



South Carroll High School School Improvement Plan 2024 - 2025

School Vision – Mission – WIG

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.

Wildly Important Goal:

Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.

Needs Assessment: Preparation for the 2024-2025 School Year

South Carroll High School is a community steeped in traditions. Highest among them is the culture of academic excellence and consistently striving to further the achievement of all students. As the population of South Carroll changes and adapts, new areas of need arise for the South Carroll community to meet and address as it endeavors to facilitate all student's academic success. Upon reflection of the performance of students for the 2023-2024 school year and planning for the 2024-2025 school year, 3 areas of need have been identified: mathematic literacy, literacy, and a focus on special population groups.

Mathematic Literacy: After review of student performance in 2023-2024 math classes of all levels and performance on MCAP, a need to further support students in their pursuit of success in math has been identified. Maryland College and Career Readiness standards identify a score of level 3 or higher on a relevant MCAP assessments as a pathway to graduation. Analysis of our 2023-2024 MCAP data identifies 33% of students achieving a level 3 or higher on relevant MCAP assessments. For the 2024-2025 school year, South Carroll aims to improve this performance by 5%. To further bolster student performance on culminating MCAP assessments, South Carroll will simultaneously aim to improve student performance on county-based content specific assessments by 5%.

Literacy: Review of student performance in the 2023-2024 English classes of all levels and performance on ELA MCAP taken in 10th grade, identifies a need to further support students in their pursuit of excellence in English literacy skills. Maryland College and Career readiness standards identify a score of level 3 or higher on the ELA MCAP as a pathway to graduation. Analysis of 2023-2024 MCAP data identifies that 71% of South Carroll students achieved this standard. While improvement of this metric is the result of concentrated efforts over the past few years, South Carroll aims to continue this positive trend for the 2024-2025 school year by increasing the number of students achieving a 3 or higher to 76%. In addition, South Carroll will support improvement on the ELA MCAP by further increasing performance on the English 9 and English 10 benchmark assessments by 5%.

Special Populations: In preparation for the 2024-2025 school year, the School Improvement Team analyzed the performance of students belonging to a special population and their progress towards graduation. This analysis identified that the majority of students not meeting the criteria for promotion to the next grade level belong to a special population. More specifically, students receiving Free and Reduced Meal services (FaRMs) are disproportionately represented in our students not meeting promotion criteria, comprising 65% of students not promoted, while representing 23% of the overall school population. Moreover, comparison of grade distribution data identifies that students belonging to a



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special population encompass 63% of D final grades, and 65% of F final grades. Furthermore, as in years past the number of students belonging to each of our special populations has increased for the 2024-2025 school year. This analysis clearly identifies the need for continued support of students belonging to special populations for the 2024-2025 school year. As a result, South Carroll aims to increase the number of students on track for graduation by 5%.

2024-2025 South Carroll School Improvement Goals

Math: Increase mathematics performance on the CCPS mathematics power standards for all students as measured by:

- a 5% increase in performance on content specific assessments
- a 5% increase in students achieving level 3 or 4 on relevant MCAP Assessment

Literacy: Increase literacy skills across curricula as measured by

- a 5% increase in performance on content-specific assessments
- a 5% increase of students achieving level 3 or 4 on MCAP Assessment

Special Populations: Increase the achievement of students identified as FARMS, IEP (special education), 504 plan, or ELs (English Learner) as represented by

- a 5% increase of students on track for graduation.

Goal 1 – “Mathematic Literacy”

Increase mathematics performance on the CCPS mathematics power standards for all students as measured by:

- a 5% increase in performance on content specific assessments
- a 5% increase in students achieving level 3 or 4 on relevant MCAP Assessment

Rationale: Analysis of CCPS Math unit exams and MCAP data identifies a need to focus on mastery of mathematics power standards.

Algebra 1 MCAP (*8th graders eliminated)

Performance Level	Students	Percentage
Level 1	21	12%
Level 2	119	68%
Level 3	35	20%
Level 4	1	1%
Grand Total	176	100%

Geometry MCAP

Performance Level	Students	Percentage
Level 2	10	33%
Level 3	19	63%
Level 4	1	3%
Grand Total	30	100%

Algebra 2 MCAP

Performance Level	Students	Percentage
Level 1	2	2%
Level 2	45	52%
Level 3	39	45%
Level 4	1	1%
Grand Total	87	100%



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Needs Assessment – Goal 1 “Mathematic Literacy”		
<ul style="list-style-type: none"> SIT Team – Data Review including DFI lists, Discipline Data, Attendance data, PARCC /MCAP, Mathematic Benchmarks for Conceptual Algebra, Algebra 1, Geometry, and Algebra 2. 		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>CAV Time Utilization: Based on formal and informal assessments, math teachers will identify students who need additional support and will utilize CAV time to provide support.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>Skill-building: Math teachers will utilize numerous tools to enhance formative assessment and build student mathematic literacy skills. These tools will provide guided practice and remediate gaps in understanding. Tools include:</p> <ul style="list-style-type: none"> • DeltaMath • IXL • Savvas textbook digital resources <p>Advisors have been encouraged to utilize IXL with advisees to promote consistent practice and skill development.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>Second-Chance Learning: Where applicable, math teachers are strongly encouraged provide second-chance learning opportunities in accordance with the CCPS policy to ensure that student grades are an accurate representation of student mastery.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>Science Increasing algebra skills for physics and chemistry students. Graphing construction and analysis in biology.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>Math Utilizing IXL to improve foundational skills. Utilizing assessments that model/mirror the county and/or MCAP assessments.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>Technology Education Department focus with advisory students to increase math proficiency utilizing IXL software for consistent skill building and progress.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations



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<p>Physical Education Utilizing the fitness test data assessment (pre and post-test structure) Physical education classes will incorporate fitness testing components into warm-up exercises. Classes will utilize the data to track progress, and identify trends in the data.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>World Language Focus on developing analysis skills for interpreting infographics and other statistical-based readings in content area languages.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations

Goal 2 – “Literacy”

Increase literacy skills across curricula as measured by:

- a 5% increase of students achieving level 3 or 4 on MCAP Assessment
- a 5% increase in performance on content-specific summative assessments of essential literacy skills.

Rationale: Analysis of CCPS English Benchmark exams and MCAP data identifies a need to support the development of essential literacy skills.

English 9

Performance Level	SLWA	SIWA
Level 1	3%	3%
Level 2	11%	18%
Level 3	35%	45%
Level 4	51%	34%

English 10

Performance Level	SLWA	SIWA
Level 1	10%	6%
Level 2	19%	10%
Level 3	30%	25%
Level 4	42%	58%

ELA MCAP

Performance Level	Students	Percentage
Level 1	3	2%
Level 2	54	27%
Level 3	111	56%
Level 4	29	15%
Grand Total	197	100%



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Needs Assessment – Goal 2 “Literacy”		
<ul style="list-style-type: none"> SIT Team – Data Review including DFI lists, Discipline Data, Attendance data, English diagnostic assessments, and English Benchmark Data. 		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>Guidance for SLOs in All Content Areas</p> <ul style="list-style-type: none"> Spiraling and backward mapping content focus. Stronger emphasis on utilizing benchmark data to inform instructional decisions. Model content area assessments after culminating/benchmark assessments where possible. 	Semester 1 and/or Semester 2 – SLO Dependent	<ul style="list-style-type: none"> ILT Observation and data SLO conferences/data DFI data at each marking period
<p>Fine Arts Develop visual, dramatic, or musical literacy by articulating and critiquing essential fine arts concepts and vocabulary.</p> <ul style="list-style-type: none"> Artistic analysis of artwork with a written reflection. 	Ongoing	<ul style="list-style-type: none"> ILT Observation and data SLO conferences/data DFI data at each marking period Walkthrough observations Formal Observations
<p>Physical Education, Health, and Foods Improvement of content specific vocabulary as measured by an increase in performance on the Physical Education final exam.</p> <p>Improving writing performance as measured by an increase in performance on the writing portion of the final exam.</p>	Ongoing	<ul style="list-style-type: none"> ILT Observation and data SLO conferences/data DFI data at each marking period Walkthrough observations Formal Observations
<p>Social Studies Create a defensible thesis supported by relevant data/proof.</p> <ul style="list-style-type: none"> Focus on decoding complex texts and utilizing claim analysis in DBQ assignments. Modeling this analysis after the content area benchmark assignments. 	Ongoing	<ul style="list-style-type: none"> ILT Observation and data SLO conferences/data DFI data at each marking period Walkthrough observations Formal Observations
<p>Science Engage in argument from evidence using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s).</p> <ul style="list-style-type: none"> Reading comprehension focusing on annotation and analysis strategies 	Ongoing	<ul style="list-style-type: none"> ILT Observation and data SLO conferences/data DFI data at each marking period Walkthrough observations Formal Observations



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<ul style="list-style-type: none"> • Writing (CER) utilizing evidence using sentence starters and graphic organizers. 		
<p>Math Focus on deciphering error analysis questions on content area benchmarks.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>English Writing Essential Skill Development: Formulating clear and defensible thesis statements, establishing logical reasoning, organizing writing coherently, analyzing prompts for task and audience, finding evidence to support claims, identifying themes and central messages, and analyzing rhetorical and literary devices and their purposes in both fiction and nonfiction. Writing strategies to incorporate include:</p> <ul style="list-style-type: none"> • Prompt breakdowns (TAPS) • In class essays (revision process) • Writing Templates/Outlines • Writing Models • Guiding Questions • Writing Checklists <p>Reading Essential Skill Development: Developing the ability to infer definitions from context, recognize and justify the tone of a text, identify themes and central messages, spot rhetorical and literary devices, and analyze their purpose in both fiction and nonfiction. Reading strategies to incorporate include:</p> <ul style="list-style-type: none"> • Department collaboration to build consistent language throughout our classrooms. • Graphic organizers like SOAPS-Tone, CAT Charts, SPACE Charts, etc. • Dialectic Journals for literary devices. • Vocabulary in Context Practice. • Regular tone and literary device paragraph practice. 	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>Business Utilize project-based learning to support an analytical and/or argumentative claim with convincing evidence.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations



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<p>Technology Education Utilize project-based learning to demonstrate understanding of the engineering-design process that showcases the importance of content-specific literacy skills.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>World Language Developing literacy skills to increase performance on reading components of content area benchmarks.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations

Goal 3 – “Special Populations”

Increase the achievement of students identified as FARMS, IEP (special education), 504 plan, or ELs (English Learner) as represented by a 5% increase of students on track for graduation.

Rationale: SCHS data review revealed 55 students do not meet the criteria for promotion to the next grade level.

- 25 students have been retained due to lack of required credits (6 credits a year) of this group:
- 33 juniors have been retained due to lack of service hours required for promotion to senior status (55 hours)
- Of the students not meeting promotion requirements:
 - 8 students are 504 students
 - 8 students are EL students
 - 12 students are IEP students
 - 36 students are FARMS students
 - 17 students fall into more than one category.

Needs Assessment – Goal 3 “Special Populations”

- SIT Team – Data Review including DFI lists, Discipline Data, Attendance data, Credit Count, Service-Learning hours, PARCC /MCAP Trend data, and PSAT Trend data.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Professional Development Communication strategies and resources available for effective parent communication.	Pre-service week	
Professional Development: Effective methods to monitor student progress for advisors (watchlists).	Pre-service week	
Professional Development: Engaging with EL students in the classroom	Pre-service week	
<p>Advisory Advisors will demonstrate how to access and complete student service-learning forms and provide support and reminders to complete forms.</p>	Ongoing	<ul style="list-style-type: none"> • ILT Observation and data • Service-learning coordinator data



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When applicable, advisors will support students in service-learning projects through the advisory program (South Carroll Service Day).		
<p>Fine Arts: Increasing the number of students that earn credit in Fine Arts (graduation requirement). Modeling strategies for long-term planning and organization</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>Social Studies: Focusing on special population performance on DBQs and source analysis to prepare students for success on the content area benchmarks.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>Technology Education Facilitating student readiness by encouraging productive habits. Strategies include developing the habits of checking grades, reviewing notes, and self-advocating.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>World Language Increasing the number of students that earn credit in world language (graduation requirement). Populations will be identified for focus based on specific class structure.</p>	Ongoing	<ul style="list-style-type: none"> •ILT Observation and data •SLO conferences/data •DFI data at each marking period •Walkthrough observations •Formal Observations
<p>School Counseling Action Plan: Continuing into the 2nd year for foundation of this action plan. Focus is on attendance for FaRMs students in the class of 2027 (current sophomores). Students with chronic absences are identified and provided with extra support to stay on track for graduation. Interventions are tiered to include more stakeholders if progress is not achieved.</p>	Ongoing	<ul style="list-style-type: none"> •Increase in attendance for identified students and greater success in course achievements. Students maintain or become on track for graduation.
<p>Special Education Department Action Plan: Targeted focus on 11th grade SPED students in need of service-learning hours to meet</p>	Ongoing	<ul style="list-style-type: none"> •Increase in students engaging in school-based service-learning opportunities



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<p>promotion requirements to increase the number of students on track for graduation.</p> <ul style="list-style-type: none"> Strategies include early intervention and coordinating consistent school-based opportunities for students to earn service-learning hours. 		
<p>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.</p> <p>Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.</p>	Ongoing	<ul style="list-style-type: none"> Measure academic success of students that receive FARMS using D/F data at each marking period throughout school year.
<p>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.</p> <p>Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.</p>	Ongoing	<ul style="list-style-type: none"> Measure academic success of students with IEP plans using D/F data at each marking period throughout school year.
<p>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.</p> <p>Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.</p>	Ongoing	<ul style="list-style-type: none"> Measure academic success of students with 504 plans using D/F data at each marking period throughout school year.



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<p>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.</p> <p>Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.</p>	<p>Ongoing</p>	<ul style="list-style-type: none">• Measure academic success of students with EL plans using D/F data at each marking period throughout school year.
<p>In monthly department meetings, staff will engage in content area discussions to improve teacher capacity and best practices for additional methods of student support. Topics of continued discussion will include:</p> <ul style="list-style-type: none">• Attendance issues• Increasing engagement and stamina of students• Improving effective communication w/stakeholders• Empower marginalized students to increase rigor and success	<p>Ongoing</p>	<ul style="list-style-type: none">• Measure academic success of students within a special population group using D/F data at each marking period throughout school year.