

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.

Benjamin E. Mays HS

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.

SMART Goals

The percentage of students who graduate in four years will increase from 71% in June 2021 to 75% in June 2022 (Page 5)

The percentage of students in grade 9-12 scoring proficient or above in ELA (EOC) will increase from 11% to 19% in June 2022. (Page 6)

The percentage of students in grades 9-12 scoring proficient or above in Math (EOC) will increase from 22% to 27% in June 2022.

The percentage of students who score at the college and career readiness level on career pathway assessment, AP, ACT, SAT or will increase from 60.5% in June 2019 to 66% by June 2022 (Page 5)

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.

1b. Implemented Raider Minimester Night School to help students recover courses needed for graduation.

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 of IB as implemented at the school level, as well as instructional practices that are aligned to the IB CP Programme.

3b. Work with IB Coordinator to obtain IB Authorization during December visit.

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. Leverage budget to include additional support staff, such as Restorative Practices Coach, Board Certified Behavior Analyst, additional School Social Worker, and Transitional Coach to support individual students and groups.

4b. Utilize the Care Team to identify at risk students and provide wrap-around services

5. Implementing invention block during the middle of the day “ Raider Ramp Up’ to address student remediation and acceleration needs.

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APS Strategic Priorities & Initiatives

Equipping & Empowering Leaders & Staff

Strategic Staff Support
Equitable Resource

School Strategic Priorities

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

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

Creating a System of School Support

Collective Action,
Engagement &
Empowerment

School Strategies

- 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 Department Chairs, SELT, IB Coordinator, CTI Teacher) to build instructional leader capacity

- 8a. Utility of the Transitional Coach to address the emotional needs of students
- 8b. Leverage the budget to include an 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.