

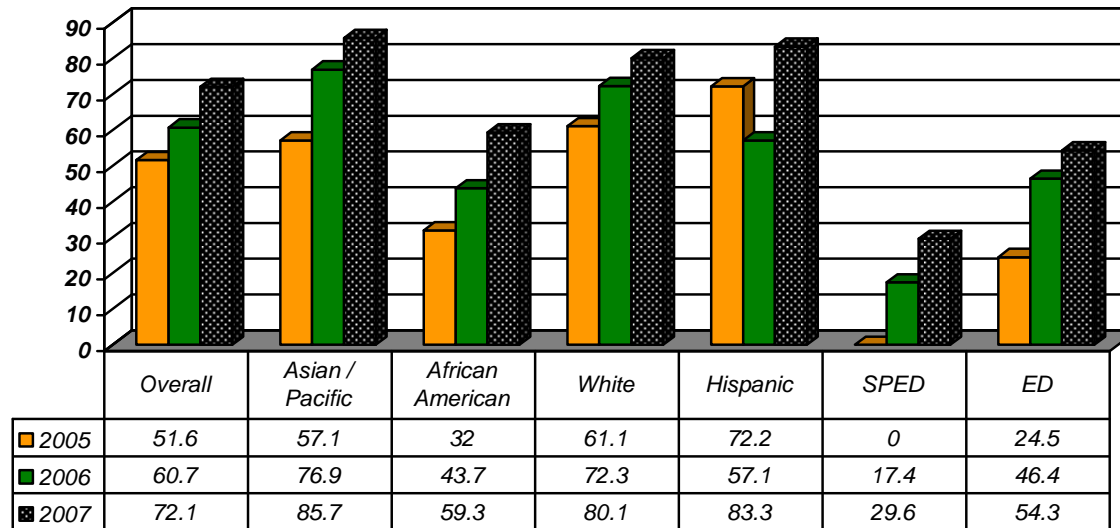
**Great Mills High School
High School Initiatives 2007-2008**

READING / LANGUAGE ARTS

SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

School Performance Targets: Each school will meet or exceed all state established Annual Measurable Objectives (AMO's) for reading in 2008.
(Insert Reading Matrix Table for each grade from SMCPS Data Warehouse)

English 2 HSA



2008 Annual Measurable Objective (AMO)			
READING	BIOLOGY	GOVERNMENT	ALGEBRA
82.1	86.5	54.4	82.9

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Needs Assessment *(Narrative based on data that includes the identification of root causes)*

Based upon analysis of 2006-2007 quarterly, midcourse and end of course assessments, marked deficiencies were noted in the following skill areas:

- In **writing**, students demonstrate insufficient organization and development of ideas.
- They lack syntactic maturity, including recognizing, combining, and transforming basic sentence patterns.
- Students often do not understand how revision in syntax and diction affect the meaning of a text.
- Students also lack knowledge in the rules of spelling, capitalization, punctuation for the revision process.
- Many students lack **reading strategies** to comprehend and interpret on-grade level reading material. They struggle with making meaning of text beyond the literal, to include figurative meanings.
- When making meaning from text, students often fail to utilize sufficient evidence to support their understandings.
- Students also lack an appreciation of the writer's craft, including an understanding of author's purpose and how the writer of a text communicates ideas using language and literary techniques.

School Improvement Goal *(Aligned to the Needs Assessment)*

Teachers will continue to work collaboratively through the English department and targeted Professional Learning Communities (PLC's) to consistently deliver instruction and assessment aligned with content standards.

Students will develop critical reading and writing skills aligned with content standards. Specifically, students will improve grammar and writing mechanics to compose, edit, and publish written responses. Students will use appropriate before, during, and after reading strategies to make meaning from both print and non-print text.

Instructional leaders (administrators) will actively contribute to data discussions and facilitate targeted professional development through the Professional Learning Communities.

Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Person Responsible	Timeline	Evaluation/Evidence of student achievement <i>(Based on data)</i>
1. Align classroom instruction and assessments with content	PLC lead teachers and English Department chair, English IRT	Workshops in Summer 2007, monthly English department	Increased student achievement on

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Person Responsible	Timeline	Evaluation/Evidence of student achievement <i>(Based on data)</i>
standards and curriculum maps	(Michelle Gallant-Wall), Content Supervisor (Dr. Linda Lymas), school administrator	and weekly PLC meetings during school year	county benchmark assessments and classroom assessments
2. Share instructional plans and teaching resources	English teachers, PLC lead teachers, English IRT (Michelle Gallant-Wall)	Weekly PLC meetings during school year	Minutes from PLC meetings and collected unit/lesson plans and resources
3. Utilize benchmark assessment data to plan instruction and strategies for improvement <ul style="list-style-type: none"> o County quarterly assessments o County midterm and end-of-course exams 	PLC lead teachers, English IRT (Michelle Gallant-Wall), Content Supervisor (Dr. Linda Lymas)	Monthly PLC meetings Quarterly meetings with supervisor of instruction	Increased student achievement on county benchmark assessments
4. Increase instructional focus on developing students' language usage skills, including daily grammar exercises modeled on HSA	English teachers and English IRT (Michelle Gallant-Wall)	Ongoing	Increased student achievement on county benchmark assessments, classroom assessments, and English HSA
5. Use the writing process consistently, with an emphasis	English teachers	Ongoing	Increased student achievement on

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Person Responsible	Timeline	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<p>on organization of ideas, use of relevant supporting detail, and revision for accurate grammar</p>			<p>county benchmark assessments, classroom assessments, and English HSA</p>
<p>6. Integrate reading strategies into classroom instruction for improved comprehension and interpretation of print and non-print text beyond the literal</p>	<p>English teachers and Academic Literacy teacher (Contina Quick-McQueen)</p>	<p>Ongoing</p>	<p>Increased student achievement on county benchmark assessments, classroom assessments, and English HSA</p>
<p>7. Utilize Performance Matters data to target students in need of further assistance to attain proficiency and align individual student instruction to specific indicators</p>	<p>English teachers and Academic Literacy teacher (Contina Quick-McQueen)</p>	<p>Ongoing</p>	<p>Increased student achievement on county benchmark assessments, classroom assessments, and English HSA</p>
<p>8. Enroll targeted students in Academic Literacy to improve reading skills</p>	<p>English teachers and Academic Literacy teacher (Contina Quick-McQueen)</p>	<p>July 2007 and ongoing</p>	<p>Improved reading skills as measured by DIBELS</p>
<p>9. Utilize E-School technology</p>	<p>English teachers</p>	<p>Daily</p>	<p>Hits to individual</p>

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Goal 1 Reading
Professional Development Planner

Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
What learning opportunities for staff will be provided? What opportunities will teachers have to practice skills and receive feedback as part of the professional development?	Professional Development Goal aligned to the Needs Assessment. What impact do you hope to achieve? What student groups is (are) targeted?	What is the start date? End-date?	How will this continue? What will be done to provide follow-up? What will it look like	What will you use to evaluate this initiative? How will course corrections be made, if necessary?
Training for E-School	Teachers will attain proficiency with this online resource. The impact to all students and parents would be better, consistent communication of instructional expectations which relate to academic needs. All student groups are targeted.	August 16-21 – then ongoing as needed	There will be an E-School trained specialist in every department. to troubleshoot problems. English (Ed Williams)	Effectiveness will be evaluated by use of the site by teachers, students, and parents.
Workshop for alignment of curriculum maps with classroom instruction and assessment	Newly revised curriculum maps in English are more closely aligned with state standards and will provide more a more coherent, less repetitive instructional program for students	August 15, 2007	Weekly PLC meetings	Increased student performance on county and classroom assessments
Training for Performance Matters	Classroom teachers will access quarterly assessments by student and evaluate their instructional needs. PLC's will collaborate monthly to address corrective measures. Effective PLC's will promote consistent delivery of targeted	Ongoing as needed	PLC monthly meeting	Effectiveness will be evaluated by use of the program by teachers.

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Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
Team building for PLC	instruction across all sections of a course. All student groups are targeted.	August 16-21 and then ongoing as needed	PLC monthly meeting and informally on a daily basis	Effectiveness will be evaluated by the degree of alignment of curriculum with HSA test and the degree of correlation between course content and student needs as measured by Performance Matters data. PLC binder summative evaluation at the end of the year.
Training on use of the HSA scoring rubric, range finding, and writing selected and constructed response items	With regular use of these resources student understanding of HSA content and testing strategies will increase. Teachers will achieve consistent grading practices among PLC members. Evaluate teacher practices for learning based on student written responses. All students needing to pass the HSA will be targeted.	August, 2007- May, 2008. November. Prof. Dev. day with Dr. Linda Lyman and January. midterm review with PLC	PLC monthly meeting and informally when teachers collaborate when grading assessments	Effective use of scoring rubrics will be indicated by consistent scoring on quarterly assessments. Course corrections will include calibrating the use of this tool if writing scores are inconsistent.
Vertical articulation day with middle schools	To promote increased student achievement in writing on HSA and SAT, teachers will focus on improved writing instruction from grades 6-12	March 2008	Strive to promote a vertical articulation team that meets quarterly in the coming school	Increased student achievement on SMCPs benchmark assessments and HAS

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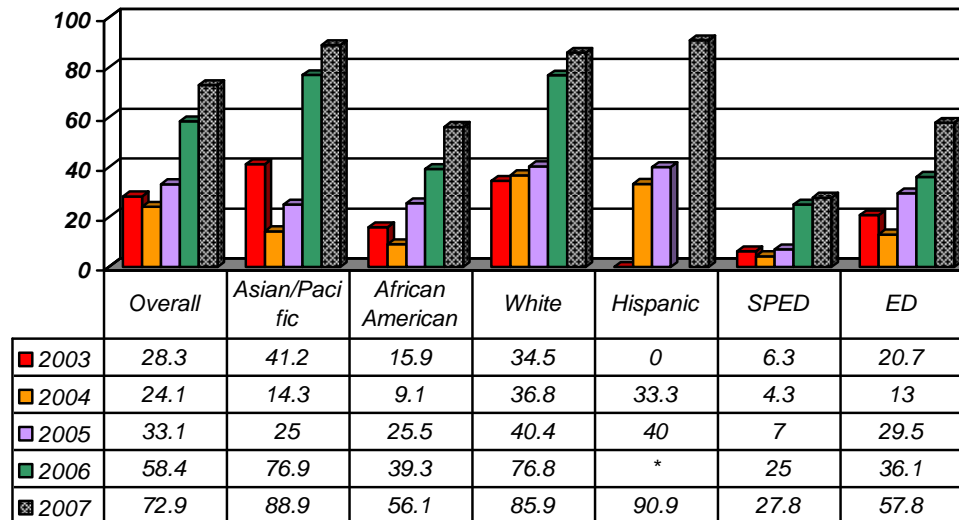
Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
			year	

Mathematics

SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

School Performance Targets: Each school will meet all state established Annual Measurable Objectives (AMO's) for mathematics in 2008.

Algebra



** indicates fewer than 5 students

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2008 Annual Measurable Objective (AMO)			
READING	BIOLOGY	GOVERNMENT	ALGEBRA
82.1	86.5	54.4	82.9

Needs Assessment *(Narrative based on data that includes the identification of root causes)*

Based upon analysis of 2006-2007 Algebra quarterly, midcourse and end of course assessments, marked deficiencies were noted in the following skill areas:

- Representing patterns and/or functional relationships in a table, as a graph, and/or by mathematical expression.
- Solving linear inequalities and describe the solutions using numbers, symbols, and/or graphs
- Solving and describe using numbers, symbols, and/or graphs if and where two straight lines intersect.
- Applying formulas and/or use matrices (arrays of numbers) to solve real-world problems.

School Improvement Goal *(Aligned to the Needs Assessment)*

Teachers will work collaboratively through the mathematics department and targeted Professional Learning Communities (PLC) to consistently deliver instruction and assessment aligned with content standards. Classroom instruction and assessments will be grounded in real-world problems with relevancy to students emphasizing the ability to explain in writing mathematical processes.

Students will develop the ability to solve, graph, and write fluently when given real world applications requiring algebraic manipulation.

Instructional leaders (administrators) will actively contribute to data discussions, facilitate targeted professional development, and seek embedded opportunities for instructional enhancements.

<p>Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i></p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Evaluation/Evidence of student achievement <i>(Based on data)</i></p>
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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Person Responsible	Timeline	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<p>1. All teachers will align and share assessments.</p> <ul style="list-style-type: none"> ○ County Quarterly Assessment ○ County Midterms ○ County End of Course Assessments ○ PLC created assessments <p>2. Utilize Performance Matters data.</p> <ul style="list-style-type: none"> ○ Relevant data discussions will occur at each PLC meeting ○ Data discussions will result in identifying reteaching strategies as well as content that requires reteaching ○ Data will be used to evaluate each quarterly assessment for student attainment of proficiency <p>3. Utilize E-School technology</p> <ul style="list-style-type: none"> ○ Teachers will post weekly assignments and grades ○ Rubrics/evaluation criteria posted ○ Syllabus posted with common grading scale among Mathematics teachers <p>4. Utilize Performance Matters data to</p>	<p>Mathematics Department Chair (Michael Buonivri), Mathematics teachers, Content Supervisor (Alex Jaffurs), and school administrator</p> <p>PLC Lead Teacher, Math teachers, Content Supervisor (Alex Jaffurs), and school administrator</p> <p>Mathematics teachers</p>	<p>Monthly review of assessment data at department meetings which is broken out by teacher and PLC.</p> <p>Monthly PLC meetings with quarterly administrative review of progress</p> <p>Daily</p>	<p>Student quarterly grades as recorded in EZ-GradePro. Improve student achievement on county assessments</p> <p>Performance Matters Data disaggregated by student and teacher. Increased number of students passing PLC created assessments, county assessments and H S A assessment</p> <p>Hits to individual teacher's designated website</p>

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Person Responsible	Timeline	Evaluation/Evidence of student achievement <i>(Based on data)</i>
target students in need of further assistance to attain proficiency on HSA and align individual student instruction to specific indicators.	HSA Mathematics Remediation teacher (Jeanette Hubley) and Mathematics teachers	Ongoing	Performance Matters data, classroom assessments, and previous HSA scores

Parent and Community Involvement *(Strategies to increase/promote effective parental involvement and community collaboration)*

- Communicate with parents regularly through the use of E-School technology. Teachers will post assignments, assessments, grades, attendance, syllabi, evaluative criteria and course content regularly. Information will be available to parents and students at the time of their choosing. For parents that lack computer access, hard copies of student progress will be sent home. This communication will promote effective and timely parent involvement in the instructional process.
- Utilize school webpage, email, teacher phone calls to parents, and the parent link phone system to communicate with parents throughout the school year. The PTSA and partner groups will promote involvement in parent/teacher conference day, open house night, principal's forums, and transition fair.
- Invite parents and community members to quarterly School Improvement Team meetings in an effort to encourage community collaboration on school improvement efforts.
- Invite parents and community members to volunteer in classrooms as academic tutors and mentors to students.
- Share specific information about the HSA to promote increased family involvement in student preparation and achievement.
- Offer HSA remediation books for sale to families again this year. HSA remediation books will also be made available to the public at the Lexington Park library.

Great Mills High School
High School Initiatives 2007-2008
Professional Development Planner

Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
What learning opportunities for staff will be provided? What opportunities will teachers have to practice skills and receive feedback as part of the professional development?	Professional Development Goal aligned to the Needs Assessment. What impact do you hope to achieve? What student groups is (are) targeted?	What is the start date? End-date?	How will this continue? What will be done to provide follow-up? What will it look like (e.g., coaching, planning, demonstrations)?	What will you use to evaluate this initiative? How will course corrections be made, if necessary?
Training for E-School	Teachers will attain proficiency with this online resource. The impact to all students would be better, consistent communication of instructional expectations which relate to academic needs. All student groups are targeted.	August 16-22 – then ongoing as needed	Teachers will be an E-School trained specialist in every department to troubleshoot problems. Mathematics (Katherine Bogdan)	Effectiveness will be evaluated by use of the site by teachers, students, and parents
Training for Performance Matters	Classroom teachers will access quarterly assessments by student and evaluate their instructional needs. PLC's will collaborate monthly to address corrective measures.	Ongoing as needed	This will become part of the teacher's daily routine for planning	Effectiveness will be evaluated by use of the program by teachers
Team building for PLC	Effective PLC's will promote consistent delivery of targeted instruction across all sections of a course. All student groups are targeted.	August 16 and then ongoing as needed	PLC monthly meetings and informally when teachers collaborate when grading assessments	Effectiveness will be evaluated by the degree of alignment of curriculum with H S A test and the degree of correlation between course content and student needs as

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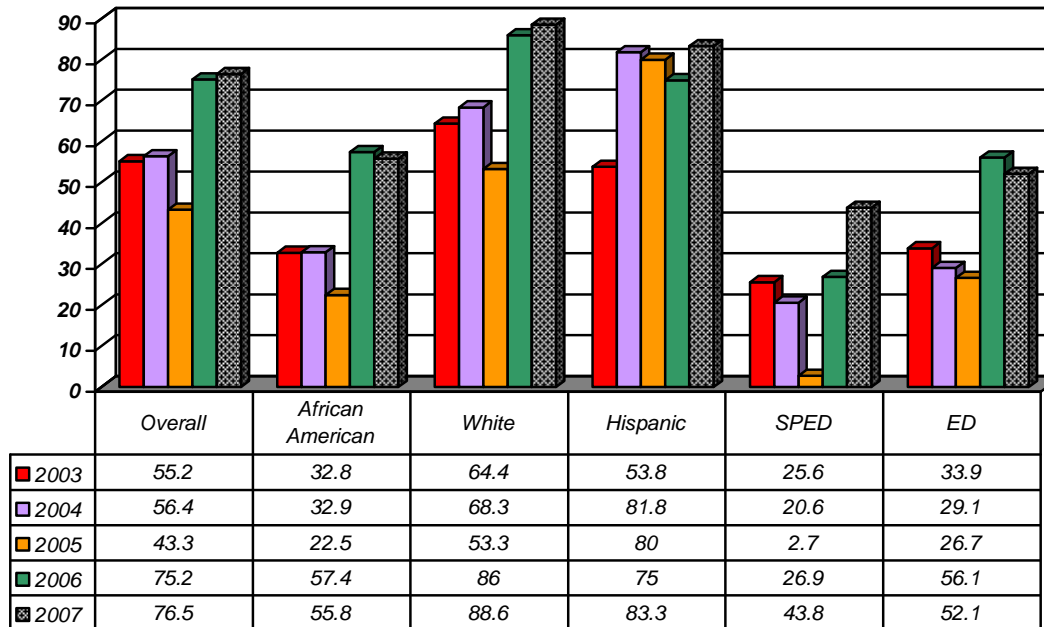
Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
<p>Training on use of Algebra H S A scoring rubric</p>	<p>With regular use of these resources student understanding of H S A content and testing strategies will increase. All students needing to pass the H S A will be targeted.</p>	<p>August 2007 – May 2008. November Professional Development day with Content Supervisor (Alex Jaffurs)</p>	<p>PLC monthly meeting and informally when teachers collaborate when grading assessments</p>	<p>measured by Performance Matters data. PLC binder summative evaluation at the end of the year.</p> <p>Effective use of scoring rubrics will be indicated by consistent scoring on quarterly assessments. Course corrections will include calibrating the use of this tool if writing scores are inconsistent.</p>
<p>Vertical articulation day with middle schools</p>	<p>To promote increased student achievement and consistency in the development of mathematics skills</p>	<p>March 2008 (Professional Day)</p>	<p>Strive to promote a vertical articulation team that meets quarterly in the coming year</p>	<p>Increased student achievement on SMCPs benchmark assessments and HSA</p>

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SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

School Performance Targets: Each School will meet all locally established targets for High School Assessments, Advanced Placement and SAT in 2008.

Biology HSA



**Asian/Pacific scores are not available fewer than five students were tested*

2008 Annual Measurable Objective (AMO)			
READING	BIOLOGY	GOVERNMENT	ALGEBRA
82.1	86.5	54.4	82.9

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Needs Assessment *(Narrative based on data that includes the identification of root causes)*

Based upon analysis of 2006-2007 quarterly, midcourse and end of course assessments in Performance Matters, marked deficiencies were noted in the following skill areas:

- Many students (especially special education students) are **reading significantly below grade level**. Evidence is shown through reading aloud during class, poor quality of written responses and vocabulary not used appropriately in verbal or written responses. Students do not understand handouts and have poor comprehension skills during class activities.
- Students will not take risks to **write constructed responses**.
- **Organizational skills** are lacking in many students in standard and co-taught biology classes.
- Specific indicators where students scored poorly (based on Performance Matters data):
 - Describing the unique characteristics of chemical substances and macromolecules utilized by living systems
 - Comparing the transfer and use of matter and energy in photosynthetic and non-photosynthetic organisms
 - Discussing factors involved in the regulation of chemical activity as part of a homeostatic mechanism
 - Explaining processes and the function of related structures found in unicellular and multi-cellular organisms
 - Illustrating and explaining how expressed traits are passed from parent to offspring
 - Demonstrating that the sorting and recombination of genes during sexual reproduction has an effect on variation in offspring
 - Explaining how a genetic trait is determined by the code in a DNA molecule
 - Analyzing the relationships between biotic diversity and abiotic factors in environments and the resulting influence on ecosystems
 - Concluding that cells exist within a narrow range of environmental conditions and changes to that environment, either naturally occurring or induced, may cause changes in the metabolic activity of the cell or organism
 - Analyzing the interrelationships and interdependencies among different organisms and explain how these relationships contribute to the stability of the ecosystem
 - Identifying meaningful, answerable scientific questions
 - Analyzing data to make predictions, decisions, or draw conclusions
 - Formulating a working hypothesis
 - Selecting appropriate instruments and materials to conduct an investigation
 - Identifying appropriate methods for conducting an investigation, including independent and dependent variables, and affirm the need for proper controls in an experiment
 - Reading a technical selection and interpret it appropriately
 - Expressing and/or comparing small and large quantities using scientific notation and relative order of magnitude
- Many of the items above relate to the scientific method. The data suggests that more scientific inquiry labs in which students design

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their own labs should be included in the biology course.

School Improvement Goal (*Aligned to the Needs Assessment*)

Teachers will work collaboratively through the Science department and a targeted Biology Professional Learning Community (PLC) to consistently deliver instruction and assessment aligned with content standards. Instructional emphasis will be placed on utilizing reading and writing strategies to maximize engagement and retention of concepts. Biology teachers met for two days in summer 2007 to create a common lab format, more inquiry based labs, and common constructed responses for lab assessments. High school and middle school teachers will continue to communicate to improve student transition.

Students will develop proficiency with skills and processes necessary to pass the Biology HSA. Skills include reading comprehension and written composition. Organizational skills will be reinforced in standard and co-taught classes by binder assessments in order to improve study skills.

Instructional leaders (administrators) will actively contribute to data discussions and facilitate targeted professional development through the PLC meetings.

Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Person Responsible	Timeline	Evaluation/Evidence of student achievement <i>(Based on data)</i>
1. All teachers will align and share assessments <ul style="list-style-type: none"> ○ County Quarterly Assessments ○ County Midterms ○ HSA ○ PLC created assessments 2. Utilize Performance Matters data <ul style="list-style-type: none"> ○ Relevant data will underpin each PLC meeting ○ Data will be used to evaluate each quarterly assessment for student attainment of proficiency 	Science Department Chair (Jean Illingworth), Biology teachers, Content Supervisor (Claudia Wortman), and school administrator PLC Lead teacher (John Spinicchia), Biology teachers, Content Supervisor (Claudia Wortman), and school administrator	Monthly review of assessment data at PLC meetings Monthly PLC meetings with quarterly administrative review of progress	County assessment scores in Performance Matters, scores on PLC generated assessments in E-School and minutes from PLC meetings Performance Matters Data disaggregated by student and teacher

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Person Responsible	Timeline	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<p>lessons, and assessments will continue to be implemented.</p> <p>7. Provide in classroom storage space for books and binders to enhance student organization</p> <p>8. Participation in vertical articulation</p> <ul style="list-style-type: none"> o Creating a common lab format o High school teachers discuss with middle school teachers weak indicators of incoming students. Examples: Scientific notation, metric system <p>9. Enroll targeted students in HSA remediation program to support student achievement on the HSA</p>	<p>Standard and co-taught classroom teachers</p> <p>Administration, high school and middle school science teachers</p> <p>Administration, Guidance Counselors, classroom teachers</p>	<p>Daily</p> <p>March- Professional Development Day</p> <p>August 2007 and January 2008</p>	<p>Student grades</p> <p>Lab / classroom performance</p> <p>HSA scores</p>

Parent and Community Involvement *(Strategies to increase/promote effective parental involvement and community collaboration)*

- Communicate with parents regularly through the use of E-School technology. Teachers will post assignments, assessments, grades, attendance, syllabi, evaluative criteria and course content regularly. Information will be available to parents and students at the time of their choosing. For parents that lack computer access, hard copies of student progress will be sent home. This communication will promote effective and timely parent involvement in the instructional process.
- Utilize school webpage, email, teacher phone calls to parents, and the parent link phone system to communicate with parents throughout the school year. The PTSA and partner groups will promote involvement in parent/teacher conference day, open house night, principal's forums, and transition fair.
- Invite parents and community members to quarterly School Improvement Team meetings in an effort to encourage community

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collaboration on school improvement efforts.

- Invite parents and community members to volunteer in classrooms as academic tutors and mentors to students.
- Share specific information about the HSA to promote increased family involvement in student preparation and achievement.
- Offer HSA remediation books for sale to families again this year. HSA remediation books will also be made available to the public at the Lexington Park library.

Professional Development Planner

Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
What learning opportunities for staff will be provided? What opportunities will teachers have to practice skills and receive feedback as part of the professional development?	Professional Development Goal aligned to the Needs Assessment. What impact do you hope to achieve? What student groups is (are) targeted?	What is the start date? End-date?	How will this continue? What will be done to provide follow-up? What will it look like	What will you use to evaluate this initiative? How will course corrections be made, if necessary?
Training for E-School	Teachers will attain proficiency with this online resource. The impact to all students and parents would be better, consistent communication of instructional expectations which relate to academic needs. All student groups are targeted.	August 16-21 – then ongoing as needed	There will be an E-School trained specialist in every dept. to troubleshoot problems. Science (John Spinicchia)	Effectiveness will be evaluated by use of the site by teachers, students, and parents.
Training for Performance Matters	Classroom teachers will access quarterly assessments by student and evaluate their instructional needs. PLC's will collaborate monthly to address corrective measures.	Ongoing as needed	PLC monthly meeting.	Effectiveness will be evaluated by use of the program by teachers.
Team building for PLC	Effective PLC's will promote	Aug 16-21	PLC monthly	Effectiveness will be

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Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
	consistent delivery of targeted instruction across all sections of a course. All student groups are targeted.	and then ongoing as needed	meeting and informally on a daily basis.	evaluated by the degree of alignment of curriculum with HSA test and the degree of correlation between course content and student needs as measured by Performance Matters data. PLC binder summative evaluation at the end of the year.
Training on use of the HSA scoring rubric, range finding, and writing selected and constructed response items	With regular use of these resources student understanding of HSA content and testing strategies will increase. Teachers will achieve consistent grading practices among PLC members. Evaluate teacher practices for learning based on student written responses. All students needing to pass the HSA will be targeted.	Aug., 2007- May, 2008. Nov. Prof. Dev. day with Claudia Wortman and Jan. midterm review with PLC.	PLC monthly meeting and informally when teachers collaborate when grading assessments	Effective use of scoring rubrics will be indicated by consistent scoring on quarterly assessments. Course corrections will include calibrating the use of this tool if writing scores are inconsistent.
Vertical articulation day with middle schools	To promote increased student achievement and consistency on the scientific method and lab format	March 2008 – Prof. Dev.	Strive to promote a vertical articulation team that meets quarterly in the coming school year	Increased student achievement on SMCPs benchmark assessments and HSA
Biology teacher collaboration	To create common lab formats,	Aug 9 and	Review during	Increased student

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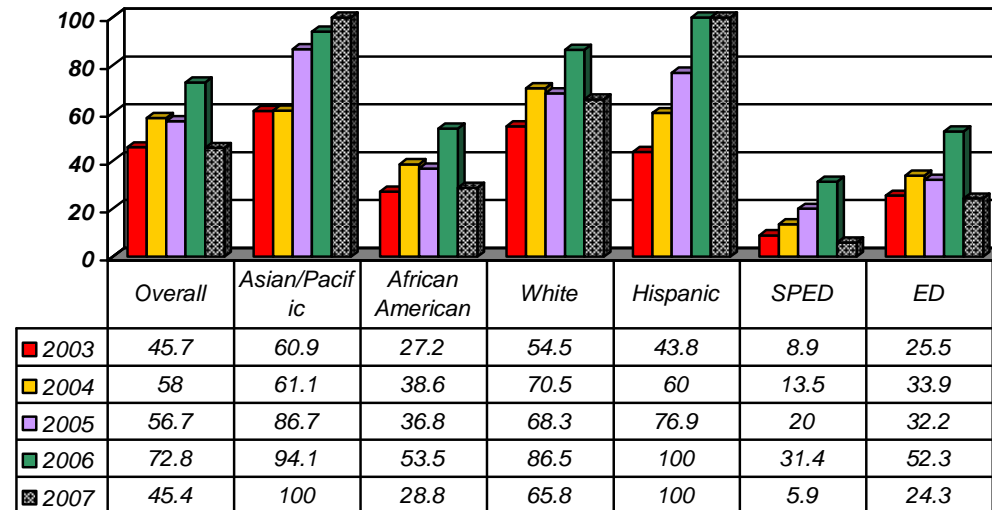
Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
	common constructed responses, and more inquiry based labs	10, 2007	PLC meetings after items are implemented	achievement on SMCPS benchmark assessments, classroom assessments and HSA

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GOVERNMENT

SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

School Performance Targets: Each School will meet or exceed all locally established targets for High School Assessments, Advanced Placement and SAT in 2008.



2008 Annual Measurable Objective (AMO)			
READING	BIOLOGY	GOVERNMENT	ALGEBRA
82.1	86.5	54.4	82.9

Needs Assessment *(Narrative based on data that includes the identification of root causes)*

Based upon most recent data from county benchmark assessments using Performance Matters, students at Great Mills showed deficiencies in a number of areas: economics, demographics, government policy and its effects, regional influence on policy, comparative

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views of government, the effects of our governmental principles on the functions of government, evaluation of government's role in public policy, and how citizens can affect change in policy and institutions. The deficiencies resulted from the following root causes:

- Although some progress was made toward developing the higher order thinking skills necessary for the analytical and evaluative components, some students are still lacking in these areas.
- Although many teachers did attempt to reinforce and provide practice of the writing skills and reading comprehension skills needed to be successful on the assessment, some students did not show significant progress.
- Some teachers did not structure their assessments to mirror the SR, BCR, ECR components of the HSA.

School Improvement Goal *(Aligned to the Needs Assessment)*

Teachers will work collaboratively through the Social Studies department and the Government Professional Learning Community to consistently deliver instruction and assessment aligned with content standards. Instructional emphasis will be placed on how demographics, geography, and economic factors impact the development and evolution of political systems and policies, and other topics as necessary as new testing data is received. These goals should be reflected in nine week lesson plans and weekly plans and in quarterly PLC action plans.

Students will develop proficiency in analyzing, comparing, and discussing political systems, policies, and the factors that influence them. They will employ these skills when composing, writing, and editing responses structured around government content standards.

Instructional leaders (administrators) will actively contribute to data discussions, facilitate targeted professional development, and seek embedded opportunities to provide instructional enhancements.

Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
1. All teachers will align and share assessments <ul style="list-style-type: none"> ○ County Quarterly Assessments ○ County Midterms ○ PLC created unit assessments 2. All teachers will align and	Quarterly review of county assessment data and monthly review of PLC generated classroom assessments (data and alignment) by Govt. PLC	Government. PLC, Department Chair (Sean Twigg), Content Supervisor (Kevin Wright), and school administrator	County assessment scores in Performance Matters, scores on PLC generated assessments in E-School, and minutes from PLC meetings

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
share units and instructional strategies <ul style="list-style-type: none"> ○ PLC created curriculum map based on county curriculum map ○ PLC created BCR/ ECRs and writing tasks ○ Instructional strategies to promote higher order thinking skills 	Weekly Government PLC meetings	Government. PLC, Department Chair (Sean Twigg), Content Supervisor (Kevin Wright), and school administrator	Performance Matters Data disaggregated by student and teacher
3. Utilize Performance Matters data to target students in need of further assistance to attain proficiency	Weekly Government PLC meetings	Government PLC, Department Chair (Sean Twigg), Content Supervisor (Kevin Wright), and school administrator	Students' scores on county benchmark assessments and classroom assessments
4. Utilize MSDE Online Course in Civics classes. This provides a review of HSA government topics.	Use of on-line course is integrated in the PLC curriculum map, and 9-week unit plans	HSA Remediation Teacher (Elizabeth Yokley) and Government teachers	Students' scores on county benchmark assessments and classroom assessments
5. Provide individualized instruction for identified students	Ongoing	HSA Remediation Teacher (Elizabeth Yokley) and Government teachers	Students' scores on county benchmark assessments and classroom assessments
6. Utilize constructed responses and reading strategies	Ongoing	Government teachers supported by the Academic Literacy teacher (Contina Quick-McQueen)	Classroom assessment scores; increased use of reading strategies as

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High School Initiatives 2007-2008**

Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<p style="text-align: center;">common grading scale among government teachers.</p> <p>8. Enroll targeted students in HSA remediation program to support student achievement on the HSA</p>	<p style="text-align: center;">August 2007 and January 2008</p>	<p style="text-align: center;">Administration, Guidance Counselors, classroom teachers</p>	<p style="text-align: center;">HSA scores</p>
<p>Parent and Community Involvement <i>(Strategies to increase/promote effective parental involvement and community collaboration)</i></p> <ul style="list-style-type: none"> • Communicate with parents regularly through the use of E-School technology. Teachers will post assignments, assessments, grades, attendance, syllabi, evaluative criteria and course content regularly. Information will be available to parents and students at the time of their choosing. For parents that lack computer access, hard copies of student progress will be sent home. This communication will promote effective and timely parent involvement in the instructional process. • Utilize school webpage, email, teacher phone calls to parents, and the parent link phone system to communicate with parents throughout the school year. The PTSA and partner groups will promote involvement in parent/teacher conference day, open house night, principal's forums, and transition fair. • Invite parents and community members to quarterly School Improvement Team meetings in an effort to encourage community collaboration on school improvement efforts. • Invite parents and community members to volunteer in classrooms as academic tutors and mentors to students. • Share specific information about the HSA to promote increased family involvement in student preparation and achievement. • Offer HSA remediation books for sale to families again this year. HSA remediation books will also be made available to the public at the Lexington Park library. 			

**Great Mills High School
High School Initiatives 2007-2008
Professional Development Planner**

Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
What learning opportunities for staff will be provided? What opportunities will teachers have to practice skills and receive feedback as part of the professional development?	Professional Development Goal aligned to the Needs Assessment. What impact do you hope to achieve? What student groups is (are) targeted?	What is the start date? End-date?	How will this continue? What will be done to provide follow-up? What will it look like	What will you use to evaluate this initiative? How will course corrections be made, if necessary?

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<p>Training for E-School</p>	<p>Teachers will attain proficiency with this online resource. The impact to all students and parents would be better, consistent communication of instructional expectations which relate to academic needs. All student groups are targeted.</p>	<p>August 16-21 – then ongoing as needed</p>	<p>There will be an E-School trained specialist in every department to troubleshoot problems. Social Studies (Sean Twigg)</p>	<p>Effectiveness will be evaluated by use of the site by teachers, students, and parents.</p>
<p>Training for Performance Matters</p>	<p>Classroom teachers will access quarterly assessments by student and evaluate their instructional needs. PLC's will collaborate monthly to address corrective measures.</p>	<p>Ongoing as needed</p>	<p>PLC monthly meeting</p>	<p>Effectiveness will be evaluated by use of the program by teachers.</p>
<p>Team building for PLC</p>	<p>Effective PLC's will promote consistent delivery of targeted instruction across all sections of a course. All student groups are targeted.</p>	<p>August 16-21 and then ongoing as needed</p>	<p>PLC weekly meeting and informally on a daily basis</p>	<p>Effectiveness will be evaluated by the degree of alignment of curriculum with HSA test and the degree of correlation between course content and student needs as measured by Performance Matters</p>

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<p>Training on use of the HSA scoring rubric, range finding, and writing selected and constructed response items</p>	<p>With regular use of these resources student understanding of HSA content and testing strategies will increase. Teachers will achieve consistent grading practices among PLC members. Evaluate teacher practices for learning based on student written responses. All students needing to pass the HSA will be targeted.</p>	<p>August 2007- May 2008. November Prof. Dev. day with Content Supervisor (Kevin Wright) and January midterm review with PLC</p>	<p>PLC weekly meeting and informally when teachers collaborate when grading assessments</p>	<p>data. PLC binder summative evaluation at the end of the year.</p> <p>Increased student achievement on SMCPS benchmark assessments and HSA; effective use of scoring rubrics will be indicated by consistent scoring on quarterly assessments. Course corrections will include calibrating the use of this tool if writing scores are inconsistent.</p>
<p>Vertical articulation day with middle schools</p>	<p>To promote increased student achievement, consistency in the development of social studies skills; including writing, and coordinate articulation between 8th and 9th grade US History</p>	<p>March 2008 (Professional Day)</p>	<p>Strive to promote a vertical articulation team that meets quarterly in the coming school year</p>	<p>Increased student achievement on SMCPS benchmark assessments, classroom assessments and HSA</p>

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ADVANCED PLACEMENT

SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

School Performance Targets: Each School will meet all locally established targets for High School Assessments, Advanced Placement and SAT in 2008.

	Number of Tests 05-06	Number of Tests 06-07	Count 3 or Higher 05-06	Count 3 or Higher 06-07	Percent 3 or Higher 05-06	Percent 3 or Higher 06-07
United States History	77	64	7	7	9.1	10.9
History of Art	6	5	1	5	16.7	100.0
Art: Studio Art-2-D Design	7	2	2	1	28.6	50.0
Biology	13	10	2	5	15.4	50.0
Chemistry	9	0	6	--	66.7	--
Computer Science A	11	0	1	--	9.1	--
English Language and Composition	41	48	12	15	29.3	31.3
English Literature and Composition	58	67	18	16	31.0	23.9
Environmental Science	14	0	1	--	7.1	--
French Language	6	0	1	--	16.7	--
Government and Politics: United States	20	25	10	9	50.0	36.0
Calculus: AB	46	41	19	18	41.3	43.9
Calculus: BC	15	9	11	8	73.3	88.9
Music - Nonaural Subscore	4	6	1	3	25.0	50.0
Physics B	19	28	17	23	89.5	82.1
Physics C - Mechanics	1	0	1	--	100.0	--
Physics C - Electricity and magnetism	1	0	1	--	100.0	--
Psychology	43	30	10	11	23.3	36.7
Spanish Language	5	4	4	2	80.0	50.0
Statistics	21	13	2	5	9.5	38.5
World History	76	55	13	10	17.1	18.2
	508	407	155	138	30.5	33.9

Needs Assessment (Narrative based on data that includes the identification of root causes)

Advance Placement

- 33.9% of the students scored 3 or better.
- US History, World History, English Language and Literature, and Psychology had significant enrollment increases in 2005-2006 but saw sharp drops in scores from the previous year. In 2006-2007, fewer Advanced Placement tests were administered; however

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many subject areas are saw significant gains in the percent of students who scored three or higher.

There is an overall need to raise Advanced Placement scores. All Advanced Placement teachers must pass the AP Audit which includes the five day Advanced Placement training for the AP course that they teach. In some cases students are not familiar with the AP test format. This stems from the fact that released test materials are not being used by classroom teachers.

Vertical articulation was in evidence in the areas of Calculus and Physics and these AP courses had the best scores. The instructional program would benefit from more vertical articulation efforts. Pre-AP teachers should receive training for the AP courses that their course feeds into; for example, the Honors English 9 & 10 teachers should be trained for AP English Literature & AP English Language.

School Improvement Goal *(Aligned to the Needs Assessment)*

Teachers will work collaboratively through content peers to ensure feeder courses for AP are rigorous and assessed by standard, sharing rubrics used by ETS for inclusion in classes for written work. Teachers will monitor and assess student proficiency building toward the AP exams in May. Teachers will seek and attend professional opportunities to further pedagogic skill and familiarity with ETS protocol. Teachers will also prepare and publish explicit syllabi for courses. This is required for the College Board audit of AP courses this year.

Students will seek after school sessions to work with peers to reinforce lessons learned and prepare for AP tests. Students will track their progress throughout the year to ensure they are on target for the exam.

Instructional leaders (administrators) will provide professional development for AP teachers for aligning instruction and assessments as well as opportunities offered by ETS. They will also provide common time for collaborative planning; vertical collaboration conducive to AP

Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Person Responsible	Timeline	Evaluation/Evidence of student achievement <i>(Based on data)</i>
Advanced Placement 1. Use AP Potential for increasing enrollment of students with academic potential 2. Provide AP information night for recruiting students	School Counselors AP teachers School Counselors AP teachers, school	March – June 08 February 2008	Increased AP enrollment from the previous year Increased percentage of students scoring three or higher on the AP

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Person Responsible	Timeline	Evaluation/Evidence of student achievement <i>(Based on data)</i>
3. Enroll students in advanced placement course support especially those who are new to the AP pipeline and provide additional before/after school support for students in AP classes. Align curriculum to address student needs	administrator (Marian Steinbach) AP teachers, AP course support teacher (Barry Hendricks)	August 07 – April 08	tests over the previous year Increased percentage of students scoring three or higher on the AP tests over the previous year
4. Teachers will work in Advanced Placement PLC of AP teachers & pre-AP teachers to develop syllabus, align instruction and assessments	All AP teachers, AP support teacher (Barry Hendricks), Supervisor for Gifted & Talented (Laura Carpenter) and administrator (Marian Steinbach)	August 07 – April 08	Increased percentage of students scoring three or higher on the AP tests over the previous year
5. Encourage more teachers to complete the College Board course AP audit to prepare for future needs	AP teachers, Supervisor for Gifted & Talented (Laura Carpenter) and administrator (Marian Steinbach)	June – August 2007 August – April	College Board Audit Approval
6. Maintain a list of teachers who have successfully completed the AP Audit	Supervisor for Gifted & Talented (Laura Carpenter) and administrator (Marian Steinbach)	June – August 2007 August - April	Accurate list of teachers successfully completing the AP Audit
Parent and Community Involvement <i>(Strategies to increase/promote effective parental involvement and community collaboration)</i>			
<ul style="list-style-type: none"> Communicate with parents regularly through the use of E-School technology. Teachers will post assignments, assessments, grades, 			

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attendance, syllabi, evaluative criteria and course content regularly. Information will be available to parents and students at the time of their choosing. For parents that lack computer access, hard copies of student progress will be sent home. This communication will promote effective and timely parent involvement in the instructional process.

- Utilize school webpage, email, teacher phone calls to parents, and the parent link phone system to communicate with parents throughout the school year. The PTSA and partner groups will promote involvement in parent/teacher conference day, open house night, principal's forums, and transition fair.
- Invite parents and community members to quarterly School Improvement Team meetings in an effort to encourage community collaboration on school improvement efforts.
- Invite parents and community members to volunteer in classrooms as academic tutors and mentors to students.

Professional Development Planner

Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
What learning opportunities for staff will be provided? What opportunities will teachers have to practice skills and receive feedback as part of the professional development?	Professional Development Goal aligned to the Needs Assessment. What impact do you hope to achieve? What student groups is (are) targeted?	What is the start date? End-date?	How will this continue? What will be done to provide follow-up? What will it look like	What will you use to evaluate this initiative? How will course corrections be made, if necessary?
Training for E-school	All teachers will attain proficiency with this online resource. The impact to all students would be better, consistent communication of instructional expectations which relate to academic needs. All student groups are targeted.	August 16-21 – then ongoing as needed	There will be an E-School trained specialist in every department to troubleshoot problems	Effectiveness will be evaluated by use of the site by teachers, students, and parents
Training for Performance Matters	Use of Performances Matters data will allow teachers to identify the students who have the potential to enroll in AP classes	August 16 and September 22 – then ongoing as	Monthly PLC meeting	Effectiveness will be evaluated by AP scores.

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Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
Training for PLC's	Effective PLC's will promote consistent delivery of targeted instruction across all sections of a course. All student groups are targeted.	needed August 16 and September 22 – then ongoing as needed	Monthly PLC meeting	Effectiveness will be evaluated by AP scores.
Advanced Placement training for AP & Pre-AP teachers	Teachers will learn methods for helping students be better prepared for the AP tests. The teachers will become more proficient in delivering instruction with the appropriate level of rigor.	Summer 2008 – AP training provided by College Board	Teachers who do not pass the AP audit will not teach AP courses. Teachers whose students score poorly will be asked to attend training again or be mentored by a fellow AP teacher	Increased percentage of teachers who have completed AP audit. Effectiveness will be evaluated by AP scores

-SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

School Performance Targets: Each School will meet or exceed all locally established targets for High School Assessments, Advanced Placement and SAT in 2008.

Students at GMHS will achieve, on average, higher scores on all three components of the SAT test than the prior year.

Great Mills High School		GMHS 05-06	GMHS 06-07	SMCPS	MD	National
	Critical Reading	494	494	512	509	503
	Mathematics	503	503	522	509	518
	Writing	474	474	500	499	497

Needs Assessment (Narrative based on data that includes the identification of root causes)

In addition to scoring below the national average on all three components of the SAT, scores of students subgroups reveal a larger achievement gap between African Americans and Asian students, white and Asian students, and between Hispanic and white students.

Research shows minority students score better on the ACT because it assess content knowledge rather than aptitude. Therefore we must market the ACT in addition to SAT.

SAT data trends show GMHS students score lower, on average, than SMCPS, MD, and national averages on the writing portion of the SAT. GMHS students struggle with writing, organization, and syntax. This deficiency should be addressed in all content areas.

National trend data indicates that students whose parents attended college score better on the SAT than those whose parents did not attend college.

Statistics show students who took the PSAT have higher scores on the SAT than those who did not. Therefore, SMCPS requires all tenth and eleventh grade students to take the PSAT in October.

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School Improvement Goal (Aligned to the Needs Assessment)

Target and provide interventions to students who do not meet SMCPS and GMHS targets.

Strategies and Activities (Targeted to priority need to eliminate the achievement gap for identified students/groups)	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
1. Encourage minority students to take higher level courses to prepare for the SAT or ACT	August 07- June 08	Assistant Principal (Marian Steinbach), all teachers, guidance counselors and administrators	Course enrollment data for 2008-2009
2. Encourage students to explore and take the ACT	August 07- June 08	Guidance Counselors (Elizabeth Ripple, Judi Stokes, Audra Bishop, and Jennifer Cole)	ACT enrollment
3. Encourage students to take the SAT after completing the PSAT/SAT course	August 07- June 08	PSAT teachers (Karin Dubois, Mike Winegrad), Guidance Counselors (Elizabeth Ripple, Judi Stokes, Audra Bishop, and Jennifer Cole)	Increased number of students taking the SAT
4. Develop and promote SAT resources available at GMHS, the Public Library and at other county locations	August 07 - June 08	PSAT teachers (Karin Dubois, Mike Winegrad), Media Specialist (Deborah Kole)	Resource list
5. Explore funding opportunities to purchase Kaplan Classic SAT Prep novels to be used with the SAT class	Ongoing	PSAT teachers (Karin Dubois, Mike Winegrad), Guidance Counselors (Elizabeth Ripple, Judi Stokes, Audra Bishop, and	Funds awarded for purchase of materials

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Strategies and Activities (Targeted to priority need to eliminate the achievement gap for identified students/groups)	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<p>6. All honors ninth, tenth, and eleventh graders will take the PSAT in a high quality testing climate</p> <ul style="list-style-type: none"> ○ Incentives, such as snacks and breakfast, will be used to keep students attentive and focused. ○ Testing groups will be organized by class rather than alphabetical 	October, 2007	<p>Jennifer Cole)</p> <p>Karin Dubois; PSAT teacher, Guidance Counselors (Elizabeth Ripple, Judi Stokes, Audra Bishop, and Jennifer Cole), and school administrator</p>	Increased PSAT test scores
<p>7. All English and Mathematics teachers will include a daily warm-up SAT problem</p>	Daily August 2007- June 2008	All Mathematics and English teachers	Increased PSAT and SAT scores
<p>8. Increase the rigor of writing and vocabulary of all content area classes to support SAT scores</p>	August 2007- June 2008	All English and mathematics teachers	Increased PSAT and SAT scores
<p>9. Encourage English and mathematics teachers to utilized the online SAT program to evaluate the needs of their students and areas of weaknesses. Teachers can use this as a guide in planning</p>	August 2007- June 2008	Supervisor of Instruction (Laura Carpenter), Administrator (Marian Steinbach), English Department Chair (Mary Corbett), Mathematics Department Chair (Michael Buonviri), all English and	Increased PSAT and SAT scores

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Strategies and Activities (Targeted to priority need to eliminate the achievement gap for identified students/groups)	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<p>instruction and SAT warm-ups</p> <p>10. Continue the word of the day on Hornet TV and use word of the day in a sentence. Encourage all teachers to use the word of the day in their classroom</p> <p>11. Promote and staff the GMHS Writing Center located in the Media Center Monday through Thursday after school. Explore the potential of using trained college student volunteers, trained by the writing center teachers, and professors, during the day</p> <p>12. Explore the possibility of scheduling a private, student funded SAT class and/or refresher course prior to each SAT exam date</p> <p>13. Work with SOMD CAN (Southern Maryland College Access Network) to insure students are registering for the</p>	<p>Daily, August 2007 – June 2008</p> <p>Weekly August 2007 – June 2008</p> <p>Fall 2007</p> <p>August 2007 – June 2008</p>	<p>Mathematics teachers</p> <p>Hornet TV Advisor (Edward Williams), all teachers; Administrators (Tracey Heibel, Marian Steinbach)</p> <p>Media Specialist (Deborah Kole), English Teacher (Edward Williams), and school administrator.</p> <p>English teacher (Jill Heck), Media Specialist (Deborah Kole)</p> <p>Career Center Specialist (Ramona Smith); SOMD CAN Representative (Robin Willis), Guidance Counselors (Elizabeth</p>	<p>Increased PSAT and SAT scores</p> <p>Increased PSAT and SAT scores</p> <p>After school SAT/refresher course.</p> <p>Increase number of students qualifying and participating in the Southern MD program; registering for the SAT/ACT and</p>

**Great Mills High School
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Strategies and Activities (Targeted to priority need to eliminate the achievement gap for identified students/groups)	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
SAT/ACT and applying for colleges		Ripple, Judi Stokes, Audra Bishop, and Jennifer Cole), and school administrators	applying for college
14. Schedule a college information night	October 2007	Career Center Specialist (Ramona Smith); SOMD CAN Representative (Robin Willis) Guidance Counselors (Elizabeth Ripple, Judi Stokes, Audra Bishop, and Jennifer Cole), and school administrators	Students/Parents attending information session.
15. Schedule a FAFSA parent information night	February 2008	Career Center Specialist (Ramona Smith); Guidance Counselors (Elizabeth Ripple, Judi Stokes, Audra Bishop, and Jennifer Cole), and school administrators	Students/Parents attending information session.
16. Explore the potential of scheduling single-sex Mathematics and English classes to improve student achievement. National trend data supports this concept	Ongoing	Guidance Department Chairperson (Elizabeth Ripple) Career Center Specialist (Ramona Smith), Media Specialist (Deborah Kole) and school administrators (Tracey Heibel, Marian Steinbach)	Community, parent, student interest
17. Explore the potential of Video taping PSAT/SAT Prep Class for viewing on Channel	Ongoing	Hornet TV Advisor (Edward Williams), Career Center Specialist (Ramona Smith) and	Community, parent, student interest

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Strategies and Activities (Targeted to priority need to eliminate the achievement gap for identified students/groups)	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<p>96</p> <p>18. Explore the potential of creating Hornet Radio to broadcast SAT /ACT information around school grounds.</p>	<p>Ongoing</p>	<p>Guidance Department Chair (Elizabeth Ripple) and Media Specialist (Josie Grahman)</p> <p>Hornet TV Advisor (Edward Williams), Career Center Specialist (Ramona Smith) and Guidance Department Chair (Elizabeth Ripple) and Media Specialist (Josie Grahman)</p>	<p>Community, parent, student interest</p>

Parent and Community Involvement *(Strategies to increase/promote effective parental involvement and community collaboration)*

- Communicate with parents regularly through the use of E-School technology. Teachers will post assignments, assessments, grades, attendance, syllabi, evaluative criteria and course content regularly. Information will be available to parents and students at the time of their choosing. For parents that lack computer access, hard copies of student progress will be sent home. This communication will promote effective and timely parent involvement in the instructional process.
- Utilize school webpage, email, teacher phone calls to parents, and the parent link phone system to communicate with parents throughout the school year. The PTSA and partner groups will promote involvement in parent/teacher conference day, open house night, principal's forums, and transition fair.
- Invite parents and community members to quarterly School Improvement Team meetings in an effort to encourage community collaboration on school improvement efforts.
- Invite parents and community members to volunteer in classrooms as academic tutors and mentors to students.
- Share specific information about PSAT/SAT to promote increased family involvement in student preparation and achievement.
- Offer PSAT/SAT resources to families at the school and the public at the Lexington Park library.

**Great Mills High School
High School Initiatives 2007-2008
Professional Development Planner**

Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
<p>What learning opportunities for staff will be provided? What opportunities will teachers have to practice skills and receive feedback as part of the professional development?</p>	<p>Professional Development Goal aligned to the Needs Assessment. What impact do you hope to achieve? What student groups is (are) targeted?</p>	<p>What is the start date? End-date?</p>	<p>How will this continue? What will be done to provide follow-up? What will it look like (e.g., coaching, planning, demonstrations)?</p>	<p>What will you use to evaluate this initiative? How will course corrections be made, if necessary?</p>
<p>PD for SAT course teachers</p> <p>SAT Questions for faculty</p> <p>SAT Online Course training</p> <p>ACT awareness</p>	<p>All faculty and staff</p> <p>English and Mathematics teachers</p> <p>All faculty</p>	<p>Monthly faculty meetings</p> <p>September 2007</p> <p>September 2007</p>	<p>Warm ups and closure: SAT questions will be provided for each faculty meeting</p> <p>Program used in classrooms or link provided for students to use at home</p> <p>Power Point presentation during the September faculty meeting</p>	<p>Increased SAT questions used in classrooms daily</p> <p>Increased student use as documented by student feedback</p> <p>Increased ACT registration</p>

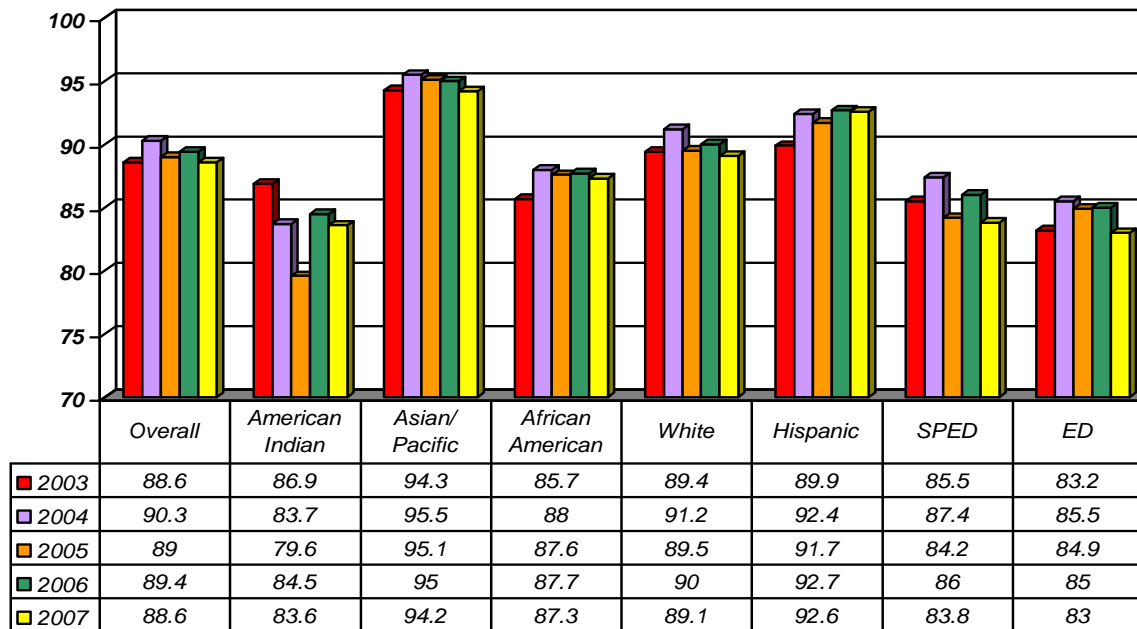
**Great Mills High School
High School Initiatives 2007-2008**

ATTENDANCE / GRADUATION

SMCPS Master Plan Goal 5: All Students will graduate from high school.

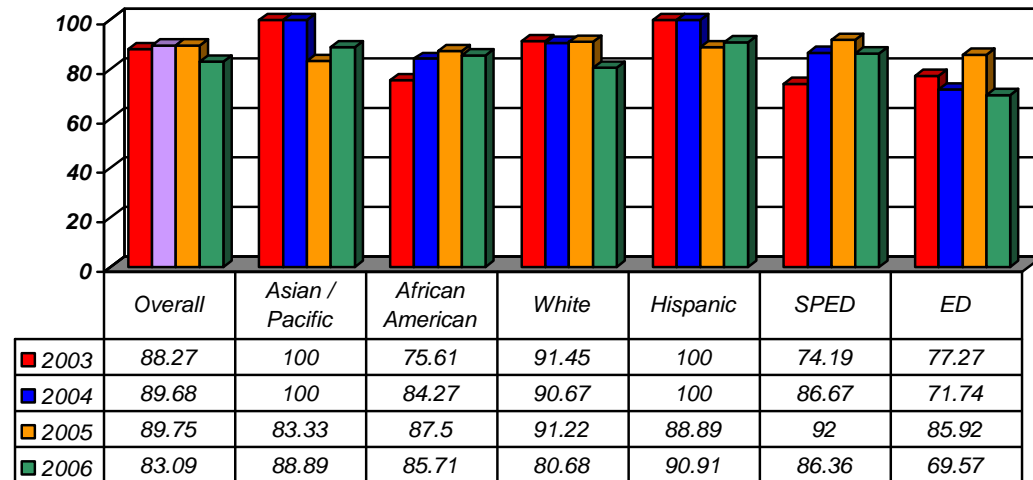
School Performance: School Target: Each School will meet or exceed all state established Annual Measurable Objectives (AMO's) for attendance/graduation rate in 2008.

Attendance



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Graduation



*****American Indian data indicates fewer than 5 students**

Needs Assessment *(Narrative based on data that includes the identification of root causes)*

Student attendance and graduation rates are negatively impacted due to external pressures and forces that continually influence our students. Students who attend school irregularly have difficulty staying abreast of their studies and often lag behind in their academic studies. Most of our students who have excessive absences from school have experienced attendance problems throughout their school career. Identified through drop-out exit interviews with the PPW, Counselors, and the registrar at Great Mills High School most students indicate their reason for leaving school as economics (employment) and lack of interest.

School Improvement Goal *(Aligned to the Needs Assessment)*

Attendance: Increase attendance rate to 94%.

Graduation rate: Increase graduation rate to the state standard of 90%.

Strategies and Activities

(Targeted to priority need to eliminate the achievement gap for identified students/groups)

Timeline

Person Responsible

Evaluation/Evidence of student achievement

(Based on data)

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
1. Identify an early identification process for at risk students who are not attending school. Identification process will include teacher recommendations through PST referrals, a review of school attendance including tardies, class cutting, and a review of the students' school academic history. Other processes will include looking at alternative learning environments and modified schedules.	On-going	Pupil Service Team <ul style="list-style-type: none"> ○ Counselors (A. Bishop, E. Ripple, J. Stokes, J. Cole) ○ School Psychologist (G. O'neil) ○ School Nurse (M. Adamo) ○ PPW (D. Magnani) ○ Administrator (C. Garvin, PST Chair) 	Improved attendance and academic performance for identified students.
2. Identify eleventh and twelfth grade students who are in danger of not graduating and develop educational plans to ensure all students meet graduation requirements and to ensure the graduation rate meets the state standard of 90% in 2007-2008	On-going	Counselors (A. Bishop, E. Ripple, J. Stokes, J. Cole) PPW (D. Magnani), Administrators (C. Garvin, M. Steinbach)	Written confirmation that information was provided and understood. Increase in graduation rate.
3. Quarterly review with all faculty and students the attendance policy and procedures	Aug/Sept. 2007, November 2007, February 2008 and April 2008	Counselor (A. Bishop) Administrators (C. Garvin; D. Hart)	Attendance data disaggregated by subgroups and individual students. Improved student attendance.

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High School Initiatives 2007-2008**

Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
4. Implement SMCPs attendance policy	August 2007 – June 2008	All Staff ○ Counselors ○ Administrators ○ Teachers	Review of staff consistency in contacting parents. Individual teachers parent contact logs.
5. Teachers will input daily attendance using E-school for parents to monitor student attendance	August 2007 – June 2008	Teachers Parents Counselors Administrators	Hits to individual teacher's websites
6. Teachers will utilize COGNOS (E-school) student attendance report to obtain up to date attendance information	August 2007 – June 2008	Teachers Parents Counselors Administrators	Decrease in the number of students tardy to class.
7. Decrease truancy through an aggressive hallway management plan to include school wide blitz each class period	August 2007 – June 2008	Administrators Teachers Hall Monitors Counselors Safety Advocate School Resource Officer	Improved promptness to school and class. Follow up meetings with counselor and/or PPW, hall monitors, safety advocate, and school resource officer.

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
8. Review attendance at PST meeting to identify students who are frequently absent from school and in need of direct contact	Monthly PST meetings	Pupil Service Team <ul style="list-style-type: none"> ○ Counselors (A. Bishop, E. Ripple, J. Stokes, J. Cole) ○ School Psychologist (G. O'Neil) ○ School Nurse (M. Adamo) ○ PPW (D. Magnani) ○ Administrator (C. Garvin, PST Chair) ○ Parents/Students 	Improved school attendance from students identified as frequently absent.
9. Implement a series of truancy prevention classes for repeat offenders	Quarterly – Sept., November, February, April or when identified as needed by administrators	Gary O'Neil and Audra Bishop	Attendance data – (tardies, absences, class cutting); Decrease in the number of students attending prevention classes.
10. Conduct transcript audits for seniors at least three times per year	August, November, and February	Counselors (A. Bishop, E. Ripple, J. Stokes, J. Cole)	Credit worksheets
11. Notify students and parents in writing of probable failure to meet graduation requirements at the end of semester 1, and marking period 3 interim period and early April	January, March, April, 2008	Counselors (A. Bishop, E. Ripple, J. Stokes, J. Cole)	Certified letters

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
12. Offer credit recovery options to seniors in need during second semester of the school year	November 2007	Counselors (A. Bishop, E. Ripple, J. Stokes, J. Cole)	Evening High School and Correspondence Courses.
13. Provide academic support to seniors in danger of not graduating due to failing grades	On-going	Counselors (A. Bishop, E. Ripple, J. Stokes, J. Cole); Teachers	Progress Reports; decrease in the number of seniors failing courses.
14. Review underclassmen transcripts and develop or update 4 year educational plans	On-going	Counselors (A. Bishop, E. Ripple, J. Stokes, J. Cole); Teachers	Credit worksheets
<p>Parent and Community Involvement <i>(Strategies to increase/promote effective parental involvement and community collaboration)</i></p> <ul style="list-style-type: none"> • Communicate with parents regularly through the use of E-School technology. Teachers will post assignments, assessments, grades, attendance, syllabi, evaluative criteria and course content regularly. Information will be available to parents and students at the time of their choosing. For parents that lack computer access, hard copies of student progress will be sent home. This communication will promote effective and timely parent involvement in the instructional process. • Utilize school webpage, email, teacher phone calls to parents, and the parent link phone system to communicate with parents throughout the school year. The PTSA and partner groups will promote involvement in parent/teacher conference day, open house night, principal's forums, and transition fair. • Schedule Parent/Teacher conference. • Invite parents and community members to quarterly School Improvement Team meetings in an effort to encourage community collaboration on school improvement efforts. • Invite parents and community members to volunteer in classrooms as academic tutors and mentors to students. • Share specific information about the HSA to promote increased family involvement in student preparation and achievement. 			

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Professional Development Planner

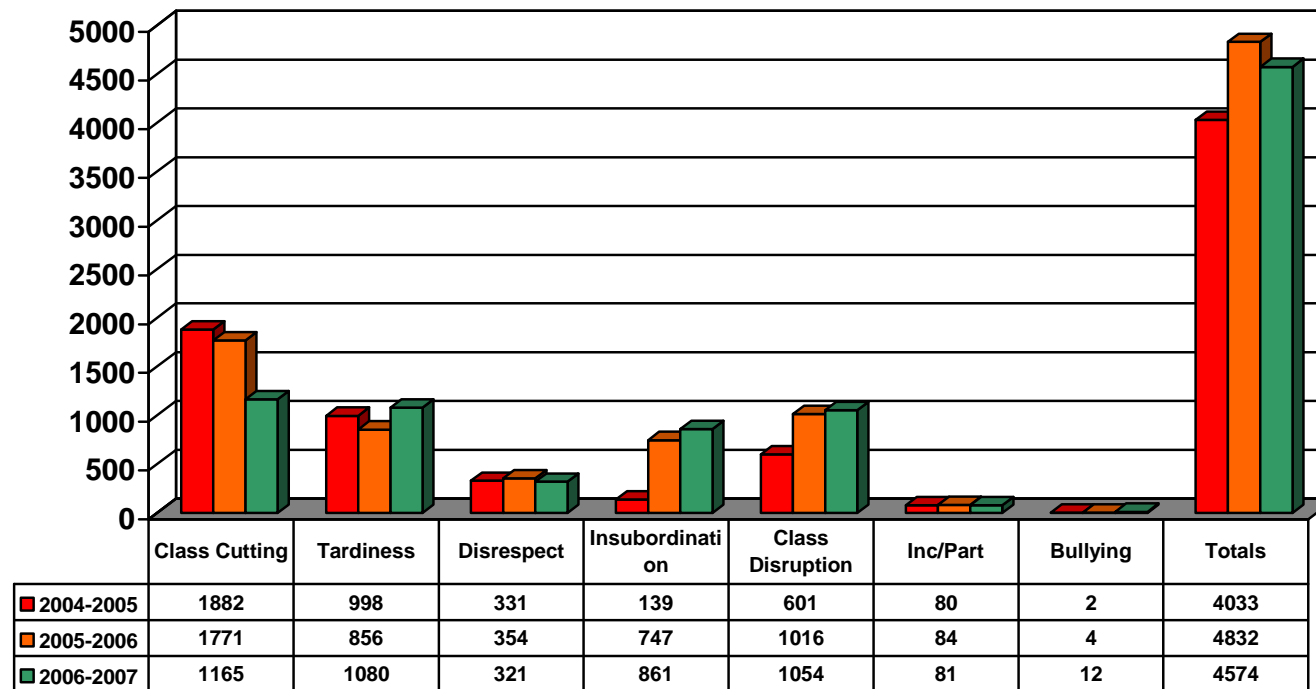
Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
What learning opportunities for staff will be provided? What opportunities will teachers have to practice skills and receive feedback as part of the professional development?	Professional Development Goal aligned to the Needs Assessment. What impact do you hope to achieve? What student groups is (are) targeted?	What is the start date? End –date?	How will this continue? What will be done to provide follow-up? What will it look like:	What will you use to evaluate this initiative? How will course corrections be made, if necessary?
Training for E-School	Teachers will attain proficiency with this online resource. The impact to all students and parents would be better, consistent communication of instructional expectations which relate to academic needs. All student groups are targeted.	August 16-21 – then ongoing as needed	There will be an E-School trained specialist in every dept. to troubleshoot problems. Guidance (Tom Ciecka)	Effectiveness will be evaluated by use of the site by teachers, students, and parents
Counselors will attend training and county wide meetings provided by Pupil Services or community agencies throughout school year.	Counselors will implement strategies to improve the school wide attendance rate and increase graduation rate.	September 2007 – June 2008	Quarterly (or as scheduled) training provided by Pupil Services or community agencies.	Increase in the attendance and graduation rates.
Weekly Counselor collaboration.	Counselors will meet weekly to implement effective procedures for evaluating transcripts, scheduling attendance/tardy groups, reviewing procedures for notifying parents and teachers or concerns, etc.	September 2007 – June 2008	Review during weekly meetings after items are implemented	Increased student achievement in academics and school attendance; improved teacher and parent communication.

Great Mills High School
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SMCPS Master Plan Goal 4: All Students will be educated in learning environments that are safe, drug free, and conducive to learning.

Needs Assessment (Narrative based on data that includes the identification of root causes)

Yearly Totals Compared



Based on a review of the 06-07 Discipline data, marked deficiencies were noted in the following categories:

- Disrespect (including Classroom Disruption and Insubordination (student-student, student-teacher))
- Class Attendance (including tardiness and class cutting)

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- *Inciting and Participating in a Disturbance (including all areas of the building, bus, and, extra-curricular events)*

School Improvement Goal *(Aligned to the Needs Assessment)*

Staff and students will utilize school resources to decrease incidents of Disrespect, Class Cutting, Tardiness, and Disruptions to the Learning Environment. School resources include De-escalation Training for all staff, PBIS, Peer Mediation, School Counseling, School Safety Advocate, School Resource Officer and Mentoring, DJJ.

Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
Quarterly De-escalation training for all staff members.	September 2007, November 2007, February 2008 and April 2008	Pupil Services Department <ul style="list-style-type: none"> ○ Delores Magnani ○ School Counselors ○ Gary O'Neill (School Pysch.) 	Decrease in the number of reported incidents.
Continue implementation of school wide PBIS program.	September 2007-June 2008	PBIS team, teachers, administrators, school counselors, school coach)	Monthly increase in teacher recognition of positive student behaviors (safety, responsibility, respect, and readiness)
Provide counseling, mentoring, and/or peer mediation to students utilizing student groups, student centered lessons: <ul style="list-style-type: none"> ○ conflict resolution ○ bullying/harassment ○ self esteem/team-building 	September 2007-June 2008	Counselors, peer mediation advisors (D. Lewis, E. Ripple), school safety advocate (H. Campbell), school resource officer (D. Reppel) community partners/volunteers, and teachers	<ul style="list-style-type: none"> ○ Decrease in the number of reported incidents ○ Positive responses on climate survey
Maintain good parent/guardian communications: <ul style="list-style-type: none"> ○ Principal's forum ○ Parent Link 	August 2007-June 2008	Principal (T. Heibel), administrative team, school webmaster (G. Schrader), teachers, school counselors,	Positive parent/guardian responses on surveys.

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Strategies and Activities <i>(Targeted to priority need to eliminate the achievement gap for identified students/groups)</i>	Timeline	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<ul style="list-style-type: none"> ○ School Newsletter ○ Phone Calls/E-Mails ○ School Website ○ E-School Plus 		PPW (D. Magnani), school secretaries, school safety advocate (H. Campbell, and school resource officer (D. Reppel).	
Review, practice, and update school-wide crisis protocol.	August 2007-June 2008	Crisis team (administrators, school safety advocate (H. Campbell), school resource officer (D. Reppel), school staff).	All crisis drills completed.
<p>Parent Involvement <i>(Strategies to increase/promote effective parental involvement)</i></p> <p>Teachers and administrators will communicate with parents regularly about student behaviors of concern. This communication will take the form of conferences, E-School Plus, and Principal's forums (to include quarterly meetings during which school-wide discipline data will be shared).</p>			

**Great Mills High School
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Goal 4

Professional Development Planner

Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
What learning opportunities for staff will be provided? What opportunities will teachers have to practice skills and receive feedback as part of the professional development?	Professional Development Goal aligned to the Needs Assessment. What impact do you hope to achieve? What student groups is (are) targeted?	What is the start date? End-date?	How will this continue? What will be done to provide follow-up? What will it look like (e.g., coaching, planning, demonstrations)?	What will you use to evaluate this initiative? How will course corrections be made, if necessary?
De-escalation training for all staff members.	Staff trained in de-escalation techniques will reduce incidents of disruption and disrespect.	September 2007-June 2008	Quarterly training provided by Pupil Services during staff meetings.	Number of incidents reduced. Climate survey results showing improvement. EOY Principal/Teacher conference. PBIS survey. Principal forum with students.
Monthly PBIS in-service for teachers focusing on the implementation of the PBIS discipline plan	Use of the PBIS discipline plan will enable staff to utilize a system of progressive disciplinary measures which will result in a decrease in the number of classroom infractions.	September 2007-June 2008	As discipline data is shared, modifications and redirected focus will be implemented to address behavior issues as needed.	The number of referrals for identified disciplinary infractions will be evaluated against the previous year's totals for the same categories.
Training for teachers to include: <ul style="list-style-type: none"> o mentoring o peer mediator advising 	<p>-Trained mentors will provide academic, behavioral, and attendance support to students.</p> <p>-Trained teacher mentors will work with new teachers on matters of classroom management</p>	September 2007-June 2008	Mentor teachers will meet with administrators monthly or more frequently, depending on need, to ensure that all are involved in the development of new teachers.	Constructive point surveys from all staff members at the end of the year evaluating their experiences.

**Great Mills High School
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Action	Context	Date(s)	Follow-Up	Evaluation and Monitoring
	to reduce classroom infractions.			