



OVERVIEW

Our School:

Great Mills High School is the oldest high school in Southern Maryland opening in 1929. The school’s rich and proud tradition of serving a diverse school community that meets the academic, social, and emotional needs of its students is a source of pride and accomplishment. The school carries on that tradition of diversity, serving a student body that is 58% of color (35%-AA, 13%-Hispanic, 10%-2 or more races, 37%-White). The current student enrollment is 1804 students. We have 37% of our student body receiving free and reduced meals and 11% of are students with disabilities.

ACTIONS

Focus Area 1 (Academics): Credit Recovery

Goal Statement	
<p>Throughout the school year, student performance, measured by credits earned, will be equal to 5 or more per school year as we instruct students using multiple varieties of engaging and relatable instruction, consistent and timely feedback, and multiple means of assessing student learning. Currently, 12.3% of our students do not have the appropriate number of credits and are one or more grade levels behind their cohort. While maintaining passing grades, at least 5% of these students will use Edgenuity and teacher-created recovery, to make up missing credits while not failing current courses to be on track for graduating with their cohort.</p>	
Rationale	
<p>There are 221 students that are currently behind their cohort. Last year, 54-9th graders did not earn 5 or more credits making them repeat 9th graders. Over the past two years, 86 students from the class of 2024 did not earn the minimum of 10 credits to be a junior. There are 55 students from the class of 2023 that have not earned the minimum of 15 credits to be a senior. We have 5 students that continue to have less than 5 credits after 4 years of high school. Throughout the school there were a total of 1425 classes failed for the year. Finally, there are 21 students that are in 12th grade for the second year.</p>	
Objectives	Strategies
<ul style="list-style-type: none"> By the end of the year the building will reduce the percentage of students who don't have the appropriate number of credits by 5%. Meaning the building will decrease 12.3% of students down to 7.3% of students, impacting over 135 students. 93% of all students will earn 5 or more credits throughout the year. 	<ul style="list-style-type: none"> Students will be enrolled and monitored in Edgenuity to recover missing credits. Students will meet with counselors and/or administrators two times per quarter throughout the school year. There will be constant feedback for students and parents to monitor progress.

<ul style="list-style-type: none"> ● Reduce the number of failed courses by 25%. 	<ul style="list-style-type: none"> ● Freshman Academy, Freshman Seminar, and teacher recovery will support the class of 2025 to decrease the number of students who do not earn five or more credits ● As a school we will use the Teacher Performance Assessment System Framework to focus on demonstrating knowledge of students, in lesson plans, activities and projects and increasing student engagement.
Evaluative Measures <i>How will you evaluate the effectiveness of the strategies?</i>	
<ul style="list-style-type: none"> ● The monthly grade passbacks will be reviewed with teachers by administrators to evaluate and monitor student learning, use of resources, and distribution of grades through the different demographics. ● Data from failing grades will be used to determine Professional Development throughout the year. ● Quarterly report cards are reviewed and students failing two or more courses will be put on a recovery schedule during one lunch. 	

Focus Area 2 (Climate/SEL): Multi-Tiered Systems of Support (MTSS)

Goal Statement	
<p>In efforts to improve the culture and learning environment of the school, we will improve and grow our MTSS committee and incentives. As a school, we will focus on tier 1 and 2 strategies and interventions to foster a sense of community and belonging for all students and staff. By doing this we will see a decrease by 5% of the number of suspensions.</p>	
Rationale	
<p>When students feel like they belong, it is easier to get them to commit to good attendance, grades, and behavior. In 2021 the dropout rate was 10.8% and the absentee rate was 15.1%. After combining dropouts and students that did not graduate on time our graduation rate was 85% for the 2021 school year. We will use MTSS incentives for coming to school daily, participating in classes, and making positive choices which will have positive effects on the climate for staff and students.</p>	
Objectives	Strategies
<ul style="list-style-type: none"> ● Reduce the number of referrals for the school ● Reduce the number fights ● Increase teacher retention ● Increase attendance 	<ul style="list-style-type: none"> ● School-wide incentives for attendance, grades, and behavior ● On-going professional development with staff on engagement strategies ● Increasing the presence and footmark of the Career and College Center ● Monthly incentives for attendance, grades, and or behavior ● Climate surveys with students and parents ● Field trips to community businesses, area colleges and trade schools, presentations by the military ● Bringing in guest speakers about career fields, life choices, current college students ● Team building experiences through Greenwell State Park ● Using ESSR III and II money for collaborative planning ● Lunch groups for new teachers ● Mandatory lunch schedules for students during one-lunch.

- Peer mediations

Evaluative Measures

How will you evaluate the effectiveness of the strategies?

- Weekly attendance audits
- Percentage of students eligible to participate in incentives
- Review of discipline data Monthly
- Review F grade passbacks