

Strategic Plan - Principal's Annual Summary for the 2018-2019 School Year
Glen Burnie High School

For the 2018-2019 school year, Glen Burnie High School chose to focus on three indicators: increasing the percentage of students in grades 9-12 who met or exceeded expectations on standardized English and Mathematics assessments (Indicator 7), increasing the percentage of 9th graders who matriculate to 10th grade status after one year (Indicator 9), and increasing the percentage of students attending school on a daily basis (Indicator 10). At the same time, we also worked to increase the percentage of students, families, staff and partners who reported feeling as a valued member of the Glen Burnie High School community.

Our intentional focus was to increase the percentage of students in grades 9-12 who met or exceeded expectations on standardized English and Mathematics assessments (Indicator 7); and to improve by 1.3 points on the academic achievement band of the ESSA school report card. We improved by 2.2 points. Teachers also increased the amount of technology-based instruction and exposure to technology for students, so that our students felt more comfortable with the technology and devices used for standardized assessments. Our Algebra 1 and English 10 teachers also recognized the specific areas within their content that were more challenging for students, and identified which concepts needed to be taught in multiple ways for increased understanding. In addition, monthly Instructional Leadership Meetings tracked student performance and the anticipated subject and content areas that would require reteaching. As a result, the identified skills were focused on by our instructional staff during station reviews for our students.

Also during the 2018-2019 school year, 94% of 9th graders were promoted to 10th grade status after one year (Indicator 9). Our School Improvement Team met monthly to track, review and analyze 9th grade academic data to identify areas of student need. A Credit Advisory lesson created by GBHS Administration and Guidance was administered to all 9th grade students to explain how credits are earned and to emphasize the importance of passing classes and earning credit.

Lastly, in the 2018-2019 school year, GBHS experienced a decrease in the number of students who were chronically absent as compared to the 2017-2018 school year (Indicator 10). We attribute this improvement to our focus on building a community at Glen Burnie High School where students feel valued. Our community building initiatives included the following:

- Introduction of *Gopher Tracks*, a weekly e-newsletter distributed to families and staff, which contains information about upcoming events for the week, family reminders about the school calendar, and campus expectations.

- Implementation of quarterly Parent Cafes which provided an opportunity for parents to visit GBHS and meet informally with administration.
- Successful launch of our first ever Diversity Week that was planned by students and staff and included a variety of events for all students and families to get involved --- including an evening event with food from local venues.

As a team, we have a shared mission for going forward into the 2019- 2020 school year. We will continue our work to improve our students' performance on standardized English and Mathematics assessments (Indicator 7), to provide additional supports for our 9th grade students (Indicator 9), and to improve our daily attendance rates (Indicator 10). We also plan to continue our efforts to build a GBHS community where all students feel welcome and valued (Indicator 1), and to work on closing the gap for our special education students on standardized tests.

We're looking forward to a year of growth and accomplishments.

Scott McGuire
Principal, Glen Burnie High School