Enrollment and Internships. Additionally these students are at a greater risk of being retained and dropping out of school altogether. The negative impacts of the pandemic have been most prevalent among these students. The 2020 - 2021 school year ended with 29 students retained due to lack of credits; this represents a 200% increase over previous school years.

That information, along with the added realization that:

- Our 9th graders have never been in our building and have not completed a full year in a building since 6th grade

- Our 10th graders might have been in our building for a few months in the spring of their freshman year and have not completed a full year in a building since 7th grade
- Our 11th graders were in our building until March of their freshman year and have not completed a full year in a building since 8th grade
- Our 12th graders are our only students to have completed a full year in our building (as 9th graders)

Led to the development of the following School Improvement Plan. This plan focuses on increasing student performance on the MCAP exams and reducing the student retention rate while re-establishing the climate and culture that Century has always prided itself on.

School Improvement Goals to Target Areas from Needs Assessment

1. Increase the percentage of Level 6 students who are scoring a Level 3 or higher on the English 10 MCAP by 10% as compared to previous averages for that subgroup.
2. Increase the percentage of Level 6 students who are scoring a Level 3 or higher on the Algebra I MCAP by 10% as compared to previous averages for that subgroup.
3. Decrease student achievement gap by a 50% reduction of retention at the end of the current school year as compared to the 2020-2021 school year.

School Improvement Goal		
1. Increase the percentage of Level 6 students who are scoring a Level 3 or higher on the English 10 MCAP by 10% as compared to previous averages for that subgroup.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1 Content area meetings to identify missing skill sets and methodologies needed to increase student performance on standardized tests, with an emphasis on academic level students.	Pre-service (August 2021) and ongoing	100% of teachers will identify missing skill sets.
A. Provide time for content area discussions regarding missing skill sets.	Pre-service (August 2021) and ongoing	Time provided during pre-service, October PD, and ongoing with content area meetings
B. Teachers collaborate to develop strategies for identifying and improving missing skill sets within their specific classes with an emphasis on language arts.	Pre-service (August 2021) and ongoing	Once identified, strategies are determined and communicated among staff through academy and content meetings.

C. Teachers implement classroom strategies for closing the identified skill gaps.	Ongoing	Teachers frequently reevaluate the missing skill set and adjust instruction as needed.
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1.2 Create and implement a dedicated support structure for students taking the English 10 MCAP.		
A. Identify students in need of support based on previous standardized test scores, skills and abilities, and teacher recommendations.	Marking Period 1	Roster of students identified by teachers, support staff, counselors, and admin.
B. Reinitiate existing flex structure with specified priority days allowing for extra support of identified skills gaps.	Summer 2021 and ongoing	100% of identified students are flexed.
C. Establish an after school program (ELO) providing individualized assistance by content area teachers.	Ongoing September 27, 2021 - November 18, 2021 January 17, 2022 - March 24, 2022	100% of identified students participate at least 80% of the sessions.
D. Track progress of students and evaluate data to determine success/changes needed.	Quarterly	Statistical data as well as anecdotal feedback will be measured and evaluated during academy and content meetings.

1.3 In order to improve their academic success, teach students to be active and engaged learners.		
A. Teach/reinforce all students' study skills and executive functions skills.	Focused during MP1 - ongoing	WOW Day, Advisory lessons, reinforced by classroom teachers during instruction
B. Classroom teachers guide students through the process of accessing resources, assignments, rubrics, due dates, and formative feedback via the Google Classroom or Schoology learning management systems.	MP1	The first eight advisory lessons. First two weeks of school, teachers model the use of learning management systems.
C. Teach students the expectations of The Century Way.	WOW Day and ongoing	WOW Day activities, Advisory lessons focused on The Century Way, implementation of "You've Been Knighted" student

		recognition program to reinforce The Century Way.
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School Improvement Goal

2. Increase the percentage of Level 6 students who are scoring a Level 3 or higher on the Algebra I MCAP by 10% as compared to previous averages for that subgroup.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
2.1 Content area meetings to identify missing skill sets and methodologies needed to increase student performance on standardized tests, with an emphasis on academic level students.	Pre-service (August 2021) and ongoing	100% of teachers will identify missing skill sets.
A. Provide time for content area discussions regarding missing skill sets.	Pre-service (August 2021) and ongoing	Time provided during pre-service, October PD, and ongoing with content area meetings

B. Teachers collaborate to develop strategies for identifying and improving missing skill sets within their specific classes with an emphasis on mathematics.	Pre-service (August 2021) and ongoing	Once identified, strategies are determined and communicated among staff through academy and content meetings.
C. Teachers implement classroom strategies for closing the identified skill gaps.	Ongoing	Teachers frequently reevaluate the missing skill set and adjust instruction as needed.

2.2 Create and implement a dedicated support structure for students taking the Algebra I MCAP.		
A. Identify students in need of support based on previous standardized test scores, skills and abilities, and teacher recommendations.	Marking Period 1	Roster of students identified by teachers, support staff, counselors, and admin.
B. Reinitiate existing flex structure with specified priority days allowing for extra support of identified skills gaps.	Summer 2021 and ongoing	100% of identified students are flexed.
C. Establish an after school program (ELO) providing individualized assistance by content area teachers.	Ongoing	100% of identified students participate at least 80% of the sessions.

	September 27, 2021 - November 18, 2021 January 17, 2022 - March 24, 2022	
D. Track progress of students and evaluate data to determine success/changes needed.	Quarterly	Statistical data as well as anecdotal feedback will be measured and evaluated during academy and content meetings.

2.3 In order to improve their academic success, teach students to be active and engaged learners.		
A. Teach/reinforce all students' study skills and executive functions skills.	Focused during MP1 - ongoing	WOW Day, Advisory lessons, reinforced by classroom teachers during instruction
B. Classroom teachers guide students through the process of accessing resources, assignments, rubrics, due dates, and formative feedback via the Google Classroom or Schoology learning management systems.	MP1	The first eight advisory lessons. First two weeks of school, teachers model the use of learning management systems.
C. Teach students the expectations of The Century Way.	WOW Day and ongoing	WOW Day activities, Advisory lessons focused on The Century Way, implementation of "You've Been Knighted" student recognition program to reinforce The Century Way.

School Improvement Goal		
3. Decrease student achievement gap by a 50% reduction of reentions at the end of the current school year as compared to the 2020-2021 school year.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
3.1 Continue proactive communication between staff and parents.		
A. Teachers will communicate with parents via phone call, email exchange, or direct conference when a student's interim or marking period grade is below a C or falls 2 or more letter grades. All communication	Ongoing— logged as communication is made	100% of teachers with students whose grade is below a C or falls 2 or more letter grades will make and log the contact.

will be logged into e-school.		
B. For academic conference nights, teachers will be expected to have a minimum of 10 parent contacts. All contacts will be logged with notes into the Teacher Access Center or ESP Resource Center.	10/7/21 and 3/3/22	100% of teachers log a minimum of 10 contacts on these two evenings.
C. Teachers will enter NHI's for missing assignments upon collection	Ongoing, upon receipt of assigned work	Anecdotal feedback from teachers on success of this strategy.

3.2 Fall cohort intervention meetings will be held with struggling 9 th grade students and their parents/guardians.		
A. Counselors will identify 9 th grade students with D's & F's at 1 st interim and Marking Period 1.	1 st Interim and MP 1	100% of struggling 9 th graders will be identified.
B. Counselors will meet with student and parent/guardian to identify student strengths, specific needs, and develop strategies for success.	1 st interim and MP 1	100% of struggling 9 th graders will meet with their counselor with 80% parent/guardian participation.

3.3 Increase student access and participation by improving teacher capacity to use learning platforms.		
A. Professional Development through Carroll County Public Schools	July/August 2021	Teachers complete 14 hours of CCPS Schoology training.
B. Schoology Professional Development	August 2021	Master teachers offer additional training during pre-service week at CHS.
C. Sharing of best practices and student support strategies during academy meetings, content meetings, and collaborative planning in order to continually build staff capacity.	Ongoing	All staff actively participate during academy meetings, content meetings, and during collaborative planning.

3.4 Re-establish and celebrate Century traditions and a supportive school culture.		
A. Eight days of Advisory lessons aimed at supporting positive student behaviors that will lead to	September 8 - September 17	Advisory lessons created collaboratively by the Advisory

academic success.		Committee and Academic Facilitator.
B. WOW Day, concentrating on how a Century school student can contribute to a positive school culture	September 8	Staff speaker, Advisory lesson debrief with students taking initiative and writing down their actions.
C. All staff will collaborate and participate in re-establishing the Century Way	Dedicated time during staff meetings Ongoing	All staff members will be a member of one of the following committees; CHS Traditions, Learning Gaps, Advisory, and Day to Day Culture.
D. Establish a strong alumni support system to share how Century, and The Century Way, prepared them for their career experiences and successes with current students.	Ongoing	CHS Traditions Committee engages alumni participation at homecoming, Veteran's Day, speaking panels, mock interviews, and the 20th Anniversary celebration.