Shiloh Middle School
School Improvement Plan
2022-2023

School Vision	
The vision of the Shiloh Middle school community is to the provide a rigorous academic program within a safe and respectful environment, which serves to prepare all students to successfully participate in high school, college, career, and civic life.	

Carroll County Public Schools Vision 2018-2023	
Prepare Globally Competitive Students ➢ Fully implement a CCPS curriculum aligned with the Maryland State Standards. ➢ Partner with local institutions of higher education to ensure college readiness. ➢ Enhance programs to ensure career readiness for all students.	
Meet Each Student's Instructional Needs ➢ Close the achievement gap between highest achieving and most struggling students. ➢ Provide appropriate education services for students identified with Autism Spectrum Disorder. ➢ Enhance alternative programs responsive to the needs of at-risk students. ➢ Implement a Gifted and Talented Program aligned with COMAR requirements. ➢ Enhance alternative learning opportunities through the use of digital resources.	
Develop and Maintain an Effective Workforce ➢ Attract and retain highly qualified, effective, and diverse employees. ➢ Promote a culture of diversity in the workplace. ➢ Develop an electronic observation, evaluation, feedback, and professional development system. ➢ Continuously monitor the organizational structure to support the Vision 2018 Plan.	
Provide a Secure, Orderly, Modern Environment ➢ Reduce incidents of bullying, violence, intolerance, and behavioral disruptions. ➢ Improve and modernize the environment within our school facilities and school buses. ➢ Enhance security for all CCPS students, staff, volunteers, and visitors.	

School Needs Assessment
What data was used to determine school improvement goals? • <u>Student Achievement</u>: benchmarks, grades, Performance Matters, Freckle (ELA), IXL, Star Assessment for reading, Delta Math • <u>School Culture</u>: Attendance, Underperforming population data, Discipline data • See data tables on the following pages for goal 1, 2, and 3:

Student Improvement Goal: Math Focus		
1. Increase the percentage of students earning a 70% or better on the Math course Benchmark exam from 34% to 39% by the end of the 2022-2023.		
Strategic Action	Timeline	Measures of Success / Desired Performance Level
❖ Identify students in need using IXL and formative/summative assessment data to determine who is in need of additional support and develop a course of action, during weekly team meetings.	❖ Ongoing	❖ Formative assessments ❖ Grades ❖ Teacher feedback
❖ Analyze unit test results to increase discussion during grade level meetings focused around student progress, best practice and data review.	❖ Ongoing	❖ Unit test results ❖ Delta math ❖ IXL
❖ Interventions from teachers through co-teaching & blended learning services, homework club, ELO	❖ Ongoing	❖ Formative assessments
❖ November faculty meeting to retrain teachers on Performance Matters with Jeff Alisauckas	❖ November	❖ Performance matters data comparing previous year's benchmarks to current grades
❖ December and March Math Supervisor PD training on math strategies, Freckle, IXL, ETC	❖ December-March	❖ Freckle data ❖ IXL data

School Improvement Goal: ELA Focus		
2. Increase the percentage of students earning a C or better on their final grade in ELA by from 93% to 96% by the end of the 2022-2023 school year.		
Strategic Action	Timeline	Measures of Success / Desired Performance Level
❖ Continue to identify students using midterm grades to determine those who require additional support	❖ Ongoing-faculty meetings	❖ Report Card Grades
	❖ Quarterly	❖ Number of parents that attend conferences

❖ Increase participation in conference night by inviting parents of students with Ds & Fs	❖ Ongoing	❖ Kid-talk at team meetings and department meetings
❖ Collaborative planning	❖ Ongoing	❖ Counselors/ SST—log of parent contact regarding attendance/absences
❖ Monitoring attendance	❖ Throughout each quarter	❖ Class assignment data and end of unit assessments
❖ Monitor progress through Report Form, benchmark data, Revision Assistant, and class assessments to identify students who require additional support.	❖ Ongoing	❖ Data of students attending and/or participating in the supports in place. Including who was invited and who attended.
❖ Provide learning opportunities for identified students to receive additional support through homework club, pull out during PRIDE, ELO, and Academic Recovery.		
❖ Use faculty meeting in October to complete a data review by teams/grades	❖ October-ongoing	❖ Team data on students with D/F or poor formative/summative grades
❖ November faculty meeting to retrain teachers on Performance Matters with Jeff Alisauckas	❖ November-ongoing	❖ Performance matters data comparing previous year's grades to current grades

Student Improvement Goal: Underperforming Population		
3. Decrease the percentage of FaRMs students who earned a D or F for their final grade in Math or ELA from 61% to 51% (84 students to 75) by the end of the 2022-2023 school year.		
Strategic Action	Timeline	Measures of Success / Desired Performance Level
❖ Focus Kid-Talk meetings on targeted/identified FaRMs population on each team	❖ Ongoing	❖ Grades-formative and summative
❖ Look at class placement and be sure that FaRMs students have same opportunity for rigorous coursework as the rest of the student body	❖ Fall & Winter	❖ Benchmark data
❖ Provide opportunities for identified students to receive additional support through homework club, ELO, and pulls outs during PRIDE	❖ On-going	❖ Attendance
❖ Analyze quarterly data from report cards and 4DX during faculty meetings	❖ Ongoing/4 times a year	❖ Grades
❖ Utilize academic recovery program	❖ Ongoing	❖ Number of students who successfully complete academic recover to improve grade for an F to a D
❖ October faculty meeting used as a SIT and Discipline data review	❖ October-ongoing throughout monthly faculty meetings	❖ Team data on students with D/F or poor formative/summative grades and comparison to referral numbers

Math End of Year Benchmark Data 2021-22 School Year <mark>(Goal 1):</mark>

<mark>34% > 70% on Benchmark   26-30 students need to score > 70%.</mark>

Grade	#Students	Grade >70	Grade <70	% of students >70	% of students <70
6	192	86	106	45%	55%
7	187	59	128	32%	68%
8	158	14	144	9%	91%
Alg	44	41	3	93%	7%

Goal 2:

6th grade ELA D/F

	Q1 D	Q2 D	Q3 D	Q4 D	Final D	Q1 F	Q2 F	Q3 F	Q4 F	Final F
Foundational	7	4	7	3	8	0	2	3	3	1
Academic	5	11	11	8	9	1	1	3	7	0
Honors	0	2	1	1	0	0	0	0	0	0

<mark>18/207 = 8% D or F final grade   92% received a C or better</mark>

7th Grade ELA D/F

	Q1 D	Q2 D	Q3 D	Q4 D	Final D	Q1 F	Q2 F	Q3 F	Q4 F	Final F
Foundational	1	2	0	3	1	0	0	1	2	1
Academic	12	1	4	5	4	5	5	1	8	2
Honors	3	0	0	1	1	0	1	0	2	0

<mark>9/207 = 4% D or F Final grade   96% received a C or better</mark>

8th Grade ELA

	Q1 D	Q2 D	Q3 D	Q4 D	Final D	Q1 F	Q2 F	Q3 F	Q4 F	Final F
Foundational	0	2	1	1	2	0	0	1	4	0
Academic	11	17	12	12	16	11	0	6	12	0
Honors	1	2	3	3	4	0	2	0	5	0

<mark>22/217 = 10 % D or F (We had D's only).   90% received a C or better</mark>

139 total FaRMs students 21-22 school year.

ELA 32% - 44 students D or F as final grade in Math or ELA

Math 29% = 40 students scored a D or F as final grade in Math or ELA

A total of 61% =84 of FaRMs students scored a D or F in Math or ELA

Our goal is a percent of decrease being 10%   (84-75)/84 = 10.7% decrease

We need to move from 84 students to 75 students getting a D or F as final grade in ELA or Math that would be a 10% decrease. 9 students