

## Manchester Valley High School

### School Improvement Plan 2021-2022

#### School Vision / Mission

##### Vision Statement

*At Manchester Valley High School, the school and community unite to benefit the education and success of our students. We focus on nurturing personal and academic growth, building relationships and developing character. Our graduates are prepared to meet the challenges of life.*

##### Mission Statement

*The Manchester Valley High School community is responsible for a rigorous, innovative, and supportive learning culture that fosters achievement, individuality, and service.*

#### Carroll County Public Schools Strategic Plan 2018-2023

##### 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 a culturally competent workforce.
- Objective III.iii: CCPS leader 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.

**School Needs Assessment – Based on Analysis of Data at SIT Retreat**

Create an environment that celebrates academic excellence.  
Build positive relationships between students, staff, parents, and the community.  
Establish a culture of respect for all.

**School Improvement goals to target areas from needs assessment**

- Improve the degree to which students are accessing a well-rounded curriculum
- Improve MCAP scores in ELA and Mathematics
- Ensure that students' safety and equity needs are met

<b>School Improvement Goal</b>		
1. Increase mathematics performance in all subgroups		
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
<p>Through formal and informal assessment, math teachers will identify students who need additional help and will remediate during SET. Students will also be offered after school tutoring as part of the tutoring grant.</p> <p>Math teachers will use DeltaMath, and other online resources to enhance formative assessment and to remediate gaps in learning.</p> <p>Teachers will adhere to the MVHS math department second chance learning policy.</p> <p>Math teachers will each create at least one SLO that addresses modeling with mathematics. This is a core literacy goal as well since students will be expected to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas, analyze those relationships mathematically to draw conclusions, and interpret their mathematical results in the context of the situation.</p> <p>Science teachers will focus on the skills of generating and interpreting graphs from experimental or real world data.</p> <p>Science teachers will focus on the skills of manipulating equations, solving for different variables, and recognizing and expressing quantitative relationships.</p>	<p>December and January 2021</p> <p>May and June 2022</p> <p>Begin September</p> <p>Ongoing</p> <p>Teachers may complete the SLO in semester 1 or Semester 2</p> <p>Begin September, 2021</p>	<p>For each semester in school year 2021-2022, the percentage of students achieving proficiency on the math benchmark final will exceed by 5% the percentage of students achieving proficiency on the math midterm benchmark for classes that offer benchmark testing.</p> <p>Students earning a math credit during the 2021-2022 school year will increase by 5% from 2020-2021 school year.</p> <p>Algebra 1, Algebra 2, and Geometry Benchmark data from 2021 – 2022 school year will be analyzed to establish the baseline for improvement.</p> <p>Student scores on formative and summative assessment data.</p>

<b>School Improvement Goal</b>		
2. Increase school-wide literacy across curricula.		
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
<p>Department SIT goals and SLOs that focus on literacy within the content will develop content-specific strategies.</p> <p>Monthly department time will focus on SIT goal and SLOs.</p> <p>Remediation and enrichment will be offered during class and SET.</p> <p>Remediation will be offered through Grant funded after-school tutoring blocks.</p>		<p>Success for this year will be based on classroom performance assessment as outlined in department SLO</p> <p>The percentage of students achieving proficiency on a designated classroom performance assessment will increase by 3%.</p>

<b>School Improvement Goal</b>		
3. Increase the number of students pursuing multiple pathways for success		
<b>Strategic Actions</b>	<b>Time Line</b>	<b>Measures of Success / Desired Performance Level</b>
<p>In order to decrease student failures in the FARMS subgroup...</p> <p>Departments will discuss/develop framework for evaluating student performance.</p> <ul style="list-style-type: none"> <li>•Similar courses should have similar requirements.</li> <li>•Skills mastery vs. compliance (learning vs grading)</li> </ul> <p>Schoolwide in-service to improve teacher capacity and best practices for additional methods of student support.</p> <ul style="list-style-type: none"> <li>•Attendance issues</li> <li>•Increasing engagement</li> <li>•Improving effective communication w/stakeholders</li> <li>•Empower marginalized students to increase rigor and success</li> </ul> <p>Freshmen Teachers and advisors will help students increase independence and accountability to acclimate to the rigors of high school. (Changing the mindset that allows everything being turned in late and promotion regardless of "F's")</p>	<p>Begin September 2021</p> <p>Begin 2022- 2023 School year.</p> <p>Begin September 2021</p>	<p>Decrease percentage of FARMS students earning an "F" in any course by 33%</p> <p>Baseline Year 2020-21 30.2% of students earned an "F" Target: Total "F's" 20% or less</p>
<p>Throughout the course of the semester and through the reverse verification process, teachers will identify ninth and tenth grade students in introductory academic classes who would benefit from AP classes.</p>		<p>The percentage of students registered for AP classes will increase by 3% over 2020-2021 data.</p> <p>The percentage of students registered for honors classes will increase by 3% compared to 2020-2021 data.</p>

<b>Throughout the course of the semester and through the reverse verification process, teachers will identify tenth and eleventh grade students in academic classes who would benefit from entry level college courses.</b>	Ongoing  May 2021	The number of students registered for dual enrollment courses will increase over by 5% compared to 2020-2021 data.
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