

**South Carroll High School
School Improvement Plan 2020 - 2021**

School Vision / Mission
<p>Mission: South Carroll High School will provide a challenging and engaging learning environment in order to prepare students to be competitive in their pursuit of excellence.</p> <p>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.</p>

Goal 1		
<p>1. Increase the achievement of students enrolled in level 6 classes as represented by a 15% increase of entries of grades C or higher in the school year and increase proficiency scores on MCAP testing.</p> <p>Rationale: SIT team data review revealed SCHS's population of students enrolled in Level 6 classes are the most unsuccessful academically. The total number of Ds and Fs in 2018-2019 school year from students enrolled in level 6 classes was 741 out of 904 total or 82%. The overwhelming majority of level 6 class failures receive no services (IEP, 504, ELL, FARMs). The number of Ds and Fs is consistently higher in 9th and 10th grade.</p>		
Needs Assessment		
<ul style="list-style-type: none"> • SIT Team – Data Review including: DFI lists, Discipline Data, Attendance data, and PARCC Trend data 		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level

<p>Overall:</p> <p>Continuously utilize a variety of instructional strategies at <u>all academic levels</u> to increase effectiveness of <u>teacher</u> instruction.</p> <p>Continuously provide <u>students</u> with instruction to improve student academic skills for increased student academic success.</p> <p>In addition, combining with the Goal #2 action items to utilize instructional strategies to address the needs a range of our student population combined with monitoring successes and school wide collaboration at many levels.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Measure academic success of students enrolled in Level 6 classes using DFI data at each marking period throughout school year.
<p>Monitoring and Communication</p> <p>Advisory student-grade meetings every quarter.</p> <ul style="list-style-type: none"> • Advisor conferences with each advisee, documenting conversation by using conference form. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • ILT collects all forms and copies will be distributed to: <ul style="list-style-type: none"> • Jen Brauer for bi-monthly D/F meetings • SIT
<p>Student Academic Preparedness</p> <p>Increase specific instructional academic preparedness. Ex. Student organizational skills, note taking, study skills</p> <ul style="list-style-type: none"> • Staff PD • Student instruction during class time and advisory. This can occur in the virtual classroom as well as the traditional in-person classroom. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Compile staff survey data to discuss effectiveness of Professional Learning opportunities, classroom implementation, and student academic success. • Walk through observations • Observations

<p>Staff Focus</p> <p>Teachers will utilize classroom organization, routines, ongoing instructional technology training and other strategies to maximize instructional time in the virtual classroom as well as the traditional in-person classroom. Ex, MQI, transitions, classroom consistency</p> <p>Staff PD</p> <ul style="list-style-type: none"> • Google Sites- C. Widner • Communication and Organization and Routines – Duvall and Adkins • Instructional Videos – Steadman and Walzl 	<p>Ongoing</p> <ul style="list-style-type: none"> • July 28-29 virtual session • Preservice week and July 28-29 virtual session 	<ul style="list-style-type: none"> • Walk through observations • Observations
<p>Instructional strategies and ongoing instructional technology training to increase student engagement and academic success in the virtual classroom as well as the traditional in-person classroom.</p> <p>Staff PD</p> <ul style="list-style-type: none"> • Blended Learning – Shami and B.Widner • Flipped Classroom: McGuire and Sexton-Radney • Google Tech Help and Support - Zecchino and C. Widner • Intro to Google Classroom - Zecchino and C. Widner 	<ul style="list-style-type: none"> • Preservice week and July 28-29 virtual session 	

Department/Group SLO's targeting lowest scoring subsections of English MCAP; (Department SLOs to follow here)	<ul style="list-style-type: none"> Semester 1 and 2 – SLO dependent Staff SLO review- faculty meeting May 2021 	ILT Observation Data/SLO conferences
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Goal 2		
2. Increase the achievement of students who have a 504 plan, or IEP (special education), or ELs (English Learner) as represented by a 15% increase of entries of grades C or higher in the school year.		
<p>Rationale: SIT team data review revealed SCHS's population of students with 504 plans has steadily increased over the past 10 years. SCHS student population for the 2019-2020 school year has increased to an all-time high of 11.1% of the student body. The total number of Ds and Fs in 2018-2019 school year from students with 504 plans was 107 out of 904 total or 11.8%. Performance Academy data 2019- 2020 the ELs and special education student populations will also be populations to improve academic success.</p>		
<p>Needs Assessment</p> <ul style="list-style-type: none"> SIT Team – Data Review including: DFI lists, Discipline Data, Attendance data, and PARCC Trend data 		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level

<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 as listed below.</p> <p>In addition, combining with the Goal #1 action items to increase effectiveness of teacher instruction and increase student academic engagement for improved student academic success.</p> <p>Staff PD</p> <ul style="list-style-type: none"> • Supporting Student Mental Health - Jess Quinn 	<p>Ongoing</p> <p>Preservice week and July 28-29 virtual session</p>	<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. • Compile staff survey data
<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 as listed below.</p> <p>In addition, combining with the Goal #1 action items to 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. • Compile staff survey data

<p>EL focus : Create individual and creative scheduling for pathway to success/access to curriculum</p> <ul style="list-style-type: none"> • CCPS Hispanic Liaison in attendance at SCHS scheduling night • Students/families new to CCPS, introduced to CCCTC programs (SCHS Guidance and SCHS ESOL educator) • Provide assistance with CCCTC applications (SCHS Guidance and CCPS Hispanic Liaison) 		
<p>EL focus : Improve communication and co-planning opportunities between ESOL teacher and content teacher</p> <ul style="list-style-type: none"> • ESOL educator attend SIT and ILT meetings to better advocate for EL students • Content teacher to provide ESOL educator minimal framework-communicate schedule for the week • Provide more Co-planning opportunities 		

<p>EL focus: Provide more effective instruction and support for level 6 EL students</p> <ul style="list-style-type: none"> • Modify curriculum- <ul style="list-style-type: none"> • Break down assignments • More frequent collaboration between ESOL educators and content teachers <p>Staff PD</p> <ul style="list-style-type: none"> • Providing Accommodations – Burris and Eyer • • <hr/> <ul style="list-style-type: none"> • Building capacity for South Carroll EL students- create ESOL resource folder on Google Drive/Google Sites for South Carroll based on departments 	<p>Preservice week and July 28-29 virtual session</p>	
<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 as listed below.</p> <p>In addition, combining with the Goal #1 action items to 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 IEP plans using D/F data at each marking period throughout school year. • Compile staff survey data

<p>Special Education focus: Provide more effective instruction and support for level 6 special education students</p> <ul style="list-style-type: none"> • Modify curriculum- • Break down assignments • More frequent collaboration between special education educators and content teachers <p>Staff PD</p> <ul style="list-style-type: none"> • Providing Accommodations – Burris and Eyer • • <hr/> <ul style="list-style-type: none"> • Building capacity for South Carroll Special Education students- create resource folders on Google Drive/Google Sites for South Carroll based on departments 	<p>Preservice week and July 28-29 virtual session</p>	
<p>Special Education focus: Improve communication and co-planning opportunities between special education educator and content teacher</p> <ul style="list-style-type: none"> • Content teacher to provide special educator minimal framework-communicate schedule for the week • Provide more Co-planning opportunities 		

<p>Department/Group SLO's targeting lowest scoring subsections of English MCAP; (Department SLOs to follow here)</p>	<ul style="list-style-type: none"> • Semester 1 and 2 – SLO dependent • Staff SLO review- faculty meeting May 2021 	<p>ILT Observation Data/SLO conferences</p>
<p>Goal 3</p>		
<p>Promote a positive culture of that embraces effective communication, collaboration and trust for all SCHS stakeholders.</p>		
<p>Needs Assessment</p> <ul style="list-style-type: none"> • Staff SCHS Culture Survey Data • ETM Needs Assessment Data 		
<p>Strategic Actions</p>	<p>Time Line</p>	<p>Measures of Success / Desired Performance Level</p>
<p>Survey staff in regard to: culture/ communication/ collaboration</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Beginning of school year faculty survey • Mid- year faculty survey

<p>Coordinate with Equity Liaison to celebrating diversity and promoting positive student interactions.</p> <ul style="list-style-type: none"> • Book study - The book is <i>“So You Want To Talk About Race”</i> by Ijeoma Oluo. • Equity Professional Learning- Student Voice • ETM Staff PD • ETM Staff PD 	<ul style="list-style-type: none"> • Summer 2020 • Preservice week • Fall Faculty meeting • Spring Faculty meeting 	<ul style="list-style-type: none"> • Staff survey (above) • Staff survey (above)
<p>SCHS Administration and Instructional Leaders will model communication skills to increase the ability of staff to communicate more effectively.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Measure parent contact/and attendance parent conferences