



Population: 1,692 ED: 42% Special Ed: 11% Attendance Rate: 92.2%

Great Mills High School is the oldest high school in Southern Maryland opening in 1929. The school’s rich and proud tradition of serving a diverse school community that meets the academic, social, and emotional needs of its students is a source of pride and accomplishment. The school carries on that tradition of diversity, serving a student body that is 56% minority (36%-AA, 7%-Hispanic, 7%-2 or more races, 44%-White). The current student enrollment is 1692 students. We have 42% of our student body receiving free and reduced meals and 11% of our students receive special education services. The current four year graduation rate is 89.1% with a five year graduation rate of 92.82%.

ACTIONS

Our Focus Areas: The goals for the 2018-2019 school year at Great Mills High School will be to continue the focus on instructional improvements and student achievement in all content areas. Special consideration will be given in the area of PARCC achievement and disciplinary literacy where staff will provide students with instruction that has rigor, relevance, and purpose centered on student success as well as becoming career and college ready.

	Targeted Strategies
Academic Indicators	
<ul style="list-style-type: none"> ● Achievement & Growth <ul style="list-style-type: none"> ○ English ○ Mathematics ● Completion of Well-Rounded Curriculum ● Progress in English Language Proficiency 	<p>Staff will target the improvement of student achievement and success through the use of the following strategies/practices:</p> <ul style="list-style-type: none"> ● Monthly faculty professional development that is targeted and focused on student achievement. ● Departmental/Team developed SLO’s that incorporate best practices towards PARCC achievement and disciplinary literacy improvements. ● Use of Title II funds for collaboration/planning/ and data review. ● Collaboration with Literacy Coach to develop intervention strategies based on student achievement data. ● Use of instructional resources that include but are not limited to: Unify, IXL, membean, grade distribution reports to monitor student success and achievement. ● Instructional focus on Advanced Placement professional development and best practices strategies. ● Priority scheduling to foster instructional intervention strategies during one lunch to improve student achievement.
School Quality/Student Success Indicators	

<ul style="list-style-type: none"> ● Reduced disciplinary referral rates for students. ● Improved school climate measured through survey results. 	<p>We Are... Great Mills means that we strive for a school culture that is inclusive, supportive, respectful, and responsive to the needs of a diverse student body. To meet the needs of our school community, the following strategies/practices used include:</p> <ul style="list-style-type: none"> ● The implementation of the Attendance Resource Center (ARC) whose mission is to provide needed resources for the school community that improves school culture by: <ul style="list-style-type: none"> ○ Monitor/manage daily attendance ○ Provide community resources (tri-county youth, counseling, psychological) ○ Restorative practices with a focus on attendance that include restorative circle interventions ○ Support for struggling learners as a result of poor attendance ○ McKinney Vento services for our homeless student population ○ A comprehensive tardy program that reinforces student attendance ● Multi-Tier System of Support (MTSS) <ul style="list-style-type: none"> ○ create a plan of school wide implementation for Tier 2 interventions. ○ Student input through the Principal’s Advisory Committee (PAC) ○ Implementation of the Positive Behavior Referral recognition program (PBR). ○ Hornet of the Month program--student/staff recognition ○ Quarterly student/staff recognition ○ Green/Gold hour student assemblies/recognition program ○ GALS lead program
<p>Graduation Rate</p>	<ul style="list-style-type: none"> ● Monthly monitoring of 12th grade academic progress ● Quarterly APEX recovery options ● Creative scheduling ● ARC interventions ● MTSS interventions ● Check and Connect mentoring program for struggling 12th graders

SUSTAINABILITY

Our Professional Learning:

- Monthly faculty professional development that focus on student achievement and success and the review of MTSS school climate data/discussion.
- Monthly Professional Learning Communities (PLC’s) meetings that focus on data analysis, lesson planning, and common assessments.

- Instructional Leadership Team (ILT) monthly instructional meetings to discuss departmental instructional updates, data review, and instructional suggestions.

Our Process for Monitoring Progress:

- Student achievement results (PARCC/AP/HSA/retention data)
- Classroom observation/walkthroughs
- Teacher effectiveness reports
- Monthly attendance/discipline data reports
- Climate Survey Results
- Parent/Community Form
- Successful completion of Bridge projects
- ARC data analysis
- MTSS data analysis

Our Projected Results:

Academic Indicators	
<ul style="list-style-type: none"> ● Achievement & Growth <ul style="list-style-type: none"> ○ English ○ Mathematics ● Completion of Well-Rounded Curriculum ● Progress in English Language Proficiency 	<p style="text-align: center;">GMHS: PARCC Data Performance Targets</p> <p>2019 ELA 10 Goal =55.7%% AMO% = 7.1%</p> <p>2019 ALG 1 Goal = 35.4% AMO% =10%</p> <p>PARCC achievement scores will be used to establish baseline data points. Students will complete pre and mid-year assessments to provide predictive data points that will be used to provide targeted interventions. Additionally, data teams will be formed to review, assess, and predict student achievement, creating strategies to promote student achievement.</p>
School Quality/Student Success Indicators	
<ul style="list-style-type: none"> ● Attendance ● Survey <ul style="list-style-type: none"> ○ Climate ○ Instructional Feedback ● Opportunities/Access 	<p><u>GMHS: Culture and Climate Targets</u></p> <p>2019 GMHS: Culture and Climate Targets</p> <p>2019 Class Cutting=635 (10% reduction) 2019 Disrespect=277 (10% reduction) 2019 Disruption=300 (10% reduction) 2019 Tardiness=85 (10% reduction)</p> <p>Data points include but limited to:</p>

	<ul style="list-style-type: none">-Monthly Culture and Climate data sheets-Weekly/Monthly attendance data reports-School wide climate survey
Graduation Rate	
Graduation Rate	The 2017 four year graduation rate was 89.1% . The continued goal of Great Mills High School is to have a 90% or greater on time graduation rate. (The 2018 graduation rate is not available at this time)