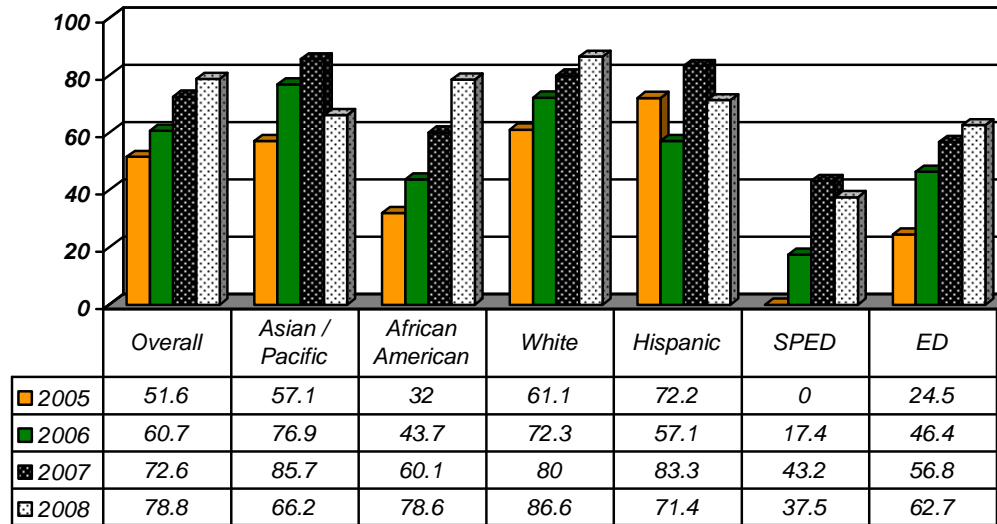


## Great Mills High School School Improvement Plan 2008-2009

### READING/ENGLISH

**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 2009. Elementary-76.5%, Middle-75.9%, High-65.8%**



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

Based upon analysis of 2007-2008 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.

## Great Mills High School School Improvement Plan 2008-2009

- 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)*

H.S.A. English II	2008 Percentage	2008 Student #	GOAL 2009 Percentage	GOAL 2009 Student #
All Students	78.8	196	65.8	1090
American Indian / Native Alaskan	*	*	65.8	8
African American	66.2	51	65.8	414
Asian / Pacific Islander	78.6	11	65.8	56
White	86.6	123	65.8	569
Hispanic	71.4	5	65.8	45
Special Ed.	37.5	6	65.8	119
Economically Disadvantaged.	62.7	32	65.8	335
Limited English Proficient	*	*	65.8	10

2009 Cohort	Percentage Met All	Number Not Met All
All Students		
American Indian / Native Alaskan		
African American		
Asian / Pacific Islander		
White		
Hispanic		
Special Ed.		
Economically Disadvantaged.		
Limited English Proficient		

#### Narrative:

**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.

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<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement</b> <i>(Based on data)</i>
<b>Core Instructional Model and Supporting Structures</b>					
<b>Tier 1</b>					
<b><i>Strategies and activities that address the needs of all students and staff</i></b>					
All teachers will align classroom instruction and assessments with content standards and curriculum maps	<ul style="list-style-type: none"> <li>Develop and share common instructional units and teaching resources</li> <li>Develop and share common classroom assessments</li> <li>Focus instruction on identified "power" indicators to support HSA preparation</li> </ul>	All students	On-going	English PLC, English Department Chair, English IRT, Content Supervisor, School Administrator	Student quarterly grades as recorded in eSchool+ and improved student achievement on county assessments
Utilize Performance Matters data	<ul style="list-style-type: none"> <li>Relevant data discussions will occur at each PLC meeting</li> <li>Data discussions will result in identifying re-teaching strategies as well as content that requires re-teaching</li> <li>Data will be used to evaluate each quarterly assessments for student attainment of proficiency</li> </ul>	All students	On-going	English PLC, English Department Chair, English IRT, Content Supervisor, School Administrator	Performance Matters data disaggregated by student and teacher. Increase number of students passing PLC created assessments, county assessments, and HSA.
Utilize eSchool+ technology	<ul style="list-style-type: none"> <li>Teachers will post assignments, assessments, and grades</li> </ul>	All students	Daily	All teachers	Hits to Home Access Center
Continue to increase instructional focus on developing students' language usage skills	<ul style="list-style-type: none"> <li>Become familiar with the changes to the English 2 HSA</li> <li>Align classroom instruction with weekly grammar focus in English 9 &amp; 10</li> </ul>	All students	On-going	English PLC, English Department Chair, English IRT, Content Supervisor, School	Improved student achievement on classroom and benchmark assessments

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	<ul style="list-style-type: none"> <li>Integrate daily grammar exercises into classroom instruction</li> </ul>			Administrator	
Continue to promote use of writing process consistently, with an emphasis on organization of ideas, use of relevant supporting detail, and revision for accurate spelling and grammar	<ul style="list-style-type: none"> <li>Develop and apply common writing rubrics</li> <li>Collaboratively examine student writing in PLC</li> </ul>	All students	Monthly	English PLC, English Department Chair, English IRT, Content Supervisor, School Administrator	Student quarterly grades as recorded in eSchool+ and improved student achievement on county assessments
<b>Supplemental Programs Tier 2</b> <i>Provided to majority of students in addition to the regular instructional program</i>					
<b>Utilize reading strategies consistently</b>	<ul style="list-style-type: none"> <li>Integrate before, during and after reading strategies into classroom instruction</li> <li>Work collaboratively with Academic Literacy teacher</li> </ul>	Students in standard and cm classes	On-going	English teachers and Academic Literacy teacher	Improved comprehension of print and non-print text beyond the literal based on classroom and benchmark assessments
<b>Integrate MSDE online public released practice tests into instruction</b>	<ul style="list-style-type: none"> <li>Schedule computer lab time for students identified as needing extra practice on HSA indicators</li> </ul>	Targeted students	On-going	All HSA teachers	Improved student performance on HSA.
<b>Intervention/Enrichment Programs Tier 3</b> <i>Systematic, intensive instruction for targeted students based upon need</i>					
<b>Target students for re-teaching specific indicators</b>	<ul style="list-style-type: none"> <li>Utilize Performance Matters data to identify students in need of further assistance</li> </ul>	Targeted students	Following Benchmark assessments	All English teachers	Performance Matters data disaggregated by student and teacher. Increase number of students

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	<ul style="list-style-type: none"> <li>Align individual student instruction to specific indicators</li> </ul>				passing PLC created assessments, county assessments, and HSA.
<b>Continue Academic Literacy program</b>	<ul style="list-style-type: none"> <li>Enroll targeted students into Academic Literacy to improve reading skills</li> </ul>	Targeted students	August 2008 and January 2009	Guidance Counselors, School Administrator, and Academic Literacy Teacher	Performance Matters data disaggregated by student and teacher. Increase number of students passing PLC created assessments, county assessments, and HSA.
<b>Provide HSA remediation and Bridge Plan Mentoring</b>	<ul style="list-style-type: none"> <li>Enroll targeted students into identified support course for HSA skills development</li> </ul>	Students who have not passed the HSA, but who have successfully completed English 10	August 2008 and January 2009	Guidance Counselors, School Administrator, English HSA Remediation Teacher, and Bridge Plan Monitor	Students will attain proficiency on the HSA or successfully complete the Bridge Plan requirements

**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
Training for Performance Matters	Teachers will learn to access benchmark assessment data by class, student, and indicator	PLC monthly reviews	PLC Lead Teacher	PLC Binder
PLC Leadership Training	PLC lead teacher will attend training workshop provided by SMCPS	Follow-up sessions in Sept. and Oct.	PLC Lead Teacher	MSDE credit earned
Workshop for assessment item writing aligned with HSA	Item writing within the PLC for common classroom assessments	Review of student performance on common assessments and item revision as needed	PLC	PLC Binder
Vertical Articulation Day	Aligning middle school and high school instructional strategies	Content area Supervisor follow-up	Department chairperson	Increased student achievement on benchmark assessments

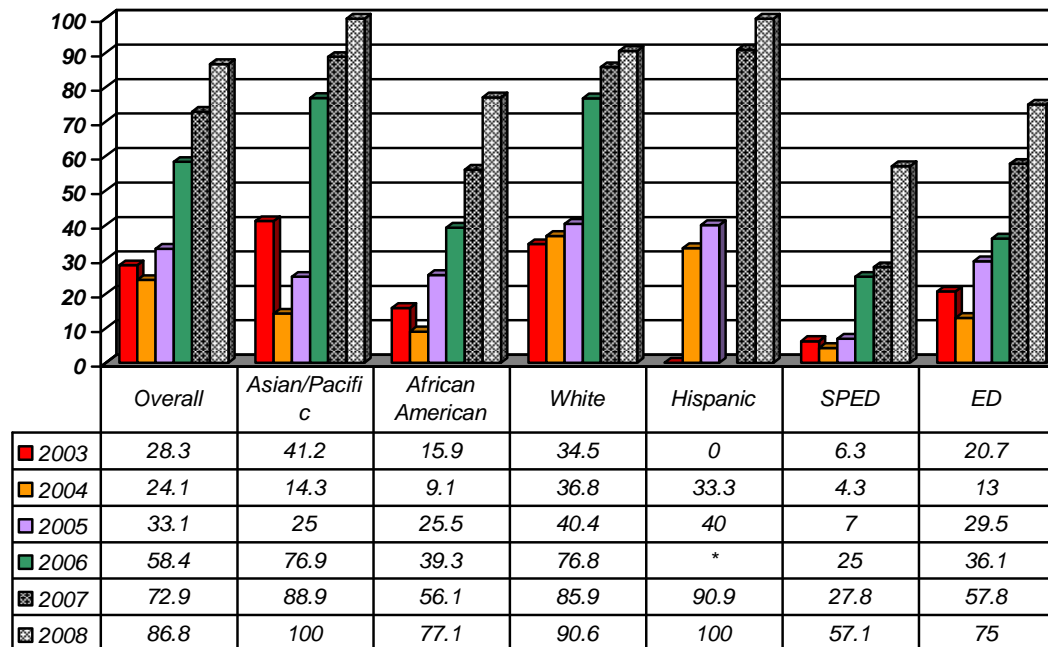
## Great Mills High School School Improvement Plan 2008-2009

and HSA

### 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 2009. *Elementary-74.2%, Middle-64.3%, High-56.1%***



\* indicates fewer than 5 students

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

## Great Mills High School School Improvement Plan 2008-2009

Based upon analysis of 2007-2008 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.
- Use statistical measures to analyze and interpret real-world data

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

H.S.A. Algebra	2008 Percentage	2008 Student #	GOAL 2009 Percentage	GOAL 2009 Student #
All Students	86.8	197	56.1%	930
American Indian / Native Alaskan	*	*	56.1%	7
African American	77.1	54	56.1%	353
Asian / Pacific Islander	100	12	56.1%	48
White	90.6	125	56.1%	485
Hispanic	100	6	56.1%	38
Special Ed.	57.1	8	56.1%	101
Economically Disadvantaged.	75	36	56.1%	286
Limited English Proficient	*	*	56.1%	8

2009 Cohort	Percentage Met All	Number Not Met All
All Students		
American Indian / Native Alaskan		
African American		
Asian / Pacific Islander		
White		
Hispanic		
Special Ed.		
Economically Disadvantaged.		
Limited English Proficient		

### Narrative:

**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.

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<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement</b> <i>(Based on data)</i>
<b>Core Instructional Model and Supporting Structures</b>					
<b>Tier 1</b>					
<b><i>Strategies and activities that address the needs of all students and staff</i></b>					
All teachers will align classroom instruction and assessments with content standards and curriculum maps	<ul style="list-style-type: none"> <li>Develop and share common instructional units and teaching resources</li> <li>Develop and share common classroom assessments</li> </ul>	All students	On-going	Algebra PLC,, Mathematics Department Chair, Content Supervisor, School Administrator	Student quarterly grades as recorded in eSchool+ and improved student achievement on county assessments
Utilize Performance Matters data	<ul style="list-style-type: none"> <li>Relevant data discussions will occur at each PLC meeting</li> <li>Data discussions will result in identifying re-teaching strategies as well as content that requires re-teaching</li> <li>Data will be used to evaluate each quarterly assessments for student attainment of proficiency</li> </ul>	All students	On-going	Algebra PLC,, Mathematics Department Chair, Content Supervisor, School Administrator	Performance Matters data disaggregated by student and teacher. Increase number of students passing PLC created assessments, county assessments, and HSA.
Utilize eSchool+ technology	<ul style="list-style-type: none"> <li>Teachers will post assignments, assessments, and grades</li> </ul>	All students	Daily	All teachers	Hits to Home Access Center
<b>Supplemental Programs</b>					
<b>Tier 2</b>					
<b><i>Provided to majority of students in addition to the regular instructional program</i></b>					
Extra instructional time for at-risk students	<ul style="list-style-type: none"> <li>Implement 90 minute instructional periods for targeted ninth grade Algebra 1 and all Course B students identified as at-risk for scoring below proficiency on the Algebra HSA</li> </ul>	Targeted students identified by ninth grade matrix score between 60 and 79	Summer 2008	School Administrator, Content Area Supervisor, Guidance Counselors, PLC Lead Teacher	Students scheduled into classes and obtain proficiency on HSA

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Integrate MSDE online public released practice tests into instruction	<ul style="list-style-type: none"> <li>Schedule computer lab time for students identified as needing extra practice on HSA indicators</li> </ul>	Targeted students	On-going	All HSA teachers	Improved student performance on HSA.
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**Intervention/Enrichment Programs**

**Tier 3**

***Systematic, intensive instruction for targeted students based upon need***

Provide HSA remediation and Bridge Plan Mentoring	<ul style="list-style-type: none"> <li>Enroll targeted students into identified support course for HSA skills development</li> </ul>	Students who have not passed the HSA, but who have successfully completed Algebra 1 or Algebra Course B	August 2008 and January 2009	Guidance Counselors, School Administrator, Algebra HSA Remediation Teacher, and Bridge Plan Monitor	Students will attain proficiency on the HSA or successfully complete the Bridge Plan requirements
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**Professional Development Planner Aligned with SIP Goal**

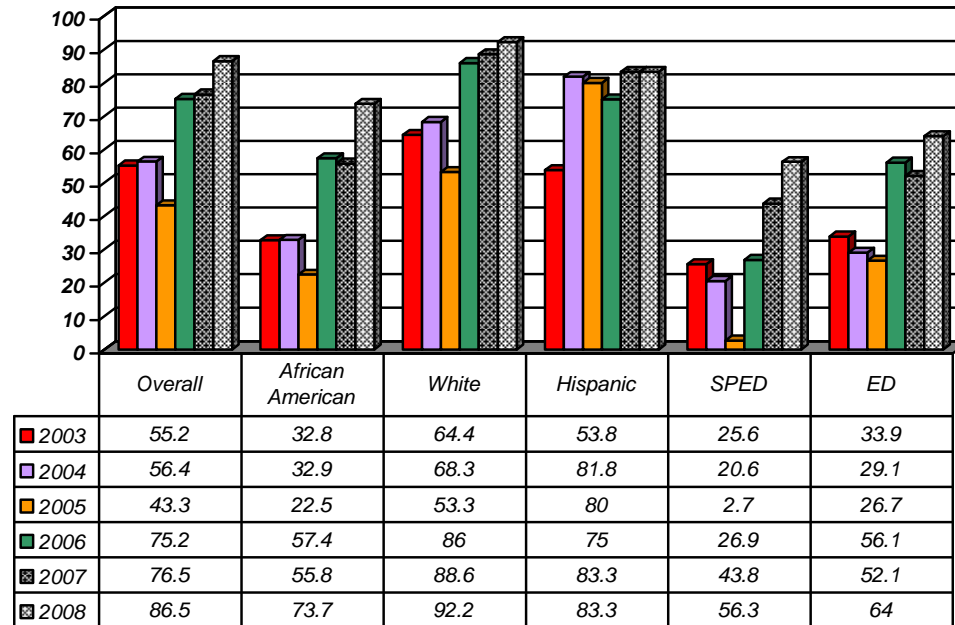
<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
Training for Performance Matters	Teachers will learn to access benchmark assessment data by class, student, and indicator	PLC monthly reviews	PLC Lead Teacher	PLC Binder
PLC Leadership Training	PLC lead teacher will attend training workshop provided by SMCPS	Follow-up sessions in Sept. and Oct.	PLC Lead Teacher	MSDE credit earned
Workshop for assessment item writing aligned with HSA	Item writing within the PLC for common classroom assessments	Review of student performance on common assessments and item revision as needed	PLC	PLC Binder
Vertical Articulation Day	Aligning middle school and high school instructional strategies	Content area Supervisor follow-up	Department chairperson	Increased student achievement on benchmark assessments and HSA

**Great Mills High School  
School Improvement Plan 2008-2009**

**BIOLOGY**

**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 established targets for biology in 2009.**



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

Based upon analysis of 2007-2008 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**.

## Great Mills High School School Improvement Plan 2008-2009

- **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
  - 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
  - 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 their own labs should be included in the biology course.

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

H.S.A. Biology	2008 Percentage	2008 Student #	GOAL 2009 Percentage	GOAL 2009 Student #
All Students	86.5	205	65%	1077
American Indian / Native Alaskan	*	*	65%	
African American	73.7	56	65%	409
Asian / Pacific Islander	100	13	65%	56
White	92.2	130	65%	562
Hispanic	83.3	5	65%	44
Special Ed.	56.3	9	65%	117
Economically Disadvantaged.	64	32	65%	331
Limited English Proficient	*	*	65%	9

2009 Cohort	Percentage Met All	Number Not Met All
All Students		
American Indian / Native Alaskan		
African American		
Asian / Pacific Islander		
White		
Hispanic		
Special Ed.		
Economically Disadvantaged.		
Limited English Proficient		

#### Narrative:

**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 2008 to create more inquiry-based labs and common constructed

## Great Mills High School School Improvement Plan 2008-2009

responses for lab assessments. Two Biology teachers attended the Governor's Academy in summer 2008. 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>(Aligned to needs assessment and school improvement goal)</i>	Specific Action Steps	Student Groups Targeted	Timeline/Frequency	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<b>Core Instructional Model and Supporting Structures</b>					
Tier 1					
<b>Strategies and activities that address the needs of all students and staff</b>					
All teachers will align classroom instruction and assessments with content standards and curriculum maps	<ul style="list-style-type: none"> <li>Develop and share common instructional units and teaching resources</li> <li>Develop and share common classroom assessments</li> </ul>	All students	On-going	Biology PLC,, Science Department Chair, Content Supervisor, School Administrator	Student quarterly grades as recorded in eSchool+ and improved student achievement on county assessments
Utilize Performance Matters data	<ul style="list-style-type: none"> <li>Relevant data discussions will occur at each PLC meeting</li> <li>Data discussions will result in identifying re-teaching strategies as well as content that requires re-teaching</li> <li>Data will be used to evaluate each quarterly assessments for student attainment of proficiency</li> </ul>	All students	On-going	Biology PLC,, Science Department Chair, Content Supervisor, School Administrator	Performance Matters data disaggregated by student and teacher. Increase number of students passing PLC created assessments, county assessments, and HSA.
Utilize eSchool+ technology	<ul style="list-style-type: none"> <li>Teachers will post assignments, assessments, and grades</li> </ul>	All students	Daily	All teachers	Hits to Home Access Center
<b>Supplemental Programs</b>					
Tier 2					

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*Provided to majority of students in addition to the regular instructional program*

<p><b>Utilize constructed responses and reading strategies</b></p>	<ul style="list-style-type: none"> <li>Strategies such as graphic organizers, think-pair-share, peer review, etc. will be used</li> <li>Before, during and after reading strategies will be incorporated into each unit</li> <li>Vocabulary strategies that focus on the Biology CLG Assessment Limits will be implemented.</li> <li>Practice of CR writing skills will be emphasized</li> <li>All laboratory conclusions will be CR based</li> <li>Collaboration between staff members to share strategies, lessons, and assessments will continue to be implemented</li> </ul>	<p>Standard and CM students</p>	<p>On-going</p>	<p>All Biology teachers and Academic Literacy teacher</p>	<p>Performance Matters data disaggregated by student and teacher. Increase number of students passing PLC created assessments, county assessments, and HSA.</p>
<p><b>Enhance student organization</b></p>	<ul style="list-style-type: none"> <li>Provide classroom storage space for books and binders</li> </ul>	<p>Students enrolled in Standard classes and students with IEP's</p>	<p>On-going</p>	<p>All Biology teachers</p>	<p>Student binder performance grade.</p>
<p><b>Integrate MSDE online public released practice tests into instruction</b></p>	<ul style="list-style-type: none"> <li>Schedule computer lab time for students identified as needing extra practice on HSA indicators</li> </ul>	<p>Targeted students</p>	<p>On-going</p>	<p>All HSA teachers</p>	<p>Improved student performance on HSA.</p>
<p><b>Intervention/Enrichment Programs Tier 3</b> <i>Systematic, intensive instruction for targeted students based upon need</i></p>					
<p><b>Provide HSA remediation and Bridge Plan</b></p>	<ul style="list-style-type: none"> <li>Enroll targeted students into identified support</li> </ul>	<p>Students who have not passed</p>	<p>August 2008 and January 2009</p>	<p>Guidance Counselors,</p>	<p>Students will attain proficiency on the HSA or successfully</p>

**Great Mills High School  
School Improvement Plan 2008-2009**

<b>Mentoring</b>	course for HSA skills development	the HSA, but who have successfully completed Biology		School Administrator, Biology HSA Remediation Teacher, and Bridge Plan Monitor	complete the Bridge Plan requirements
<b>Create individual lessons based upon data</b>	<ul style="list-style-type: none"> <li>Utilize Performance Matters data to target students in need of further assistance to attain proficiency and align individual instruction to specific indicators</li> </ul>	Target students based on County Benchmark scores	Quarterly	Remediation Teacher, Bridge Plan Teacher and all Biology teachers	Improved student performance on Benchmarks, classroom assessments and HSA

**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
Training for Performance Matters	Teachers will learn to access benchmark assessment data by class, student, and indicator	PLC monthly reviews	PLC Lead Teacher	PLC Binder
PLC Leadership Training	PLC lead teacher will attend training workshop provided by SMCPS	Follow-up sessions in Sept. and Oct.	PLC Lead Teacher	MSDE credit earned
Workshop for assessment item writing aligned with HSA	Item writing within the PLC for common classroom assessments	Review of student performance on common assessments and item revision as needed	PLC	PLC Binder
Vertical Articulation Day	Aligning middle school and high school instructional strategies	Content area Supervisor follow-up	Department chairperson	Increased student achievement on benchmark assessments and HSA

**Great Mills High School  
School Improvement Plan 2008-2009**

**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 all established targets for government in 2009.**

**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 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.

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

H.S.A. Government	2008 Percentage	2008 Student #	GOAL 2009 Percentage	GOAL 2009 Student #
All Students	92.2	224	65%	1077
American Indian / Native Alaskan	*	*	65%	
African American	79.7	59	65%	409
Asian / Pacific Islander	100	14	65%	56
White	97.2	140	65%	562
Hispanic	100	10	65%	44
Special Ed.	60	9	65%	117
Economically Disadvantaged.	76.9	40	65%	331
Limited English Proficient	*	*	*	9

2009 Cohort	Percentage Met All	Number Not Met All
All Students		
American Indian / Native Alaskan		
African American		
Asian / Pacific Islander		
White		
Hispanic		
Special Ed.		
Economically Disadvantaged.		
Limited English Proficient		

**Narrative:**

**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 in quarterly PLC

**Great Mills High School  
School Improvement Plan 2008-2009**

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.

<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement (Based on data)</b>
<b>Core Instructional Model and Supporting Structures</b>					
<b>Tier 1</b>					
<b>Strategies and activities that address the needs of all students and staff</b>					
All teachers will align classroom instruction and assessments with content standards and curriculum maps	<ul style="list-style-type: none"> <li>Develop and share common instructional units and teaching resources</li> <li>Develop and share common classroom assessments</li> </ul>	All students	On-going	Government PLC,, Social Studies Department Chair, Content Supervisor, School Administrator	Student quarterly grades as recorded in eSchool+ and improved student achievement on county assessments
Utilize Performance Matters data	<ul style="list-style-type: none"> <li>Relevant data discussions will occur at each PLC meeting</li> <li>Data discussions will result in identifying re-teaching strategies as well as content that requires re-teaching</li> <li>Data will be used to evaluate each quarterly assessments for student attainment of proficiency</li> </ul>	All students	On-going	Government PLC,, Social Studies Department Chair, Content Supervisor, School Administrator	Performance Matters data disaggregated by student and teacher. Increase number of students passing PLC created assessments, county assessments, and HSA.
Utilize eSchool+ technology	<ul style="list-style-type: none"> <li>Teachers will post assignments, assessments, and</li> </ul>	All students	Daily	All teachers	Hits to Home Access Center

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	grades				
<b>Supplemental Programs Tier 2</b>					
<i>Provided to majority of students in addition to the regular instructional program</i>					
<b>Integrate MSDE online public released practice tests into instruction</b>	<ul style="list-style-type: none"> <li>Schedule computer lab time for students identified as needing extra practice on HSA indicators</li> </ul>	Targeted students	On-going	All HSA teachers	Improved student performance on HSA.
<b>Utilize writing and reading strategies</b>	<ul style="list-style-type: none"> <li>Strategies such as graphic organizers, think-pair-share, peer review, etc. will be used</li> <li>Before, during and after reading strategies will be incorporated into each unit</li> <li>Vocabulary strategies that focus on the Government Indicators will be implemented.</li> <li>Practice of writing skills will be continued to assist students with writing across the curriculum</li> <li>Collaboration between staff members to share strategies, lessons, and assessments will continue to be implemented</li> </ul>	Standard and CM students	On-going	All Government teachers and Academic Literacy teacher	Performance Matters data disaggregated by student and teacher. Increase number of students passing PLC created assessments, county assessments, and HSA.
<b>Intervention/Enrichment Programs Tier 3</b>					

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*Systematic, intensive instruction for targeted students based upon need*

<b>Provide HSA remediation and Bridge Plan Mentoring</b>	<ul style="list-style-type: none"> <li>Enroll targeted students into identified support course for HSA skills development</li> </ul>	Students who have not passed the HSA, but who have successfully completed Government	August 2008 and January 2009	Guidance Counselors, School Administrator, Government HSA Remediation Teacher, and Bridge Plan Monitor	Students will attain proficiency on the HSA or successfully complete the Bridge Plan requirements
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<b>Professional Development Planner Aligned with SIP Goal</b>				
<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
Training for Performance Matters	Teachers will learn to access benchmark assessment data by class, student, and indicator	PLC monthly reviews	PLC Lead Teacher	PLC Binder
PLC Leadership Training	PLC lead teacher will attend training workshop provided by SMCPs	Follow-up sessions in Sept. and Oct.	PLC Lead Teacher	MSDE credit earned
Workshop for assessment item writing aligned with HSA	Item writing within the PLC for common classroom assessments	Review of student performance on common assessments and item revision as needed	PLC	PLC Binder
Vertical Articulation Day	Aligning middle school and high school instructional strategies	Content area Supervisor follow-up	Department chairperson	Increased student achievement on benchmark assessments and HSA

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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 established targets for Advanced Placement in 2009.**

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

Based upon analysis of 2007-2008 AP enrollment and exam results deficiencies were noted in the following areas:

Advance Placement

- 35% of the students scored 3 or better on AP tests in SY08.
- AP Biology, AP Computer Science, English Language and Literature, and Psychology had significant enrollment increases in SY08. Scores on these tests did keep pace with an average of 24% of students taking these tests scoring 3 or higher.

While enrollment in AP classes increased for SY08, an overall need to raise Advanced Placement scores still exists.

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)*

<b>2009 Enrollment</b>			
<b>Advanced Placement Enrollment</b>			
U. S. History	0	Statistics	10
Government	97	Calculus AB	42
Psychology	31	Calculus BC	25
World History	65	Music Theory	5
English Language	86	Art History	2
English Literature	74	Studio Art 2 Dim	3
Biology	35	Studio Art 3 Dim	0
Chemistry	12	Studio Art Port	0

<b>2008</b>			
<b>Percentage of Scores 3 or Better</b>			
U. S. History	72	Statistics	0
Government	89	Calculus AB	51
Psychology	16	Calculus BC	17
World History	0	Music Theory	0
English Language	72	Art History	1
English Literature	58	Studio Art 2 Dim	4
Biology	12	Studio Art 3 Dim	0
Chemistry	17	Studio Art Port	0

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Environmental Science	10	French	1
Physics	0	Spanish	6
Physics B	21	TOTAL AP Enrollment 530	
Computer Science	5		
<b>2009 Projected Challenge Index</b>			

Environmental Science	11	French	0
Physics	10	Spanish	7
Physics B	8		
Computer Science	0	Total Tests Administered 445	
<b>2008 Actual Challenge Index</b>			

### Narrative:

**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>(Aligned to needs assessment and school improvement goal)</i>	Specific Action Steps	Student Groups Targeted	Timeline/Frequency	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<b>Enrollment</b> <i>Increase enrollment in AP courses and obtain an enrollment reflective the school population</i>					
Use AP Potential for increasing enrollment of students with academic potential	Data entered in AP potential Drill Down Data	All students	March – June 09	School Counselors AP teachers, school administrator	Increased AP enrollment from the previous year
Provide AP information night for recruiting students	Plan and Advertise	<b>Students enrolled in AP courses</b>	February 2009	Administrators, Counselors, AP teachers	Increased AP enrollment from the previous year

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**Achievement**

***Increase the number of students achieving 3 and high on AP exams***

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	Counselors meet with students and identify students who should be enrolled in AP support based on grades and test scores	Students whose scores indicate they may need assistance to be successful in AP courses	August 08 – April 09	AP teachers, AP course support teacher (Barry Hendricks)	Increased percentage of students scoring three or higher on the AP tests over the previous year
Teachers will work in Advanced Placement PLC of AP teachers & pre-AP teachers to develop syllabus, align instruction and assessments	PLC leaders need to plan meetings and develop agendas	<b>All students enrolled in AP courses</b>	August 08 – April 09	All AP teachers, AP support teacher (Barry Hendricks), Supervisor for Gifted & Talented (Laura Carpenter) and administrator (Marian Steinbach)	Increased percentage of students scoring three or higher on the AP tests over the previous year

**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
Training for E-school	All teachers will attain proficiency with this online resource. The impact to all students would be consistent communication of instructional expectations which relate to academic needs. All student groups are targeted.	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	August and September – ongoing as needed	Monthly PLC meeting	Effectiveness will be evaluated by AP scores.

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	students who have the potential to enroll in AP classes			
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.	August and September – 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 2009 – 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

**SAT**

**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 established targets for SAT in 2009.**

**Needs Assessment** *(Narrative based on data that includes the identification of root causes)*  
 Based upon analysis of 2007-2008 SAT results deficiencies were noted in the following areas:

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

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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.

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

<b>SAT Lagging Data 2008 / Whole Group</b>		
	<b>Actual 2008</b>	<b>Goal 2009</b>
Total	1441	1585
Verbal	487	535
Math	488	537
Writing	466	513
Number tested	xxx	Xxx
Percentage	xxx	xxx

<b>SAT Lagging Data 2008 / Disaggregated</b>					
	<b>Actual 2008</b>	<b>Goal 2009</b>		<b>Actual 2008</b>	<b>Goal 2009</b>
African American Total	1235		Caucasian Total	1555	1710
African American Verbal	422		Caucasian Verbal	525	578
African American Math	417		Caucasian Math	525	578
African American Writing	396		Caucasian Writing	505	556
Number Tested	Xxx		Number Tested	Xxx	Xxx
Percentage	xxx		Percentage	xxx	xxx

**Narrative:**

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

<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement</b> <i>(Based on data)</i>
<b>Participation</b> <b><i>Increase the number of students taking the SAT including minority students</i></b>					
Encourage minority students to take higher			August 08- June 09	Assistant Principal, all	Course enrollment data for 2009-2010

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level courses to prepare for the SAT or ACT				teachers, guidance counselors and administrators	
Encourage students to explore and take the ACT		All students	August 08- June 09	Guidance Counselors (Diane Ryan, Judi Stokes, Audra Bishop, and Jennifer Cole)	ACT enrollment
Explore the possibility of scheduling a private, student funded SAT class and/or refresher course prior to each SAT exam date		All students	Fall 2008	English teacher (Jill Heck), Media Specialist (Deborah Kole)	After school SAT/refresher course.
Work with SOMD CAN (Southern Maryland College Access Network) to insure students are registering for the SAT/ACT and applying for colleges		All students	August 2008 – June 2009	Career Center Specialist (Ramona Smith); SOMD CAN Representative (Robin Willis), Guidance Counselors (Diane Ryan, Judi Stokes, Audra Bishop, and Jennifer Cole), and school administrators	Increase number of students qualifying and participating in the Southern MD program; registering for the SAT/ACT and applying for college
Schedule a college information night		All students	October 2008	Career Center Specialist (Ramona Smith); SOMD CAN Representative (Robin Willis) Guidance Counselors (Diane Ryan, Judi Stokes, Audra Bishop, and	Students/Parents attending information session.

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				Jennifer Cole), and school administrators	
Schedule a FAFSA parent information night		All students	February 2009	Career Center Specialist (Ramona Smith); Guidance Counselors (Diane Ryan, Judi Stokes, Audra Bishop, and Jennifer Cole), and school administrators	Students/Parents attending information session.
Explore the potential of Video taping PSAT/SAT Prep Class for viewing on Channel 96		All students	Ongoing	Hornet TV Advisor (Edward Williams), Career Center Specialist (Ramona Smith) and Guidance Department Chair (Diane Ryan) and Media Specialist (Josie Graham)	Community, parent, student interest
Explore the potential of creating Hornet Radio to broadcast SAT /ACT information around school grounds.		All students	Ongoing	Hornet TV Advisor, Career Center Specialist and Guidance Department Chair and Media Specialist	Community, parent, student interest
<b>Achievement Improve SAT scores</b>					
Encourage students to take the SAT after completing the PSAT/SAT course		All students	August 08- June 09	PSAT teachers (Karin Dubois, Mike Winegrad), Guidance Counselors	Increased number of students taking the SAT

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				(Diane Ryan, Judi Stokes, Audra Bishop, and Jennifer Cole)	
All English and Mathematics teachers will include a daily warm-up SAT problem		All students	Daily August 2008- June 2009	All Mathematics and English teachers	Increased PSAT and SAT scores
Increase the rigor of writing and vocabulary of all content area classes to support SAT scores		All students	August 2008- June 2009	All English and Mathematics teachers	Increased PSAT and SAT scores
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 instruction and SAT warm-ups		All students	August 2008- June 2009	Supervisor of Instruction (Laura Carpenter), Administrator (Marian Steinbach), English Department Chair, Mathematics Department Chair (Michael Buonviri), all English and Mathematics teachers	Increased PSAT and SAT scores
Continue the word of the day on Hornet TV and use the word of the day in a sentence Encourage all teachers to use the word of the day in their classroom		All students	Daily, August 2008 – June 2009	Hornet TV Advisor (Edward Williams), all teachers; Administrators (Tracey Heibel, Marian Steinbach)	Increased PSAT and SAT scores
All honors ninth, tenth, and eleventh graders will take the PSAT in a high quality		All students	October, 2008	Karin Dubois; PSAT teacher, Guidance	Increased PSAT test scores

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testing climate <ul style="list-style-type: none"> <li>o Incentives, such as snacks and breakfast, will be used to keep students attentive and focused.</li> <li>o Testing groups will be organized by class rather than alphabetical</li> </ul>				Counselors (Diane Ryan, Judi Stokes, Audra Bishop, and Jennifer Cole), and school administrator	
Develop and promote SAT resources available at GMHS, the Public Library and at other county locations		All students	August 08 - June 09	PSAT teachers (Karin Dubois, Mike Winegrad), Media Specialist (Deborah Kole)	Resource list

**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
PD for SAT course teachers	SAT course teachers learning strategies to utilize in the SAT prep course	August, September 2008	Teachers will utilize strategies in the SAT prep courses	Increased scores on the SAT
SAT Online Course training	English and Mathematics teachers	September 2008	Program used in classrooms or link provided for students to use at home	Increased student use as documented by student feedback
ACT awareness	All faculty	September 2008	Power Point presentation during the September faculty	Increased ACT registration

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		meeting	
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## Great Mills High School School Improvement Plan 2008-2009

**SAFE AND ORDERLY**

**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)*

Based on a review of the 07-08 Discipline data, marked deficiencies were noted in the following categories:

*Based on a review of the 07-08 Discipline data, marked deficiencies were noted in the following categories:*

- *Disrespect (including Classroom Disruption and Refusal to Obey School Policy)*
- *Class Attendance (including tardiness and class cutting)*

*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)*

Lagging and Leading Data							
Enrollment		SUS Totals 2008		SUS Totals GOAL 2009		ISS Totals to Date GOAL 2009	
All	1656	All	475	All	428	All	850
American Indian / Native Alaska	Xxx	American Indian / Alaska	0	American Indian / Alaskan	0	American Indian / Alaska	0
African American	629	African American	321	African American	289	African American	578
Asian / Pacific Island	85	Asian / Pacific Island	7	Asian / Pacific Island	0	Asian / Pacific Island	0
White	864	White	135	White	14	White	28
Hispanic	67	Hispanic	9	Hispanic	0	Hispanic	0
Special Ed.	180	Special Ed.	Xxx	Special Ed.	Xxx	Special Ed.	Xxx
Economically Disadvantaged.	509	Economically Disadvant.	Xxx	Economically Disadvant.	Xxx	Economically Disadvant.	Xxx
LEP	14	LEP	xxx	LEP	xxx	LEP	xxx

Referral Count for Classification I					Referral Count for Classification II								
2008		GOAL 09		2008		GOAL 09		2008		GOAL 09			
676													
class cutting	676	608		class disrupt	520	468		threat-teach	2	0	Defamation	0	0
tardiness	695	626		inc/part dist	50	40		threat-std	13	0	Alcohol	3	0
				refusal to obey	335	301		harrassment	10	0	Illegal Drugs	5	0

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insubordination	175	158	bus misbehav	20	0			Sexual Asslt	3	0
disrespect	260	234	cell phones	33	20			Sexual Harr	6	0
acad dishonesty	17	0	vandalism	5	0			Other Weapons	0	0
								phy att-teach	8	0
								phy att-std	9	0

*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, Asset Development, Peer Mediation, School Counseling, School Safety Advocate, School Resource Officer, Mentoring, and DJJ.*

Strategies and Activities <i>(Aligned to needs assessment and school improvement goal)</i>	Specific Action Steps	Student Groups Targeted	Timeline/Frequency	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<b>Develop and Implement a School Discipline Plan that includes Character Education Include PBIS and Asset Development as appropriate</b>					
Implementation of school wide Asset Development program.	This program will be implemented with teachers only this year.	none	September 2008-June 2009	Asset Development team-C. Quick-McQueen, A. Bishop, E. Dyson, C.Carden, all teachers, administrators, school coaches	Monthly increase in staff recognition of students. Increased student participation in school and school related activities
9 <sup>th</sup> grade promotion ceremony at the semester for repeating 9 <sup>th</sup> graders who earned enough credits to become 10 <sup>th</sup> graders	<ul style="list-style-type: none"> <li>• Plan assembly</li> <li>• Advertise</li> <li>• Invite Parents</li> <li>• Hold an advisement period so students can go to their new advisement</li> </ul>	Repeating 9 <sup>th</sup> grade students	January 2009	C. Quick-McQueen, D. Hart, school counselors	Repeating 9 <sup>th</sup> grad students being promoted to the 10 <sup>th</sup> grade
Maintain good parent/guardian communications	<ul style="list-style-type: none"> <li>• Principal's forum (held on same night as Booster meetings)</li> <li>• Parent Link</li> <li>• School Newsletter</li> <li>• Phone Calls/E-Mails</li> </ul>	all	August 2008-June 2009	Principal (T. Heibel), administrative team, school webmaster (G. Schrader), teachers, school counselors, PPW (D. Magnani), school secretaries, school safety advocate (H. Campbell), and	Positive parent/guardian responses on surveys

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	<ul style="list-style-type: none"> <li>• School Website</li> <li>• E-School Plus</li> </ul>			school resource officer (A. Holton).	
<b>Classroom Guidance Program</b> <b><i>Steps to Respect-Elementary, Second Step-Grades 6-9, others as needed</i></b>					
Quarterly De-escalation training for all staff members.		All students	September 2008, November 2008, February 2009 and April 2009	Pupil Services Department <ul style="list-style-type: none"> <li>○ PPW</li> <li>○ School Counselors</li> <li>○ Lisa Longworth (School Psych.)</li> </ul>	Decrease in the number of incidents
Blitz Group to target students chronically tardy to class			August 2008 – June 2009	A. Bishop, J. Stokes, L. Longworth, all Assistant Principals	Fewer Tardies to class and referrals for tardies
<b>Bullying and Harassment Prevention Initiatives</b>					
Provide counseling, mentoring, and/or peer mediation to students utilizing student groups, student centered lessons: <ul style="list-style-type: none"> <li>○ conflict resolution</li> <li>○ bullying/harassment</li> <li>○ self esteem/team-building</li> </ul>			September 2008-June 2009	Counselors, peer mediation advisors (D. Lewis, D. Ryan), school safety advocate (H. Campbell), school resource officer (A. Holton) community partners/volunteers, and teachers	Decrease in the number of incidents. Positive responses on climate survey
<b>Implement and Monitor a School Crisis Plan</b> <b><i>Include Training and Drills</i></b>					
Review, practice, and update school-wide crisis protocol.			August 2008-June 2009	Crisis team (administrators, school safety advocate (H. Campbell), school resource officer (A. Holton), school staff)	All crisis drills completed
<b>Schedule and Conduct all Mandatory State and Federal Training</b> <b><i>CASH, Suicide Prevention, Confidentiality, Subpoenas &amp; Bloodborne Pathogens</i></b>					

**Great Mills High School  
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PST

*Monthly review of discipline trend data and development of interventions as appropriate*

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**Security Issues  
Daily Perimeter Checks**

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	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact?</i>
De-escalation training for all staff members.	Staff trained in de-escalation techniques will reduce incidents of disruption and disrespect.	September 2008-June 2009	Quarterly training provided by Pupil Services during staff meetings.	Number of incidents reduced. Climate survey results showing improvement. EOY Principal/Teacher conference. Principal forum with students.
Monthly Asset Development in-service for teachers.	Use of Asset Development to enable staff to utilize a system of progressive disciplinary measures which will result in a decrease in the number of classroom infractions.	September 2008-June 2009	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.

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Training for teachers to include: <ul style="list-style-type: none"> <li>o mentoring</li> <li>o peer mediator advising</li> </ul>	-Trained mentors will provide academic, behavioral, and attendance support to students.  -Trained teacher mentors will work with new teachers on matters of classroom management to reduce classroom infractions.	September 2008-June 2009	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.
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### 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 2009. Attendance-94%, Graduation-85.5%, Dropout 3%**

#### **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%.

Goals 2009							
Enrollment		ADA		Drop Out		Graduation Rate	
All	1656	All	92	All	4.38	All	82.82
American Indian / Native Alaska	Xx	American Indian / Alaska	88.8	American Indian / Alaska	0	American Indian / Alaska	Xxx

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African American	629	African American	90.6	African American	5.1	African American	79.28
Asian / Pacific Island	85	Asian / Pacific Island	96.3	Asian / Pacific Island	1.52	Asian / Pacific Island	100
White	864	White	92.5	White	4.17	White	82.72
Hispanic	67	Hispanic	95	Hispanic	2.08	Hispanic	100
Special Ed.	180	Special Ed.	90	Special Ed.	2.87	Special Ed.	88.89
Economically Disadvantaged.	509	Economically Disadvantaged.	88.1	Economically Disadvantaged.	5.42	Economically Disadvantaged.	74.19
LEP	14	LEP	94.8	LEP	9.09	LEP	xxx

### RETAINED in HIGH SCHOOL 2006-2007

	9 ret.	total 9th	9th %	10 ret.	total 10th	10th %	11 ret.	total 11th	11th %	12 ret.	total 12th	12th %	9-12 ret.	total 9-12	total %
SMCPS 07	382	1568	24.36%	182	1276	14.26%	112	1270	8.82%	133	1065	12.49%	809	5179	15.62%

### RETAINED in HIGH SCHOOL 2007-2008

	9 ret.	total 9th	9th %	10 ret.	total 10th	10th %	11 ret.	total 11th	11th %	12 ret.	total 12th	12th %	9-12 ret.	total 9-12	total %
SMCPS 08	0	434	0.00%	0	436	0.00%	0	374	0.00%	0	378	0.00%	0	1622	0.00%

Strategies and Activities <i>(Aligned to needs assessment and school improvement goal)</i>	Specific Action Steps	Student Groups Targeted	Timeline/Frequency	Person Responsible	Evaluation/Evidence of student achievement <i>(Based on data)</i>
<b>PST</b> <b>Monthly review of Attendance, Graduation and trend data and development of interventions as appropriate</b>					
Attendance Mentor will monitor the attendance of identified at risk students and report findings to PST and TAT teams  9 <sup>th</sup> grade promotion ceremony at the semester for repeating 9 <sup>th</sup> graders who earned enough credits to become 10 <sup>th</sup> graders		Students identified by the criteria of the grant  <ul style="list-style-type: none"> <li>Plan assembly</li> <li>Advertise</li> <li>Invite Parents</li> <li>Hold an</li> </ul>	daily  Repeating 9 <sup>th</sup> grade students	Cristine Krenek  January 2009	Improved attendance rates for identified students.  C. Quick-McQueen, D. Hart, school counselors

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		advisement period so students can go to their new advisement			
<b>Transition</b>					
<b><i>Implement and evaluate transition activities for all students in grades 5, 6, 8 &amp; 9 and targeted interventions for identified students in those grades</i></b>					
Transition Fair	The fair will be held in March or August of 2009	Incoming 9 <sup>th</sup> graders	Once annually	M. Steinbach	Reduction in the number of 9 <sup>th</sup> graders retained
Parent Forums	Hold 2 forums at GM and 2 in community locations				
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.		Repeating 9 <sup>th</sup> graders	On-going	Pupil Service Team: Counselors (A. Bishop, D. Ryan, J. Stokes, J. Cole) Psychologist: L. Longworth, School Nurse: M. Adamo PPW: D. Magnani, Asst. Principal: C. Garvin	Improved attendance and academic performance for identified students.
1. 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 2008-2009			On-going	Counselors (A. Bishop, D. Ryan, J. Stokes, J. Cole) PPW (D. Magnani), Administrators (C. Garvin, M. Steinbach, S. Reynolds)	Written confirmation that information was provided and understood. Increase in graduation rate.

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2. Quarterly review with all faculty and students the attendance policy and procedures – reminder of policy regarding auto fail			Aug/Sept. 2008, November 2008, February 2009 and April 2009	Counselor (D. Ryan) Administrators (C. Garvin; D. Hart)	Attendance data disaggregated by subgroups and individual students. Improved student attendance.
3. Implement SMCPs attendance policy			August 2008 – June 2009	All Staff Counselors, Administrators, Teachers	Review of staff consistency in contacting parents. Individual teachers parent contact logs.
4. Teachers will input daily attendance using E-school for parents to monitor student attendance			August 2008 – June 2009	Teachers Parents Counselors Administrators	Hits to Home Access Center
5. Teachers will utilize Teacher Access Center student attendance report to obtain up to date attendance information			August 2008 – June 2009	Teachers Parents Counselors Administrators	Decrease in the number of students tardy to class. Decrease students skipping class.
6. Decrease truancy through an aggressive hallway management plan to include school wide blitz each class period			August 2008 – June 2009	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.
7. 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: Counselors (A. Bishop, D. Ryan, J. Stokes, J. Cole) Psychologist: L. Longworth, School Nurse: M. Adamo PPW: D. Magnani,	Improved school attendance from students identified as frequently absent

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				Asst. Principal: C. Garvin	
8. Implement a series of truancy prevention classes for repeat offenders			Quarterly – Sept., November, February, April or when identified as needed by administrators	Counselors (A. Bishop, J. Stokes)	Attendance data – (tardies, absences, class cutting); Decrease in the number of students attending prevention classes.
9. Conduct transcript audits for seniors at least three times per year			August, November, and February	Counselors (A. Bishop, D. Ryan, 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		seniors	January, March, April, 2009	Counselors (A. Bishop, D. Ryan, J. Stokes, J. Cole)  All Teachers of Senior students	Certified/Registered letters  Phone call or letter by teachers documentation
12. Offer credit recovery options to seniors in need during second semester of the school year		seniors	January 2009	Counselors (A. Bishop, D. Ryan, 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		seniors	On-going	Counselors (A. Bishop, D. Ryan, J. Stokes, J. Cole); Teachers	Progress Reports; decrease in the number of seniors failing courses.
14. Review underclassmen transcripts and develop or update four year educational plans		9 <sup>th</sup> – 11 <sup>th</sup> graders	On-going	Counselors (A. Bishop, D. Ryan, J. Stokes, J. Cole); Teachers	Credit worksheets
15. <u>Repeating 9<sup>th</sup> Grade Students</u> -504 students – evaluate		Repeating 9 <sup>th</sup> graders	August of 2008	Counselors (J. Stokes, A. Bishop, J. Cole,	Students placed in the proper classes with co-teachers as required

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placement on an individual basis -IEP students – evaluate placement on an individual basis with parent input				D. Ryan) D. Nelson, M. Steinbach, and C. Garvin	
16. <u>Repeating 9<sup>th</sup> Grade Students: 5<sup>th</sup> time in ninth grade, 17 years of age and over-</u> -Enroll students in one or more of the following: Evening High School, On-line courses, College of Southern Maryland, GED program, Job Corps, Free State Challenge		Repeating 9 <sup>th</sup> Grade Students: 5 <sup>th</sup> time in ninth grade, 17 years of age and over-	August 2008	Counselors (J. Stokes, A. Bishop, J. Cole, D. Ryan), Ninth Grade Assistant Principal, PPW (D. Magnani)	Enrollment in an alternative program
17. <u>Repeating 9<sup>th</sup> Grade Students: 4<sup>th</sup> time in the 9<sup>th</sup> grade, 16 years of age and over-</u> -Students should be enrolled in one or more of the following programs: Evening High School, On-line courses, College of Southern Maryland, GED program, Job Corps, Free State Challenge		Repeating 9 <sup>th</sup> Grade Students: 4 <sup>th</sup> time in the 9 <sup>th</sup> grade, 16 years of age and over-	August 2008	Counselors (J. Stokes, A. Bishop, J. Cole, D. Ryan), Ninth Grade Assistant Principal, PPW (D. Magnani)	Enrollment in an alternative program
18. <u>Repeating 9<sup>th</sup> Grade Students: 3<sup>rd</sup> time in the 9<sup>th</sup> grade, 16 years of age and over-</u> -Conference with parent/guardian, Assistant Principal and Guidance counselor		Repeating 9 <sup>th</sup> Grade Students: 3 <sup>rd</sup> time in the 9 <sup>th</sup> grade, 16 years of age and over-	August 2008	Counselors (J. Stokes, A. Bishop, J. Cole, D. Ryan), Ninth	Meeting the guidelines set forth by contract or progress reports Promotion to the 10 <sup>th</sup> grade





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<p>-If progress is not shown proceed with one of the following options: Evening High School with special permission from Student Services, On-line Courses with special permission from Principal, reevaluate modified schedule</p> <p>-If progress is being shown proceed with the following possibilities: addition of classes from modified schedule, reduction of daily monitoring sheet to weekly or bi-weekly monitoring, enrollment in Credit Recovery if grant is received for the program</p> <p>-May have follow-up meeting with parent/guardian, AP, and school counselor after marking period 3, continue with semester 1 interventions</p>			<p style="text-align: center;">April 2009</p>		<p>Student is on a plan to meet with success and promotion to the 10<sup>th</sup> grade</p>
<p>20. <u>Repeating 9<sup>th</sup> Grade Students: 2<sup>nd</sup> time in the ninth grade, 16 years of age and over-</u></p> <p>-May have conference with parent/guardian, Assistant Principal and</p>		<p>Repeating 9<sup>th</sup> Grade Students: 2<sup>nd</sup> time in the ninth grade, 16 years of age and over-</p>	<p style="text-align: center;">August 2008</p>	<p>Counselors (J. Stokes, A. Bishop, J. Cole,</p>	<p>Promotion to the 10<sup>th</sup> grade</p>

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<p>School counselor (based on earned credits, attendance, and discipline record), where one or more of the following will be put in place: contract with suggestion of after-school tutoring, weekly/bi-weekly progress sheets turned into guidance, modified schedule, evaluate interest in Tech Center, submit name as potential candidates to meet with the attendance mentor or other support staff (i.e. Safety Advocate, Adult mentor, PPW, Probation Officer, School Resource Officer), Evening High School enrollment, review at PST meeting -Re-evaluate progress prior to end of first semester, if progress is not shown, students should be enrolled in one or more of the following programs: Evening High School, On-line courses, College of Southern Maryland, GED program, Job Corps Free State Challenge, evaluate schedule for</p>			<p style="text-align: center;">December 2008</p>	<p>D. Ryan), Ninth Grade Assistant Principal, PPW (D. Magnani)</p>	
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<p>further modifications</p> <p>-If progress is being demonstrated apply one or more of the following options: addition of classes from modified schedule, reduction of daily monitoring sheet to weekly or bi-weekly, enrollment in Credit Recovery if grant is received to continue the program -May have follow-up meeting with parent/guardian, AP, and guidance counselor after marking period 3, continue with semester 1 interventions</p>			<p>April 2009</p>		
<p>21. <u>Repeating 9<sup>th</sup> Grade Students: 2<sup>nd</sup> time in the ninth grade, 15 years of age and under-</u> -Possible conference with parent/guardian, Assistant Principal and School counselor (based on earned credits, attendance, and discipline record) where one or more of the following will be established: contract with suggestion of after-school tutoring,</p>		<p>Repeating 9<sup>th</sup> Grade Students: 2<sup>nd</sup> time in the ninth grade, 15 years of age and under-</p>	<p>August 2008</p>	<p>Counselors (J. Stokes, A. Bishop, J. Cole, D. Ryan), Ninth Grade Assistant Principal, PPW (D. Magnani)</p>	<p>Promotion to the 10<sup>th</sup> grade</p>

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<p>weekly/bi-weekly progress sheets turned into guidance, modified schedule, evaluate interest in Tech Center, submit names as potential candidates to meet with the attendance mentor or meet with support staff as recommended [voluntary on the part of the student] (i.e. Safety Advocate, Adult mentor, PPW, Probation Officer, School Resource Officer), potential peer mentors, review at PST meeting</p> <p>-Re-evaluate progress prior to end of first semester (if progress is not shown move to Evening High School with special permission from the Department of Student Services or On-line courses with special permission from the Principal, reevaluate schedule</p> <p>-If progress is being shown proceed with one or more of the following options: addition of classes</p>			<p style="text-align: center;">December 2008</p>		
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from modified schedule, reduction of daily monitoring sheet to weekly or bi-weekly, enrollment in Credit Recovery if grant is received to continue the program -May have follow-up meeting with parent/guardian, AP, and guidance counselor after marking period 3, continue with semester 1 interventions			April 2009		
22. Identification of first time 9 <sup>th</sup> grade students with attendance issues			August 2008	Attendance Mentor (K. Krenek)	Increased daily attendance
23. Community members mentoring students			September 2008 Ongoing	Counselors (J. Stokes, A. Bishop, J. Cole, D. Ryan), Assistant Principals, PPW (D. Magnani), All teachers Ramona Smith-volunteer coordinator	Increased academic performance Increased daily attendance

**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact?</i>
Continued Training for E-School and Teacher Access Center	Teachers will attain proficiency with the online resource. The impact to all	Ongoing as needed	D. Hart, D. Kole, J. Graham, teachers who are advanced in the use of	Effectiveness will be evaluated by use of the site by teachers, students, and

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	students and parents would provide consistent communication of student performance and instructional expectations which relate to academic needs. All student groups are targeted.		technology	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 2008 – June 2009	Quarterly (or as scheduled) training provided by Pupil Services or community agencies.	Increase in the attendance and graduation rates.
Regular counselor collaboration.	Counselors will meet regularly to implement effective procedures for evaluating transcripts, scheduling attendance/tardy groups, reviewing procedures for notifying parents and teachers or concerns, etc.	September 2008 – June 2009	Reviews during regular meetings after items are implemented.	Increased student achievement in academics and school attendance; improved teacher and parent communication.

**STAKEHOLDER INVOLVEMENT**

**SMCPS Goal : Increased communication, collaboration, and partnerships with all stakeholders.**

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

Continue to promote strong communication and collaboration with stakeholders, including parents, students, and community partners. Utilize available technologies such as eSchool+, school web page, email, school mailings, newsletters, and the parent-link phone system to promote effective and timely stakeholder involvement in the instructional process.

Stakeholders will be invited to attend quarterly Technical Assistance Team/AFG data review forums to be held at the school and community sites (to be determined).

Share specific information about PSAT/SAT to promote increased family involvement in student preparation and achievement.

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Offer PSAT/SAT resources to families at the school and the public at the Lexington Park library.

Stakeholders	Communication	Collaboration	Building Relationships
<p><b><u>Parents/School Community</u></b>  <i>Overarching Strategy</i>            Invite parents and community members to volunteer in classrooms as academic tutors and mentors to students</p>	<p>Volunteer Coordinator will continue to promote parent and community involvement through parent forums, PTSA and outreach meetings</p>	<p>Collaboration with community partners such as NAS PAX, St. Mary's College, CSM, local businesses and PTSA</p>	<p>On-going partnerships</p>
<p><i>Strategy for Targeted Groups</i>            Share specific information about HSA's to promote increased family involvement in student preparation and achievement</p>	<p>Communicate with families via email, school website, parent-link phone system and informational flyers</p>	<p>Collaboration to include availability of HSA remediation books</p>	<p>On-going student and parent involvement</p>
<p><b><u>Students</u></b>  <i>Overarching Strategy</i>            After school tutoring available to any student</p>	<p>Advertise on Hornet TV and radio, school website and informational flyers</p>	<p>Collaboration with St. Mary's College student tutors</p>	<p>On-going partnership with St. Mary's College</p>
<p><i>Strategy for Targeted Groups</i></p>			

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<p><b>Staff</b> <i>Overarching Strategy</i> Staff will participate in open house night, parent conference day, principals forums and transition fair</p>	<p>Communicate via press releases, school website and the phone-link system.</p>	<p>Involve students and families in school activities</p>	<p>On-going student and parent involvement.</p>
<p><i>Strategy for Targeted Groups</i> Staff will attend individual parent teacher conferences</p>	<p>Conferences are scheduled at the request of school counselors, teachers, parents or administrators</p>	<p>Increased involvement of targeted students and their families</p>	<p>On-going student and parent involvement.</p>