45 Day Check-in and Preparing for Budget Development

GO Team Business Meeting #3

Benjamin E. Mays High School
November 28, 2023

GO TEAMS
STRONG SCHOOLS
START WITH ME!

Benjamin E. Mays HS
Date: November 28, 2023
Time: 5:00 p.m.
Location: Mays High on the Hill YouTube Channel

I. **Call to Order**
II. **Roll Call; Establish Quorum**
III. **Action Items**
   a. Approval of Agenda
   b. Approval of Previous Minutes: October 24, 2023
   c. Additional Action Item: Appoint parent and community member
   d. Strategic Plan Update *(after discussion and if needed)*
   e. Ranking Strategic Plan Priorities *(**REQUIRED** after discussion)*
IV. **Discussion Items**
   a. 45-Day Continuous Improvement Plan Check-in
   b. Fall to Winter MAP Data
   c. Strategic Plan and Continuous Improvement Plan Progress
   d. Strategic Plan Update *(if needed)*
   e. Ranking Strategic Plan Priorities
V. **Information Items**
   a. Principal's Report
   b. International Baccalaureate Program
   c. Cluster Advisory Team Report
VI. **Announcements**
VII. **Adjournment**

Discussion Items

Continuous Improvement Plan

    45 Day Check-in

Fall to Winter MAP Data Discussion

Review of Strategic Plan and priorities progress

Strategic Plan Updates

Preparing for the Budget Development

Rank Strategic Priorities

Timeline for GO Teams

You are **HERE**

1

Fall 2021
GO Team Developed 2021-2025 Strategic Plan

2

Summer 2023
School Leadership completed Needs Assessment and defined overarching needs for SY23-24

3

August 2023
School Leadership completed 2023-2024 Continuous Improvement Plan

4

Sept. – Dec. 2023
Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

5

Before Winter Break
GO Team will take action (vote) on the school's strategic plan and vote on the ranked strategic plan priorities for SY24-25 budget discussions.

Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?

- What data supports the completion of an action step and success criteria (both implementation and student achievement)?

Goal #1: Content Mastery

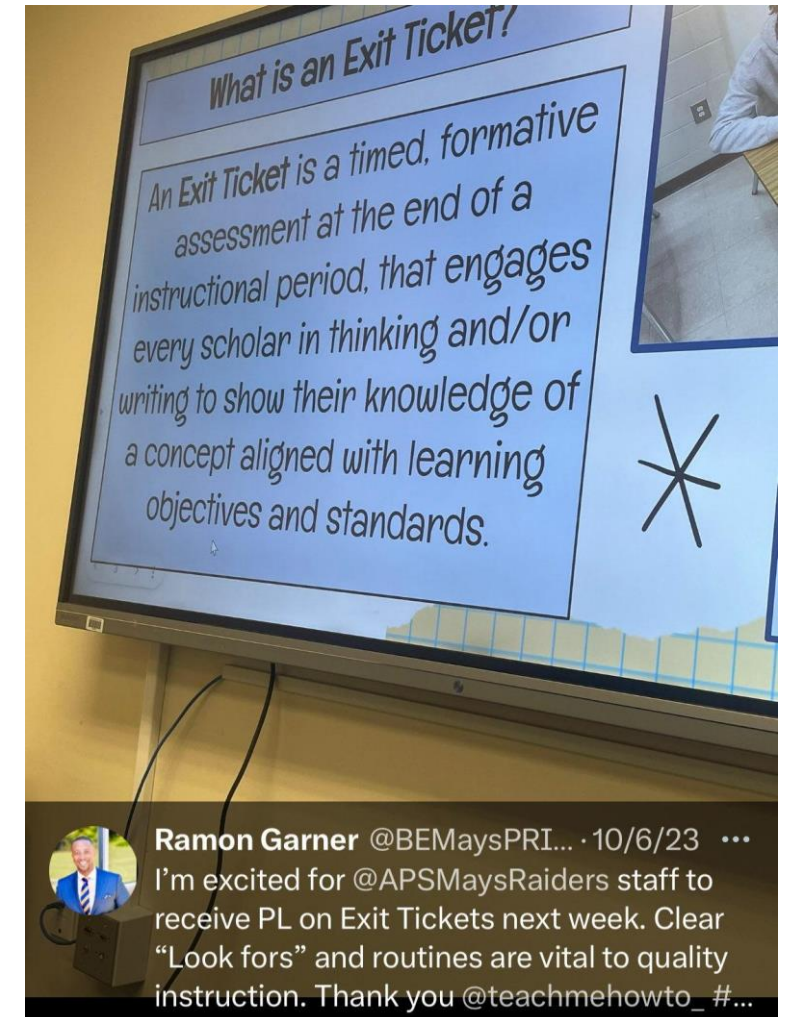| CCRPI Content Mastery CIP Goal						
By May 2024, 47.6% of students will score Developing+ and 14.7% will score Proficient+ on the American Lit EOC. By May 2024, 41.4% of students will score Developing+ and 14.7% will score Proficient+ on the Algebra I EOC. By May 2024, 44.3% of students will score Developing+ and 17.2% will score Proficient+ on the Biology EOC. By May 2024, 48.2% of students will score Developing+ and 15.2% will score Proficient+ on the U.S. History EOC.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Monitor the consistent use of the APS instructional framework through coaching and feedback cycles.	APs: Dallas, Rivers, Bawlson, Reed, Morgan	August 2023 – May 2024	Lesson Plan Feedback, Classroom Observation Data, Coaching Cycle Documentation	Increased percentage of students meeting MAP growth targets and increased overall MAP achievement.	General Funds	C&I
Monitor the effectiveness of weekly PLCs for collaborative planning, DDI, and analyzing student work.	APs: Dallas, Rivers, Bawlson, Reed, Morgan	August 2023 – May 2024	PLC agendas, PLC observations, Reteach Action Plans, Lesson Plans	Increased percentage of students meeting MAP growth targets and increased overall MAP achievement.	General Funds	C&I, Data
Implement classroom strategies aligned to the Personalized Learning core elements of Targeted Instruction and Student Reflection & Ownership.	APs: Dallas, Rivers, Bawlson, Reed, Morgan	August 2023 – May 2024	Student Data Trackers, Reteach Action Plans, Core Four Implementation Rubrics	Increased percentage of students meeting MAP growth targets and increased overall MAP achievement.	General Funds	Personalized Learning, C&I, Data

Goal #1: Content Mastery - Quarter 1+2 Actions

Action Step 1: Coaching & Feedback	
Quarter 1 Actions	**Quarter 2 Actions**
Management & Culture: ● Trained teachers on the NNN Approach ● ICs: observed classrooms & provided feedback on NNN implementation ● ICs: Prioritized teachers for coaching based on the **Culture of Achievement Rubric**.	**Management & Culture** ● ICs: Will provide additional real-time coaching + feedback for classrooms that are not Compliant + On Task.
Instruction + Rigor ● Trained teachers on the Instructional Framework + Mays instructional planning expectations ● Trained teachers on daily Exit Ticket implementation. ● ICs: Conducted learning walk calibrations to identify. instructional strengths + gaps in classrooms.	**Instruction + Rigor** ● Teachers: Focus on the creation + implementation of daily Exit Tickets to determine mastery of learning targets. ● ICs: Conduct coaching cycles with teachers. ● ICs: Observing + providing feedback on Exit Ticket implementation.

Exit Tickets Implementation
Oct 9-10: Exit Ticket PD Session, facilitated by AP Dallas

| Evidence Of Mastery (Exit Ticket) Look Fors				
Exit Ticket Planning	**Management**	**Timing and Urgency**	**Collecting Data**	**Using Data**
Teacher crafts 4-5 questions or 1 extended response that aligns with the lesson and standards for the day.	The teacher references today's learning target as part of a formal closure to the lesson and at the start of the EOM.	Teacher uses a timer to ensure efficiency. or There is a slide with directions and timer presented during the EOM.	The EOM is delivered in a platform that can calculate quick, disaggregated data. or Printed to be collected and reviewed later.	Teacher uses data to adjust plans for reteaching. Teachers and students can answer: *"**How will this data be used?**"*
The EOM is planned to an appropriate level of rigor based on EOC achievement level descriptors.	Precise directions are given to begin the EOM.	Teacher provides verbal timing updates.	Data is collected for a performance-based assessment for solo or group performance. (Where applicable)	
Today's objective and learning targets are clearly written on the board.	The teacher circulates to manage on-task behavior and maintains a test-like environment.	Teacher reserves enough time to ensure exit ticket completion (10 - 15 mins). All students actively engage in the exit ticket		

What is an Exit Ticket?

An Exit Ticket is a timed, formative assessment at the end of an instructional period, that engages every scholar in thinking and/or writing to show their knowledge of a concept aligned with learning objectives and standards.

Ramon Garner @BEMaysPRI... ·10/6/23 ···
I'm excited for @APSMaysRaiders staff to receive PL on Exit Tickets next week. Clear "Look fors" and routines are vital to quality instruction. Thank you @teachmehowto_ #...

Exit Tickets Implementation
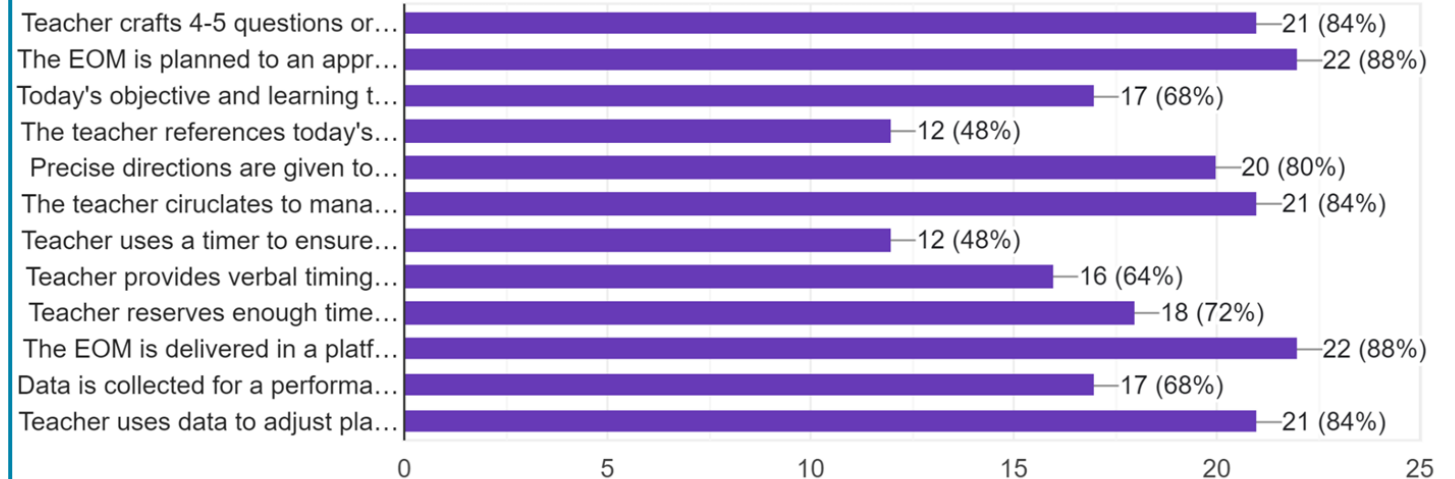## Observation Data from Week of Oct 23-27

EOM (Exit Ticket) Rating:
25 responses
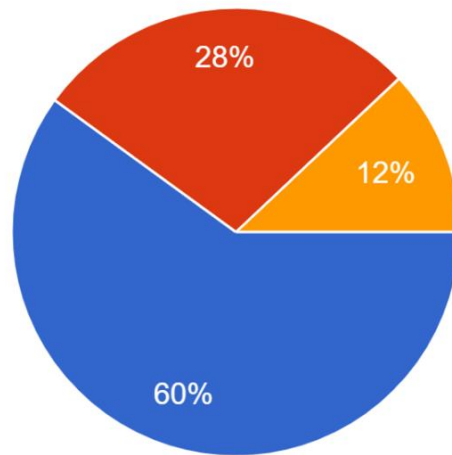
- Operational (9-12 Look Fors)
- Developing (5-8 Look Fors)
- Emerging (1-4 Look Fors)
- Not Implemented

Pie chart values: 60%, 28%, 12%

Check the Boxes of the Look Fors Implemented:
25 responses

Look For	Responses
Teacher crafts 4-5 questions or…	21 (84%)
The EOM is planned to an appr…	22 (88%)
Today's objective and learning t…	17 (68%)
The teacher references today's…	12 (48%)
Precise directions are given to…	20 (80%)
The teacher ciruclates to mana…	21 (84%)
Teacher uses a timer to ensure…	12 (48%)
Teacher provides verbal timing…	16 (64%)
Teacher reserves enough time…	18 (72%)
The EOM is delivered in a platf…	22 (88%)
Data is collected for a performa…	17 (68%)
Teacher uses data to adjust pla…	21 (84%)

Goal #1: Content Mastery - Quarter 1+2 Actions

Action Step 2: PLCs	
Quarter 1 Actions	**Quarter 2 Actions**
- Implemented school-wide expectations for PLCs (templates, protocols) - Identified PLC Leads to facilitate non-EOC PLCs.	- Oct 9th: Train PLC Leads to effectively facilitate PLC protocols and hold team members accountable to instructional expectations - APs: Observe + provide feedback i the the EOC PLCs, working towards PLCs and Data Meetings functioning at an Operational level.

Goal #1: Content Mastery - Quarter 1+2 Actions

Action Step 3: Personalized Learning	
Quarter 1 Actions	**Quarter 2 Actions**
• Implemented student data trackers in some courses (Biology, Algebra I)	• Identify individual student achievement level targets for EOC classes (Oct 10th) • Use individual student targets for differentiation and student grouping • EOC Classes - facilitate an EOC Goal Setting + MAP Data Reflection lesson. • Implement student mastery tracking in all EOC classes

Setting Individual Student EOC Targets

Algebra I

	# of Students Taking EOC	22-23 EOC Results	23-24 EOG Developing+ Goal	Targeted Students
Developing+	323	36.4%	41.4%	134
Proficient+	323	11.7%	14.7%	47

Biology

Grade Level	Current # of Students	22-23 EOG Developing+ Score	23-24 EOG Developing+ Goal	Targeted Students
Developing+	329	39.3%	44.3%	146
Proficient+	329	14.2%	17.2%	57

American Lit

Grade Level	Current # of Students	22-23 EOG Developing+ Score	23-24 EOG Developing+ Goal	Targeted Students
Developing+	349	42.6%	47.6%	166
Proficient+	349	11.7%	14.7%	51

U.S. History

Grade Level	Current # of Students	22-23 EOG Developing+ Score	23-24 EOG Developing+ Goal	Targeted Students
Developing+	263	48.2%	53.2%	140
Proficient+	263	12.2%	15.2%	40

We identified the number of students needed to hit our Developing+ and Proficient+ goals for each content area and grade level.

Then, teachers identified the specific students who we project to achieve Developing, Proficient, & Distinguished Learners so that they can align targeted instruction & personalized learning strategies to set each student up to achieve their individual target.

Individual Student EOC Targets Spreadsheets			
American Lit	Algebra I	Biology	U.S. History

Sample Class

Individual student target sheets are organized by class period so that teachers can use for targeted grouping, questioning, & differentiated classwork.

Grade	Course	Teacher	Period	Last Name	First Name	23-24 EOC Goal	Fall MAP RIT Score	Lexile	Informational Text	Literature	Vocabulary Acquisition and Use
						Beginning	201	610L-760L	191	204	208
						Beginning	200	590L-740L	195	202	204
						Beginning	209	765L-915L	203	215	210
						Developing	183	260L-410L	183	163	195
						Developing	185	300L-450L	184	184	188
						Developing	190	395L-545L	186	180	206
						Developing	199	570L-720L	197	208	190
						Developing	212	820L-970L	202	217	218
						Developing	208	745L-895L	207	203	212
						Developing	211	800L-950L	208	211	212
						Developing	206	705L-855L	210	207	202
						Developing	217	915L-1065L	212	217	224
						Developing	214	860L-1010L	212	222	209
						Developing	221	995L-1145L	213	217	233
						Developing	225	1070L-1220L	222	220	232
						Developing	216	900L-1050L	227	210	211
						Developing	215	880L-1030L	227	207	212
						Distinguished	219	955L-1105L	214	221	221
						Distinguished	235	1265L-1415L	228	247	230
						Distinguished	231	1185L-1335L	232	231	228
						Distinguished	238	1320L-1470L	236	237	242
						Distinguished	232	1205L-1355L	242	230	224
						Proficient	201	610L-760L	204	193	206
						Proficient	218	935L-1085L	210	220	222
						Proficient	217	915L-1065L	218	215	219
						Proficient	218	935L-1085L	219	210	226
						Proficient	215	880L-1030L	224	208	212
						Proficient	228	1130L-1280L	227	224	234
						Proficient	227	1110L-1260L	237	224	222

Goal #2: Graduation Rate

CCRPI Graduation Rate CIP Goal						
By May 2024, the 4-Year Graduation Rate will increase by 3%-pts from 84.1% to 87.1%.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Monitor the attendance, behavior, grades, and credit recovery of seniors who are not on track for graduation in order to provide additional support & services needed to get them on track.	Graduation Coaches - R. Sparks & C. Aldridge	Aug 2023 - May 2024	Graduation Progress Monitoring Trackers, Student Check-In Notes	Increased attendance and credits earned for seniors during Fall and Spring semesters.	General Funds	WCI, C&I, Data

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Check in with SWD and Latino/Hispanic males who are not on track for graduation on a biweekly basis to identify supports and services needed to become and stay on track for graduation.	Graduation Coaches - R. Sparks & C. Aldridge	Aug 2023 - May 2024	Graduation Progress Monitoring Trackers, Student Check-In Notes	Increased attendance and credits earned for seniors during Fall and Spring semesters.	General Funds	WCI, C&I, Data

Goal #2: Grad Rate - Quarter 1+2 Actions

Action Step: At-Risk Student Monitoring	
Quarter 1 Actions	**Quarter 2 Actions**
- Assigned caseloads to MTL, Grad Coach, Counselor, SELT, Clerk, and MTSS Specialist to monitor ABC's - Scheduled 1st semester Phoenix interviews for students off track. - Bi-weekly data monitoring and check in with Senior Admin. 1st Senior Academy Data Talk held in mid-September to establish baseline data points	1st 9 weeks Senior Academy Data Talk scheduled for October 30 - Grad coaches & counselor biweekly visits to Phoenix - Counselor monitoring AVA progress - Comp Exam study sessions with MTL to prep for Nov & Dec Comp Exams - Night school start up for 11th & 12th graders with missing credits. - Bi-weekly data monitoring and check in with Senior Admin.

Goal #3: Whole Child Intervention

Whole Child & Intervention CIP Goal						
The Average Daily Attendance (ADA) will increase by 3 percentage points from 81.2% to 84.2% by May 2024. The CCRPI Attendance (The percentage of students who are absent fewer than 10% of enrolled days) will increase by 5 percentage points from 39.6% to 44.6% by May 2024. The total number of suspensions will decrease by 15% from 1346 to 1144 by May 2024.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Identify most at-promise students through attendance, discipline, and academic data and assign student caseloads to support staff for weekly mental, emotional, & behavioral monitoring/support.	10th AP - R. Rivers	August 2023 – May 2024	Student Cohort Trackers, Student Check-In Notes	Monthly CCRPI Attendance Rates. # of absences for all participating students. Monthly suspension rates and # of suspension days for all participating students.	General Funds	WCI, Data
Implement No-Nonsense Nurturer Approach as a school-wide behavior management system in all classrooms.	ICs - Pugh (Math), Leverette (ELA), Naraine (Science), Bailey (SS)	August 2023 – May 2024	Focus Walks with NNN strategy look fors	Decreased suspension rates and classroom incidents.	General Funds	WCI, C&I

Mays HS Monthly Average Daily Attendance (ADA) Rates

Month	Overall		9th Grade		10th Grade		11th Grade		12th Grade	
	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
August	85.9%	86.2%	85.6%	87.4%	86.3%	85.3%	85.4%	86.4%	86.4%	85.4%
September	83.6%	81.5%	82.2%	83.1%	84.2%	80.2%	83.6%	81.1%	84.9%	81.1%
October (Updated 10/26)	81.6%	82.0%	80.7%	83.7%	83.2%	81.5%	81.6%	80.8%	80.8%	81.5%
November		76.6%		78.5%		77.0%		75.3%		75.0%
December		86.6%		87.3%		86.4%		86.6%		85.9%
January		78.3%		77.3%		78.2%		79.5%		78.5%
February		80.1%		78.6%		81.2%		79.8%		81.3%
March		81.0%		80.9%		81.6%		81.0%		80.5%
April		78.4%		80.6%		79.5%		77.7%		74.7%
May		80.9%		80.6%		79.5%		79.4%		84.3%
Overall		81.2%		81.8%		81.0%		80.8%		80.9%

Current 23-24 ADA: (Updated 10/26)	84.3%
This time last year:	83.4%
Change from last year to date	0.9%

Mays HS Monthly Suspension Rates

Month	Overall			9th Grade		10th Grade		11th Grade		12th Grade	
	2023-24 OSS Days	23-24 Goal	2022-23 OSS Days	2023-24 OSS Days	2022-23 OSS Days	2023-24 OSS Days	2022-23 OSS Days	2023-24 OSS Days	2022-23 OSS Days	2023-24 OSS Days	2022-23 OSS Days
August	347	368	433	186	154	93	200	81	70	7	9
September	565	451	531	387	226	158	208	73	68	10	29
October (updated 10/26)	435	482	568	199	155	132	188	76	54	6	171
November		330	389		125		125		95		44
December		194	229		45		71		42		71
January		396	466		282		64		79		41
February		238	281		166		73		19		23
March		402	474		251		110		53		60
April		219	258		130		96		29		3
May		338	398		165		158		65		10
Overall	1347	3418	4027	772	1699	383	1293	230	574	23	461

Aug-Oct 23-24 OSS Days:	1347
This time last year:	1532
Change from last year to date:	-185

Goal #3: WCI - Quarter 1+2 Actions

Action Step: At-Promise Student Monitoring through Caseloads	
Quarter 1 Actions	**Quarter 2 Actions**
•Implement Whole Child Intervention Weekly Meeting •Assigned Caseload to Members of the Intervention Team •Team members will conduct 3-5 check-ins per week •Team members will conduct 2-3 student meetings per week •WCI Team will have weekly discussion to provide services and interventions to at-Risk Student	•Screen At-Risk students based on BASC-BESS Screener •Refer other At-Risk students to the WCIT •Review Student Progress •Make adjustments based on outcomes and challenges

Goal #4: College & Career Readiness

CCRPI College and Career Readiness CIP Goal						
By May 2024, Mays HS will obtain IB MYP and DP authorization. By May 2024, 80% of graduating seniors will have applied to at least 3 colleges.						
Action Step	**Person/Position Responsible**	**Timeline of Implementation**	**Method for Monitoring Implementation**	**Method for Monitoring Effectiveness**	**Funding Source**	**APS 5**
Monitor the implementation of IB PLCs to build teachers' knowledge & skills to implement IB Program during the school year.	IB AP - L. Morgan	August 2023 – May 2024	PLC agendas and materials.	Increased percentage of students meeting MAP growth targets and increased overall MAP achievement.	General Funds	Signature Programming, C&I
Monitor the implementation of IB Approaches to Learning Skills & the Learner Profile Attributes in daily lessons and provide lesson plan feedback in response to the monitoring.	IB AP - L. Morgan	August 2023 – May 2024	Lesson plan feedback rubric	Increased percentage of students meeting MAP growth targets and increased overall MAP achievement.	General Funds	Signature Programming, C&I
Monitor the implementation of senior sponsors (current college students) who support seniors with FAFSA and college applications.	12th AP - V. Reed	August 2023 - May 2024	College applications	80% of seniors will apply to 3 colleges and complete the FAFSA form.	General Funds	WCI

Goal #4: College & Career Readiness - - Quarter 1+2 Actions

Action Step: IB Authorization Steps	
Quarter 1 Actions	**Quarter 2 Actions**
Asynchronous Professional Development: Learner Profile + Approaches to Learning Skills Part I **School Visits:** Westlake High School + Maynard Jackson High School **IB PLC**: Course Subject Overviews, Service as Action, Unit Plans, Interdisciplinary Units **IB External Training:** Required personnel training **Authorization Prep:** DP Course Subject Overviews	**Professional Development:** Learner Profile + Approaches to Learning Skills Part II; Culture of Thinking: Inquiry **School Visit:** North Atlanta High School **District Support:** Arts + World Language **International Mindedness:** Hispanic Heritage Themed IB Parent Night **Authorization Prep:** DP Course Subject Overviews, MYP Unit Plans **IB External Training:** Required personnel training

Data Discussion

Fall MAP Results

Fall 2023 MAP Results Math

Mays Fall 2023 - MAP Math Growth & Achievement

Benjamin E. Mays High School
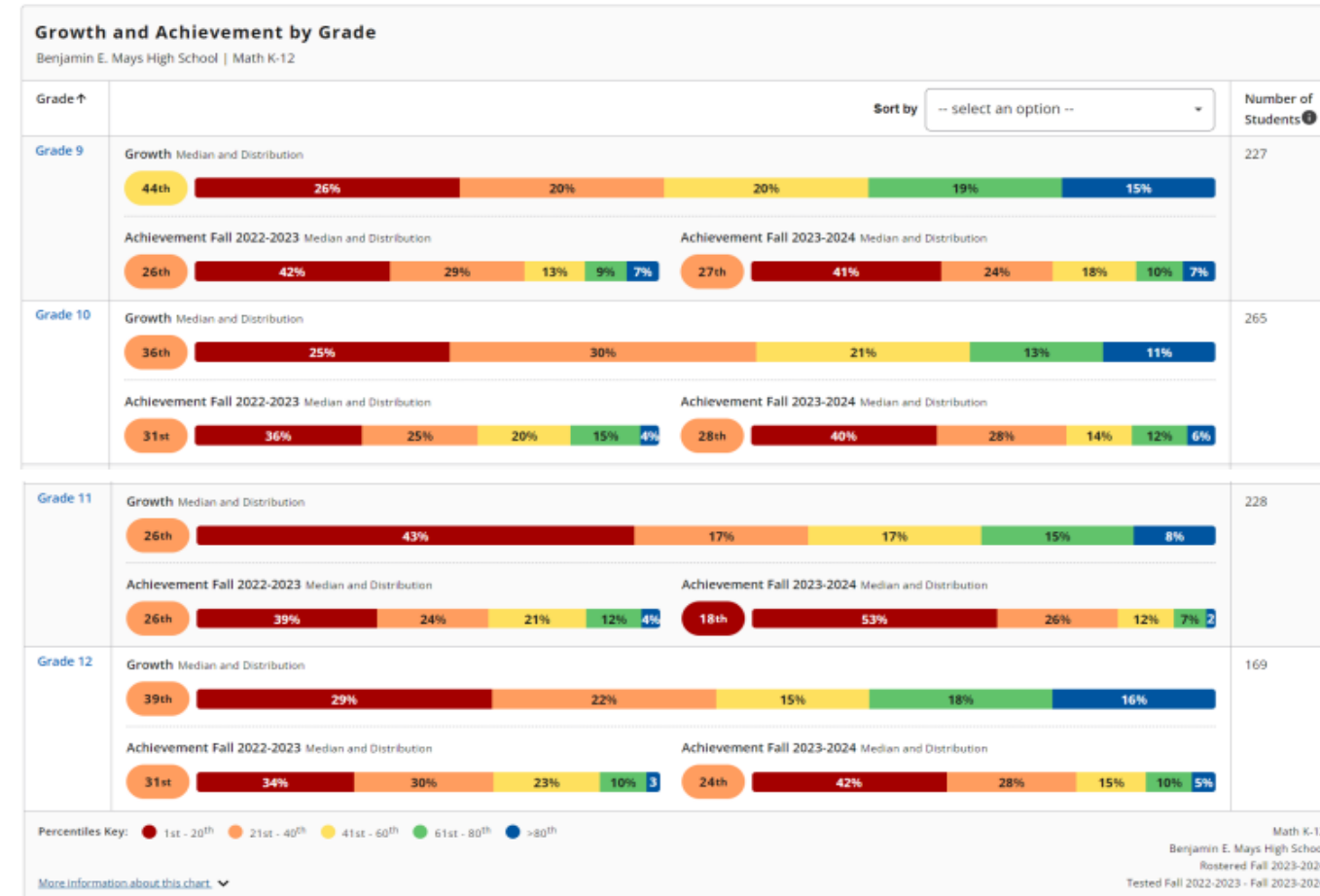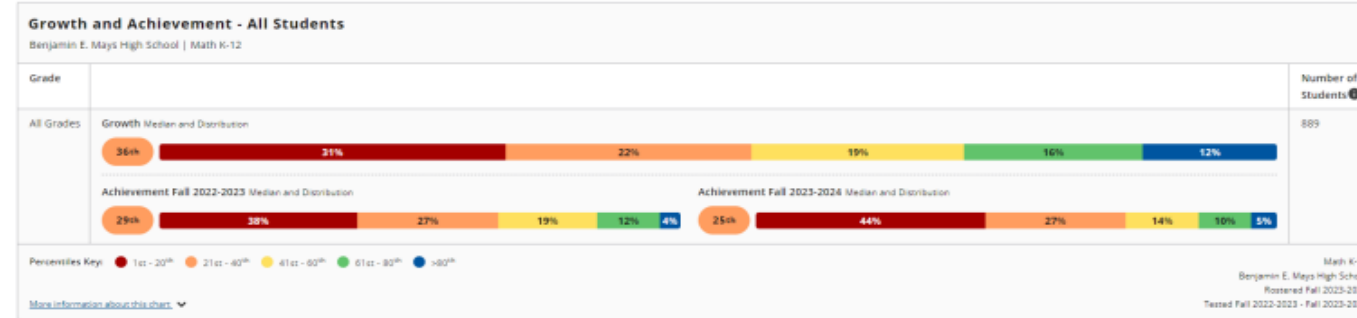
GO Team Discussion: Data Protocol

- What do you notice?

- What are your wonderings?

- What additional questions do you have?

Strategic Plan Progress

Benjamin E. Mays HS

SMART Goals

Mission: The mission of Benjamin E. Mays High School is to inspire learners in a secure, nurturing and collaborative environment to promote social and global awareness through academic ownership.

Vision: A high performing school where open-minded graduates are college and career ready, responsible digital citizens and critical thinkers within a globally competitive society.

| The percentage of students who graduate in four years will increase from 88.8% in June 2023 to 91% in June 2024. | **Literacy:** Increase % of students scoring Developing + on EOC assessment by 5% by May 2024 | **Numeracy:** Increase % of students scoring Developing + on EOC assessment by 5% by May 2024 | **Attendance:** Increase the attendance percentage rate by 3% from 80% to 83% |

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

1. Increase Graduation Rate
2. Increase percentage of students showing proficiency in Milestone Courses.
3. Strengthen the Implementation of International Baccalaureate (Signature Program).

1a. Utilizing APS graphs (Missing Credit Report) to ensure student schedules are aligned to graduation requirements. Graduation Rate.
1b. Implemented Raider Minimester Night School to help students recover courses needed for graduation. Graduation Rate: Increase in # of students on track
2a. Facilitate observations and feedback from focus walks to identify strengths and opportunities for growth to identify needed professional development.
2b. Utilizing PLC data (formative, MAP, and benchmark) to design interventions and differentiate instruction to meet the needs of all students.
3a. Monthly IB Professional Development training for teachers to increase teacher capacity as it pertains to knowledge and instructional practices of IB that are aligned to the implementation o IB MVP & CP/DP Programmers.
3b. Additional support provided by a second coordinator dedicated to IB MVP.

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
5. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.

4a. Identify most at-promise students through attendance, discipline, and academic data and assign student caseloads to support staff for weekly mental, emotional, & behavioral monitoring/support.
4b. Utilize the Care Team to identify at risk students and provide wrap-around services. Train all members of the Care Team on Restorative Practices. Implement school-wide training of PBIS for all staff members.
5. Implement classroom strategies aligned to the Personalized Learning core elements of Targeted Instruction and Student Reflection & Ownership.

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

6. Retain and continue to develop a high-performing faculty.
7. Build Teacher capacity to support an increase in mastery for students.

6a. Appropriate training and professional learning for all Mays Faculty.
6b. Mentor-Mentee Induction program that support new teachers through New Teacher Learning Communities to provide necessary tools to be successful.
6c. Minimized number of taught courses for EOC teachers to increase focus on instructional planning and academic delivery.
7a. Consistent Observation and Feedback cycle to provide teachers with instructional support to build upon current practices.
7b. Coaching cycles with Instructional Coaches to engage in the observation, feedback, and modeling process.
7c. Weekly learning walks (Including Instructional Coaches, Master Teacher, Leaders, SELTS, and IB Coordinator to build instructional leader capacity.

Creating a System of School Support
Strategic Staff Support
Equitable Resource Allocation

8. Provide wrap services availability to address the academic, emotion, and behavioral needs of the students.

8a. Utilization of the Clinical Therapist to address the emotional needs of students.
8b. Leverage the budget to include and additional School Social Worker and Graduation Coach to address the needs of students.
8c. Leverage the behavior team to implement alternatives-to-suspension in order to decrease the amount of instructional loss and promote social emotional learning strategies. (Decrease OSS by 5%)

Activity & Discussion

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?

Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*

Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

Preparing for Budget Development
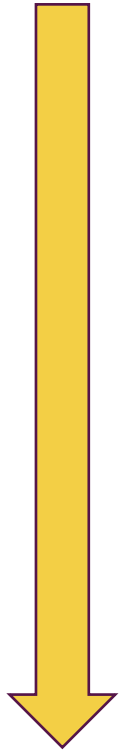
Discussion

Strategic Plan Priority Ranking

In preparation for the 2024-2025 Budget Development (January–March 2024), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

Strategic Plan Priority Ranking

This is this year's priority ranking.
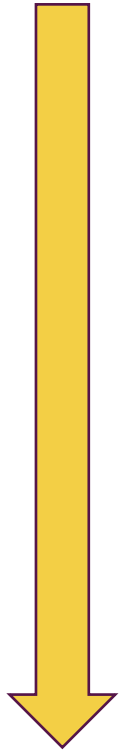We will update the rankings for next year on the next slide.

Higher

Lower

1. Retain and continue to develop a high performing faculty. (6)
2. Build teacher capacity to support an increase in mastery for students. (7)
3. Utilize flexible learning tools, technology, integration, and target instruction to personalize learning for all students. (5)
4. Implement Whole-Child system of support that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans. (4)
5. Provide wrap-around services availability to address the academic, emotional, and behavioral needs of the students. (8)
6. Increase Graduation Rate (1)
7. Increase Milestones (2)
8. Strengthen the implementation of IB (3)

Strategic Plan Priority Ranking

Mays HS FY 24 priorities from Higher to Lower

Higher

Lower

1. Retain and continue to develop a high performing faculty. (6)
2. Build teacher capacity to support an increase in mastery for students. (7)
3. Strengthen the implementation of IB (3)
4. Utilize flexible learning tools, technology, integration, and target instruction to personalize learning for all students. (5)
5. Implement Whole-Child systems of support that integrate social-emotional learning, behavior, wellness, and comprehensive academic intervention plans. (4)
6. Provide wrap-around services to address the academic, emotional, and behavioral needs of the students. (8)
7. Increase Milestones scores (2)
8. Increase Graduation Rate (1)

Action on the Strategic Plan Priorities

The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

Where we're going

At our next meeting (February 13, 2024), we will begin the discussion of the 2024-2025 budget.

Let me or the Chair know of any additional information you need for our future discussion.

Benjamin E. Mays HS
Date: **November 28, 2023**
Time: **5:00 p.m.**
Location: **Mays High on the Hill YouTube Channel**

I.   **Call to Order**
II. **Roll Call; Establish Quorum**
III. **Action Items**
    a.   Approval of Agenda
    b.   Approval of Previous Minutes: October 24, 2023
    c.   Additional Action Item: Appoint parent and community <u>member</u>
    d.   Strategic Plan Update (***after discussion** and if needed*)
    e.   Ranking Strategic Plan Priorities (**REQUIRED** *after discussion*)
IV. **Discussion Items**
    a.   45-Day Continuous Improvement Plan Check-in
    b.   Fall to Winter MAP Data
    c.   Strategic Plan and Continuous Improvement Plan Progress
    d.   Strategic Plan Update *(if needed)*
    e.   Ranking Strategic Plan Priorities
V.   **Information Items**
    a.   Principal's Report
    b.   International Baccalaureate Program
    c.   Cluster Advisory Team Report
VI. **Announcements**
VII. **Adjournment**

Thank you