

Alignment to Strategic Plan	Position	Rationale
Support Whole Child	Restorative Practice Coach	<p>Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. As Mays has a mantra of “Culture of We,” it is essential that Restorative Practices permeate the work that we do. Mays is aiming to adopt restorative approaches as an alternative to suspensions, which may disproportionately affect students of color.</p> <p>Restorative practices do more than supplant punitive approaches to discipline. They can dramatically improve the school climate and strengthen the social and emotional skills of young people and adults, which directly impact a school’s climate rating and CCRPI. Instead of using punishments and rewards to influence the way students behave, restorative approaches address the underlying reasons for students’ behavior and nurture their intrinsic desire to grow, learn, care and respect.</p> <p>By addressing the underlying antecedents to behaviors, students will be able to monitor and self-regulate behaviors and see the larger impact of their choices. Instead of receiving a punitive placement, such as ISS, which also impacts CCRPI, students will attend the Raider Success Lab, monitored and Facilitated by the Restorative Practices Coach. While in the lab, the RP Coach will engage the student in exercises and activities to help them:</p> <ul style="list-style-type: none"> • See the causes of the behavior • Determine alternatives to negative reactions • Restore impacted relationships (student to student or student to teacher) • Determine a plan for future success <p>Also, as APS has a commitment to teaching the whole child and making SEL a part of the work that we do, it is imperative that we work to ensure that students become less comfortable with isolation, punishment, and suspension and more comfortable with reflection, collaboration, and repairing of relationships.</p>
Increase Graduation Rate	Graduation Coach	<p>The graduation coach provides intensive support to students to prevent them from dropping out of school. This support is directly aligned to our strategic plan to increase on-time graduation for all students. Given the unprecedented challenges of the 20-21 school year, many students failed to maintain academic progress which caused them to become off track for graduation. For the first semester of the 20-21 school year, 9th grade students had the lowest attendance rate in the building while 12th grade students had the highest percentage of students off track for graduation. The data was</p>

		similar for 10 th and 11 th grade students. In addition, we anticipate loss of learning due to the pandemic and the virtual learning environment. We want to increase the support that we offer to students as the return to learn and the addition of second graduation coach will allow for targeted intervention practices at the 9 th -10 th and 11 th -12 th grade levels, respectively.
Increase Graduation Rate	CTE- School Funded	One Goal is directly aligned to CTAE in preparing students to graduate from high school college and career ready. Combining college readiness with employability skills proved to be beneficial and it enhanced the academic progress of students enrolled in the course. By focusing on personalization and the individual needs of students, One Goal pairs well with CTAE by building the social-emotional learning skills needed to promote resilience and academic achievement.
Whole Child	Social Worker	The start of school presented attendance challenges for both 9 th and 10 th grade students. Due to the impact of the pandemic our families have experience high needs and resources. A dedicated Social Worker to 9 th and 10 th would allow for more targeted support.