

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 84% in June 2022 to 85% in June 2023 (Page 3)

Literacy: Increase % meeting or exceeding Growth Target by 5%.

Numeracy: Increase % meeting exceeding Growth Target by 5%

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).

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

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

- 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 of IB MYP & CP/DP Programmes.
- 3b. Additional support provided by a second coordinator dedicated to IB MYP.
- 4a. Leverage budget to include additional support staff, such as SEL Liaison, PBIS Coach, additional School Social Worker, and Clinical Therapist to support individual students and groups.
- 4b. Utilize the Care Team to identify at risk students and provide wrap-around services. Train all member of the Care Team on Restorative Practices. Implement school-wide training of PBIS for all staff members.
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

Creating a System of School Support

Collective Action,
Engagement &
Empowerment

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.

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.

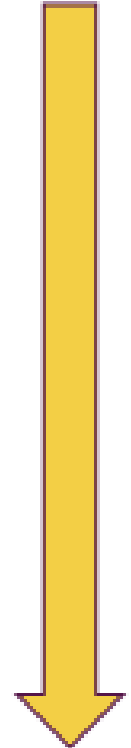
- 7a. Consistent Observation and Feedback cycle to provide teachers with instructional support to build upon current practices
- 7b. Coaching cycles with Instructional Coaches to engage in the observation, feedback, and modeling process
- 7c. Weekly learning walks (including Instructional Coaches, Master Teacher Leaders, SELTs, and IB Coordinator) to build instructional leader capacity

- 8a. Utilization of the Clinical Therapist 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.(Decrease OSS by 5%)

Strategic Plan Priority Ranking

Insert the school's 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. 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, emotion, and behavioral needs of the students. (8)
6. Increase Graduation Rate (1)
7. Increase Milestones (2)
8. Strengthen the implementation of IB (3)