



South Carroll High School School Improvement Plan 2026 - 2027

School Mission – Vision – 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 prepare 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 2026-2027 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 2025 - 2026 school year and planning for the 2026-2027 school year, 6 areas of need have been identified: mathematic literacy, literacy, a focus on special population groups, attendance, College & Career Readiness (CCR), and inclusion.

Mathematic Literacy: After reviewing student performance in 2025-2026 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 assessment as a pathway to graduation. Analysis of our 2025-2026 MCAP data identifies 19% of students performing at level 1 and 74% of students at level 2. For the 2025-2026 school year, 37% of students in Algebra I classes achieved a score of 70% or higher on the Algebra I final exam. For the 2026-2027 school year, South Carroll aims to improve student MCAP performance by 3%. To further bolster student performance on culminating MCAP assessments, South Carroll will simultaneously aim to improve student performance on county-based common unit assessments to 40% of students achieving a score of 70% or higher.

Literacy: Review of student performance in the 2025-2026 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 2025-2026 MCAP data identifies that 78% 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 2026-2027 school year by increasing the number of students achieving a 3 or higher to 81%. In addition, South Carroll will support improvement on the ELA MCAP by further increasing performance on the English 9 and English 10 reading comprehension benchmark assessments by 3%.

Special Populations: In preparation for the 2026-2027 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 who do not meet 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



South Carroll High School School Improvement Plan 2026 - 2027

criteria, comprising 58% of students not promoted, while representing 24% of the overall school population. Of students identified as FaRMs, 27% are included in an additional special population group: IEP, 504, or MLL students. Moreover, comparison of grade distribution data identifies that students belonging to a special population encompass 63% of D final grades, and 65% of F final grades. As in years past, the number of students belonging to each of our special populations increased for the 2026-2027 school year. This analysis clearly identifies the need for continued support of students belonging to special populations for the 2026-2027 school year. As a result, South Carroll aims to increase the number of students on track for graduation by 3%.

Attendance: The SIT team analyzed attendance data in preparation for the 2026-2027 School Year. The analysis identified that attendance rates drop off significantly in Quarter 2 and Quarter 4 across all demographic areas and grade levels. Overall attendance rates for SY25-26 included Quarter 1 at 95.8%, Quarter 2 at 91.8%, Quarter 3 at 93.5%, and Quarter 4 at 92.4%. All student groups, including general population, 504s, IEPs, MLLs, FaRMs, and individual grade levels followed this pattern with slight variations in attendance percentages for each quarter. This analysis clearly identifies the need for increased awareness and education on the importance of regular attendance. South Carroll aims to increase the overall attendance for Q2 and Q4 by 3% for the 2026-2027 School Year.

College & Career Readiness (CCR): A review of students meeting College & Career Readiness (CCR) standards was completed at the end of SY2025-2026. The breakdown for each grade level was as follows: 10% of 9th grade students have met the standard, 64% of 10th graders, 79% of 11th graders, and 80% of students in 12th grade. Of the student population identified as FaRMs, 46% of them have met CCR standards. In reviewing this data, the SIT team identified a concentration on helping FaRMs students achieve CCR to be imperative. South Carroll aims to increase the percentage of 11th grade students achieving CCR by 3% this school year through a variety of initiatives and strategic actions.

Inclusion: South Carroll has been identified among the newest group of schools to focus on inclusion of non-diploma bound students in the general population. To date, students in our Learning for Independence (LFI) classroom have participated in general education classes limited to Visual & Performing Arts, Physical Education, Health, and Foods classes. This is equivalent to just 47% of the subject areas offered at South Carroll, and less than 10% of the total number of individual classes offered. The SIT team agreed that increasing the overall time that students with extensive support needs are included in the general education setting to 75% over the next 3 years (by 2029) would increase inclusion and contribute positively to the school community and culture.

2026-2027 South Carroll School Improvement Goals

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

- 40% of students scoring proficient (at least 70%) on EOY course exams
- a 3% increase in students achieving level 3 or 4 on relevant MCAP Assessment

Literacy: Increase literacy skills across curricula as measured by

- a 3% increase in performance on content-specific reading assessments
- a 3% 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 MLLs (English Learner) as represented by:

- a 3% increase of 10th grade students on track for graduation



South Carroll High School School Improvement Plan 2026 - 2027

Attendance: Increase the attendance rates for SY26-27 as represented by:

- a 3% increase in overall attendance for Quarter 2
- a 3% increase in overall attendance for Quarter 4

CCR: Increase the College & Career Readiness of students at SC as measured by:

- a 3% increase in 11th grade students on track for CCR

Inclusion: Increase overall time SWESN (Students with extensive support needs) are placed in gen -ed environment from 47% to 75% of the time in general education, with individualized decisions about specific placement, while considering multiple opportunities for integrations, by June 2029

Goal 1 – “Mathematic Literacy”

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

- 40% of students scoring proficient (at least 70%) on EOY course exams
- a 3% increase in students achieving level 3 or 4 on relevant MCAP Assessment

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

Algebra I MCAP 2025-2026 School Year		
Performance Level	Students	Percentage
Level 1	22	19%
Level 2	85	74%
Level 3	8	7%
Level 4	0	0%
Grand Total	115	100%

Needs Assessment – Goal 1 “Mathematic Literacy”

- SIT Team – Data Review including DFI lists, Attendance data, MCAP, Mathematic Benchmarks for Conceptual Algebra, Algebra 1, Geometry, and Algebra 2.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
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.	Ongoing	Implementation Evidence • Walkthrough observations • IXL usage • FLEX referrals • Advisory completion • PD participation Impact Evidence • Benchmark growth • MCAP performance • D/F reduction



South Carroll High School

School Improvement Plan 2026 - 2027

		• CCR attainment • Credit attainment • Promotion/on track status
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: • DeltaMath • IXL Advisors have been encouraged to utilize IXL with advisees to promote consistent practice and skill development.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • IXL usage • FLEX referrals • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
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.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
9th Grade Advisory: 9th grade advisors have pre-planned math support lessons in Delta math developed to facilitate students' transition to high school math.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Delta Math usage • FLEX referrals • Advisory completion <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status



South Carroll High School

School Improvement Plan 2026 - 2027

Math Skills Lab: During FLEX time, a math skills lab is available for targeted instruction. Math teachers can refer students to the skills lab for additional support in math.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Lesson plans • FLEX referrals <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Science Increasing algebra skills for physics and chemistry students. Graphing construction and analysis in biology.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Math Utilizing IXL to improve foundational skills. Utilizing assessments that model/mirror the county and/or MCAP assessments.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • IXL usage • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Technology Education Department focus with advisory students to increase math proficiency utilizing IXL software for consistent skill building and progress.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation



South Carroll High School
School Improvement Plan 2026 - 2027

		<u>Impact Evidence</u> • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
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.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Special Education Specially designed instruction for math IEP goals provided both in class and in separate pull-out sessions during FLEX time. Work is focused on individual student gaps in knowledge, review of key concepts, and targeted skills.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • IXL usage • FLEX referrals • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status



South Carroll High School

School Improvement Plan 2026 - 2027

Goal 2 – “Literacy”

Increase literacy skills across curricula as measured by

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

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

ELA MCAP		
Performance Level	Students	Percentage
Level 1	7	3%
Level 2	46	19%
Level 3	130	53%
Level 4	62	25%
Grand Total	245	100%

Needs Assessment – Goal 2 “Literacy”

- SIT Team – Data Review including DFI lists, Attendance data, English diagnostic assessments, and English Benchmark Data.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
Guidance for SLOs in All Content Areas • 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	Implementation Evidence • Walkthrough observations • Formal Observations • Lesson plans • PD participation Impact Evidence • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Writing Lab During FLEX time English teachers can refer students to the writing lab for additional support with writing.	Ongoing	Implementation Evidence • Walkthrough observations • Lesson plans • FLEX referrals • PD participation Impact Evidence • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status



South Carroll High School

School Improvement Plan 2026 - 2027

Fine Arts Increase student performance on content-area reading comprehension.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Physical Education, Health, and Foods Improvement of content specific vocabulary as measured by an increase in performance on the Physical Education final exam. Improving writing performance as measured by an increase in performance on the writing portion of the final exam.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Final exam performance • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Social Studies Create a defensible thesis supported by relevant data/proof. • Focus on decoding complex texts and utilizing claim analysis in EBAS assignments. Modeling this analysis after the content area benchmark assignments.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
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).	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation



South Carroll High School

School Improvement Plan 2026 - 2027

• Reading comprehension focusing on annotation and analysis strategies • Writing (CER) utilizing evidence using sentence starters and graphic organizers.		<u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Math Focus on deciphering free response analysis questions on content area benchmarks.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
English 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: • 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. ACSICE Feedback tools for student self-revision of writing Literacy/English A/B Day yearlong classes for lowest performing 9th and 10th grade students	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Business Utilize project-based learning to support content-area reading comprehension.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations



South Carroll High School
School Improvement Plan 2026 - 2027

		•Lesson plans •PD participation <u>Impact Evidence</u> • Benchmark growth • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Technology Education Utilize project-based learning to demonstrate understanding of the engineering-design process that highlights the importance of content-specific literacy skills.	Ongoing	<u>Implementation Evidence</u> •Walkthrough observations •Formal Observations •Lesson plans •PD participation <u>Impact Evidence</u> • Benchmark growth • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
World Language Developing literacy skills to increase performance on reading components of content area benchmarks.	Ongoing	<u>Implementation Evidence</u> •Walkthrough observations •Formal Observations •Lesson plans •PD participation <u>Impact Evidence</u> • Benchmark growth • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Special Education Specially designed instruction for Reading Comprehension, Written Language, and Speech/Language IEP goals provided both in class and in separate pull-out sessions during FLEX time. Work is focused on individual student gaps in knowledge, review of key concepts, and targeted skills.	Ongoing	<u>Implementation Evidence</u> •Walkthrough observations •Formal Observations •Lesson plans •PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status



South Carroll High School School Improvement Plan 2026 - 2027

Goal 3 – “Special Populations”

Increase the achievement of students identified as FARMS, IEP (special education), 504 plan, or MLLs (English Learner) as represented by a 3% increase of 10th grade students on track for graduation

Rationale: SCHS data review revealed 25 students do not meet the criteria for promotion to the next grade level.

- 14 students have been retained due to lack of required credits (6 credits a year) of this group:
- 9 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:
 - 2 students are 504 students
 - 0 students are MLL
 - 6 students are IEP students
 - 14 students are FARMS students

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 Science of Learning Team	Pre-service week	
Professional Development: Accommodations in the General Education Classroom for MLLs, 504s, and IEPs	Pre-service week	
Professional Development: Attendance Matters	Pre-service week	
Professional Development: Test & Performance Anxiety	Pre-service week	
Targeted Support and Intervention Plan Special education students identified as low achieving will receive targeted instruction in math and English. In addition, attendance will be monitored to promote increased attendance.	Ongoing	Implementation Evidence • Walkthrough observations • Formal Observations • Lesson plans • FLEX referrals • PD participation Impact Evidence • Benchmark growth • MCAP performance • D/F reduction



South Carroll High School

School Improvement Plan 2026 - 2027

		• Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
Advisory Advisors will demonstrate how to access and complete student service-learning forms and provide support and reminders to complete forms. When applicable, advisors will support students in service-learning projects through the advisory program (South Carroll Service Day).	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Advisory completion • PD participation <u>Impact Evidence</u> • CCR attainment • Service-Learning Hour attainment • Promotion/on track status
Fine Arts: Increasing the number of students that earn credit in Fine Arts (graduation requirement). Modeling strategies for long-term planning and organization	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • PD participation <u>Impact Evidence</u> • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Social Studies: Focusing on special population performance on DBQs and source analysis to prepare students for success on the content area benchmarks.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Technology Education Facilitating student readiness by encouraging productive habits. Strategies include developing the habits of checking grades, reviewing notes, and self-advocating.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • D/F reduction • CCR attainment



South Carroll High School

School Improvement Plan 2026 - 2027

		• Credit attainment • Promotion/on track status
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.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
English Focus on improving reading comprehension and writing performance for MLLs.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
School Counseling Action Plan: Specialized Focus group of 10 th grade students that earned 1 or more failing grades in 9 th grade and receive free and reduced meal services (FaRMs). Plan focuses on study skills and identifying/connecting students with support resources.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • FLEX referrals • PD participation <u>Impact Evidence</u> • Benchmark growth • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
Special Education Department Action Plan: Targeted focus on test-taking strategies for underperforming students.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation



South Carroll High School

School Improvement Plan 2026 - 2027

		<u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
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	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
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	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
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.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • FLEX referrals • Advisory completion • PD participation <u>Impact Evidence</u> • Benchmark growth



South Carroll High School

School Improvement Plan 2026 - 2027

Increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.		• MCAP performance • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
Overall: Multilingual Learner (MLL) student Population Continuously utilize instructional strategies, ongoing instructional technology training and community outreach to address the needs of our growing MLL 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	Implementation Evidence • Walkthrough observations • Formal Observations • Lesson plans • FLEX referrals • Advisory completion • PD participation Impact Evidence • Benchmark growth • MCAP performance • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
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: • Attendance issues • Increasing engagement and stamina of students • Improving effective communication w/stakeholders • Empower marginalized students to increase rigor and success	Ongoing	Implementation Evidence • Walkthrough observations • PD participation Impact Evidence • Benchmark growth • MCAP performance • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status



South Carroll High School School Improvement Plan 2026 - 2027

Goal 4 – “Attendance”

Increase the attendance rates for SY26-27 as represented by:

- a 3% increase in overall attendance for Quarter 2
- a 3% increase in overall attendance for Quarter 4

Rationale: SCHS data review revealed that Q2 and Q4 have the lowest attendance rates of the school year. The attendance rates for each quarter for SY25-26 were as follows:

Attendance 2025-2026 School Year

Marking Period	Total Population	FaRMs	IEPs	504s	MLLs
1	95.8%	93.4%	96.3%	94.6%	94.5%
2	91.8%	88.8%	92.9%	90.5%	88.6%
3	93.5%	90.8%	94.1%	91.7%	89.6%
4	92.4%	88.8%	92.2%	91.2%	86.7%
Average- Year	93.3%	90.45%	93.8%	92.0%	89.8%

Special populations at South Carroll tend to have lower attendance rates than the general population of students except for students receiving services through an IEP plan. Students identified as either FaRMs or MLL have the lowest attendance rates.

Needs Assessment – Goal 4 “Attendance”

- SIT Team – Data Review including DFI lists, Attendance data, MCAP

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
CAV Time Utilization: Based on informal data, advisory teachers will review student information including attendance and grades in current classes to help students make plans to turn in missing work and increase attendance.	Ongoing	Implementation Evidence • Walkthrough observations • FLEX referrals • Advisory completion • PD participation Impact Evidence • Benchmark growth • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
Announcements: Included in the weekly announcements sent home to families and presented during CAV time on Mondays, attendance policies and information will be shared with student population.	Ongoing	Implementation Evidence • Announcement files Impact Evidence • Benchmark growth • MCAP performance • D/F reduction • Attendance improvement • CCR attainment



South Carroll High School

School Improvement Plan 2026 - 2027

		• Credit attainment • Promotion/on track status
5-day letter: Teachers have access to a form letter to send home when a student misses 5 cumulative days of class. Letter details impact of absences on learning and strategies to recover missing assignments & information.	Ongoing	<u>Implementation Evidence</u> • Parent contact logs (TAC) <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
County policy enforcement: Teachers are encouraged to follow the county policy for making up assignments missed due to absences and hold students accountable to deadlines.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • PD participation <u>Impact Evidence</u> • Benchmark growth • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
Guidance/Admin contacts Guidance reaches out to parent when student reaches 5 cumulative days absent per marking period to offer supports. Administration reaches out to parent when student reaches 10 cumulative days absent per marking period to offer support.	Ongoing	<u>Implementation Evidence</u> • Parent contact logs (TAC) • PD participation <u>Impact Evidence</u> • Benchmark growth • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status



South Carroll High School School Improvement Plan 2026 - 2027

Goal 5 – “College & Career Readiness”

Increase the College & Career Readiness of students at SC as measured by a 3% increase in 11th grade students on track for CCR.

Rationale: Evaluation of data regarding SCHS student population achieving CCR status show that, while the overall school population is achieving CCR by 11th grade, many students in special population categories are struggling to meet the criteria. FaRMs students in 10th-12th grades are falling significantly behind their peers meeting CCR standards by the time they graduate.

CCR 2025-2026 School Year		
Grade Level	Students	Percentage
9 th	22/223	10%
10 th	155/242	64%
11 th	174/221	79%
12 th	174/217	80%
FaRMs	73/160	45%

Needs Assessment – Goal 5 “College & Career Readiness”

- SIT Team – Data Review including DFI lists, Attendance data, MCAP, Mathematic Benchmarks for Conceptual Algebra, Algebra 1, English 9, English 10.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
CAV Time Utilization: Based on formal and informal assessments, math and English teachers will identify 9 th & 10 th grade students who need additional support and will utilize CAV time to provide support.	Ongoing	Implementation Evidence - Walkthrough observations - FLEX referrals - PD participation Impact Evidence - Benchmark growth - MCAP performance - D/F reduction - CCR attainment - Credit attainment - Promotion/on track status
Skill-building: Math teachers will utilize numerous tools to enhance formative assessment and build student mathematic literacy skills, focusing on students who have not yet taken the Algebra I MCAP. These tools will provide guided practice and remediate gaps in understanding. Tools include: - DeltaMath - IXL	Ongoing	Implementation Evidence - Walkthrough observations - Formal Observations - Lesson plans - IXL usage - FLEX referrals - Delta math usage Impact Evidence - Benchmark growth - MCAP performance - D/F reduction



South Carroll High School

School Improvement Plan 2026 - 2027

Advisors have been encouraged to utilize IXL with advisees to promote consistent practice and skill development.		• CCR attainment • Credit attainment • Promotion/on track status
Second-Chance Learning: Where applicable, 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.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
9th Grade Advisory: 9 th grade advisors have pre-planned math support lessons in Delta math developed to facilitate students' transition to high school math.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Lesson plans • Delta math usage • Advisory completion • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Advisory: Advisors have pre-planned lessons explaining CCR and how students can achieve it. Advisors will focus on students who have not yet achieved CCR to provide support and guidance.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Lesson plans • Advisory completion • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • Attendance improvement • CCR attainment • Credit attainment • Promotion/on track status
Math Skills Lab:	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations



South Carroll High School

School Improvement Plan 2026 - 2027

During FLEX time, a math skills lab is available for targeted instruction. Math teachers can refer students to the skills lab for additional support in math.		• FLEX referrals • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Science Increasing algebra skills for physics and chemistry students. Graphing construction and analysis in biology.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status
Math Utilizing IXL to improve foundational skills. Utilizing assessments that model/mirror the county and/or MCAP assessments.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • IXL usage • PD participation <u>Impact Evidence</u> • Benchmark growth • MCAP performance • D/F reduction • CCR attainment • Credit attainment • Promotion/on track status



South Carroll High School School Improvement Plan 2026 - 2027

Goal 6 – “Inclusion”		
Increase overall time SWESN (Students with extensive support needs) are placed in gen -ed environment from 47% to 75% of the time in general education, with individualized decisions about specific placement, while considering multiple opportunities for integrations, by June 2029 Rationale: Analysis of SCHS inclusion practices to date revealed that certificate-bound students enrolled in the Learning for Independence (LFI) class are traditionally included in: PE, Health, Art, Financial Literacy, Aquatics, Literacy, Keyboarding, and Foods. South Carroll needs to increase the number and type of classes in which LFI students participate to create a more inclusive and engaging academic setting for all students.		
Needs Assessment – Goal 6 “Inclusion” SIT Team – Data Review including classes LFI students have participated in, concerns regarding safety of students in hands-on environments (e.g., chemistry labs), discussion on impact to general population students- not distracting them from their goal of mastering curriculum content.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
CAV Time Utilization: Based on informal data and teacher knowledge of students, peer buddies are identified in FLEX/Advisories to support LFI student independence when completing advisory lessons and transitioning around the building without adult support.	Ongoing	Implementation Evidence - Walkthrough observations - FADE plan review - FLEX referrals - Advisory completion - PD participation Impact Evidence - SWESN moving independently around the school - Reduction in adult support needed - SWESN participation in advisory lessons
Skill-building: Students in the Learning for Independence (LFI) program review and practice skills necessary to participate in a general education class as part of their Employability program each day. Skills include: asking for help/questions, working with peers, following multi-step directions, and checking work for completion.	Ongoing	Implementation Evidence - Walkthrough observations - Formal Observations - ALT Lesson plans - PD participation Impact Evidence - SWESN moving independently around the school - Reduction in adult support needed - D/F reduction for ALT classes



South Carroll High School
School Improvement Plan 2026 - 2027

		• Promotion/on track status
Second-Chance Learning: Where applicable, teachers are strongly encouraged to provide grade-aligned assignments and activities for certificate-bound students to ensure they are accessing the curriculum at an appropriate level and engaging with peers in an academic setting.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • ALT Lesson plans • PD participation <u>Impact Evidence</u> • ALT Benchmark growth • ALT performance • D/F reduction • Promotion/on track status
English: Literacy/English 9 & 10 A/B Day class established for struggling students. 2 students from LFI class enrolled in the English 9/Literacy cohort under the ALT program. Students transition and participate in classes independently.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • ALT Lesson plans • PD participation <u>Impact Evidence</u> • ALT Benchmark growth • ALT performance • D/F reduction • Promotion/on track status
Math Two students from the LFI class enrolled in the general education Conceptual Algebra class under the ALT program. Students transition and participate in class independently.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • ALT Lesson plans • PD participation <u>Impact Evidence</u> • ALT Benchmark growth • ALT performance • D/F reduction • Promotion/on track status
Physical Education Unified PE class established with general education students signed up by invitation only. Activities are designed so that all skill levels can participate and succeed. Building friendships that can expand throughout the school.	Ongoing	<u>Implementation Evidence</u> • Walkthrough observations • Formal Observations • Lesson plans • PD participation <u>Impact Evidence</u> • ALT Benchmark growth • ALT performance • D/F reduction • Promotion/on track status