South Carroll High School
School Improvement Plan 2022 - 2023

School Vision / Mission
Mission: South Carroll High School will provide a challenging and engaging learning environment to prepare students to be competitive in their pursuit of excellence. **Vision:** South Carroll High School will create a learning community from which our graduates are respected for their academic, interpersonal, extracurricular, and service accomplishments, which prepares them for future success.

Goal 1 – "Academic Readiness"		
Increase the academic readiness of students across all content areas as measured by a 5% grade increase from the 1st grading period to the 2nd grading period. Note: "grading period" will be the marking period for semester classes, the semester for year-long classes, and the interim for quarter classes. **Rationale:** SIT team data review identifies a need for focusing on the skills of preparedness, management, communication, and leadership/ personal responsibility. Content areas will improve the ability of students to comprehend, and identify evidence to create and justify solutions.		
Needs Assessment • SIT Team – Data Review including DFI lists, Discipline Data, Attendance data, PARCC /MCAP, and PSAT Trend data		
Strategic Actions	**Time Line**	**Measures of Success / Desired Performance Level**

Advisory lessons: • Communication with teachers • Schoology instruction	1st week of school advisory lesson	
Department SLO – Academic Preparedness Focus	Semester 1 and/or Semester 2 – SLO Dependent	•LT Observation and data •SLO conferences/data •DFI data at each marking period
Professional Development: • Teaching Text annotation skills Classroom instruction: • Physical and Digital organization • Second chance learning • Study skills • Text annotation skills	Ongoing	
Advisory Program Focus Areas: **Preparedness:** • Be engaged in activities • Bring correct tools and materials • Complete formative assignments • Come to class ready to learn and work hard. **Manage:** • Adhere to deadlines. • Be productive during class time and Cav Time. • Practice patience. **Communicate** • Ask questions • Participate in discussion • Use email, messaging, and chat in a professional manner. **Lead** • Show initiative • Demonstrate academic honesty • Advocate for your needs. • Practice academic skills. • Build perseverance and resilience. • Accept and grow from feedback.	Ongoing	• Walkthrough Observations • Formal Observations

Goal 2 – "Special Populations"

Increase the achievement of students identified as FARMS, IEP (special education), 504 plan, or ELs (English Learner) as represented by an increase of students on track for graduation.

Rationale: SCHS data review revealed 15% of SCHS's population of students are not meeting grade-level credit count. 13% of 10th-grade students, 15% of 11th-grade students, and 17% of 12th-grade students do not meet the credit count requirements for promotion.
Of all students not meeting credit count,

- 33% are FARMS
- 15% are IEP
- 14% are 504 plans
- 3% are EL

57% of students not meeting credit count fall into at least one special population.
56% of D and F final grades are special populations students

Needs Assessment
• SIT Team – Data Review including DFI lists, Discipline Data, Attendance data, PARCC /MCAP Trend data, and PSAT Trend data

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
Professional Development on communication strategies and resources available	• Pre-service week	
Department SLO – Special Populations Focus	Semester 1 and/or 2 – SLO dependent	• ILT Observation and data • SLO conferences/data • DFI data at each marking period
Overall: FARMS student population Continuously utilize instructional strategies and ongoing instructional technology training to address the needs of our growing **FARMS student population**, combined with monitoring successes and school-wide collaboration at many levels. Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.	Ongoing	• Measure academic success of students that receive **FARMS** using D/F data at each marking period throughout school year.

Overall: **Special Education Student Population** Continuously utilize instructional strategies and ongoing instructional technology training to address the needs of our **special education student** population combined with monitoring successes and school wide collaboration at many levels. Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.	Ongoing	• Measure academic success of students with **IEP** plans using D/F data at each marking period throughout school year.
Overall: 504 student population Continuously utilize instructional strategies and ongoing instructional technology training to address the needs of our growing **504 student population,** combined with monitoring successes and school wide collaboration at many levels. Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.	Ongoing	• Measure academic success of students with **504** plans using D/F data at each marking period throughout school year.
Overall: **English Language Learner (EL) student Population** Continuously utilize instructional strategies, ongoing instructional technology training and community outreach to address the needs of our growing **EL student population** combined with monitoring successes and school wide collaboration at many levels. Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.	Ongoing	• Measure academic success of students with **EL** plans using D/F data at each marking period throughout school year.

Goal 3 – "Promotion"

Increase the number of students academically prepared to move forward in course sequences as measured by a 15% grade increase in grades of C or higher on either a culminating skills assessment or final grade.

Ex. Students earning a C or higher in German 1 are prepared to be successful in German 2.

Rationale:
SIT team data review revealed 10% of SCHS's population of students earned below a C for their final grade in the 21-22 school year. Moreover, 58% of final grades below a C occurred in sequenced classes. 57% of the D and F final grades occurred in the freshman and sophomore grades.

Needs Assessment
- SIT Team – Data Review including DFI lists, Discipline Data, Attendance data, and graduation credit requirement data.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
Department SLO – Spiraling and backward mapping content focus	Semester 1 and/or Semester 2 – SLO Dependent	• ILT Observation and data • SLO conferences/data • DFI data at each marking period
Content-based skill development through course sequence.	Ongoing	Walkthrough observations Observations