



GO Team Business Meeting #2

Tuesday, November 12, 2024

Where we are – Where we're going

Welcome

Benjamin E. Mays High School

Date: Tuesday, November 12, 2024

Time: 5:15 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
 - C. Fill Open Community Member Seat
 - D. Strategic Plan Update *(after discussion and if needed)*
 - E. Ranking Strategic Plan Priorities *(REQUIRED after discussion)*
- IV.** Discussion Items
 - A. Georgia Milestones Math Data
 - B. Graduation Rate Data
 - C. Continuous Improvement Plan Presentation
 - D. Continuous Improvement Plan and Strategic Plan Alignment
 - E. Fall MAP Data
 - F. Strategic Plan and Continuous Improvement Plan Progress
 - G. Strategic Plan Update *(if needed)*
 - H. Ranking Strategic Plan Priorities
- V.** Information Items
 - A. Principal's Report
 - i. Security Grant Update
 - ii. Cognition Certification Update
 - B. Additional Information Item |
- VI.** Announcements
- VII.** Public Comment
- VIII.** Adjournment

Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed
2021-2025 Strategic
Plan

2

Summer 2024

School Leadership
completed Needs
Assessment and defined
overarching needs for
SY22-23

3

August 2024

School Leadership
completed 2024-2025
Continuous
Improvement Plan

4

Sept. - Dec. 2024

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 rank
of the strategic plan
priorities for SY24-25 in
preparation for budget
discussions.



Current Strategic Plan

2021-2025

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.

Benjamin E. Mays HS

SMART Goals

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).

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.

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.

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.

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 MVP & CP/DP Programmers.

3b. Additional support provided by a second coordinator dedicated to IB MVP.

4a. Identify most at-risk 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.

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%)



Discussion Items

Georgia Milestones Math Data

Graduation Rate Data

Fall to Winter MAP Data

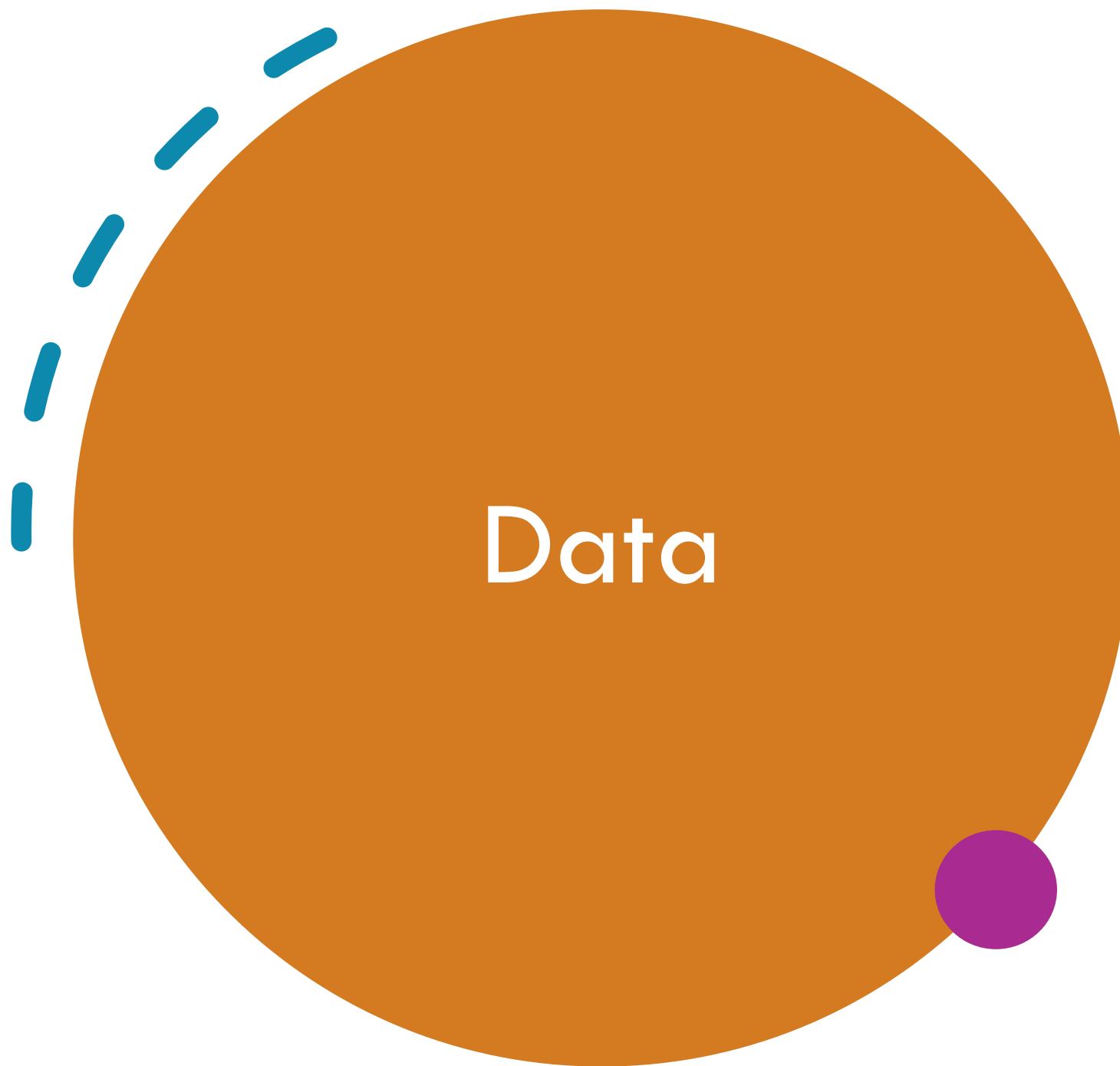
Continuous Improvement Plan Presentation

Continuous Improvement Plan and Strategic Plan Alignment
45-Day Continuous Improvement Plan Check-in

Strategic Plan and Continuous Improvement Plan Progress

Strategic Plan Update *(if needed)*

Ranking Strategic Plan Priorities

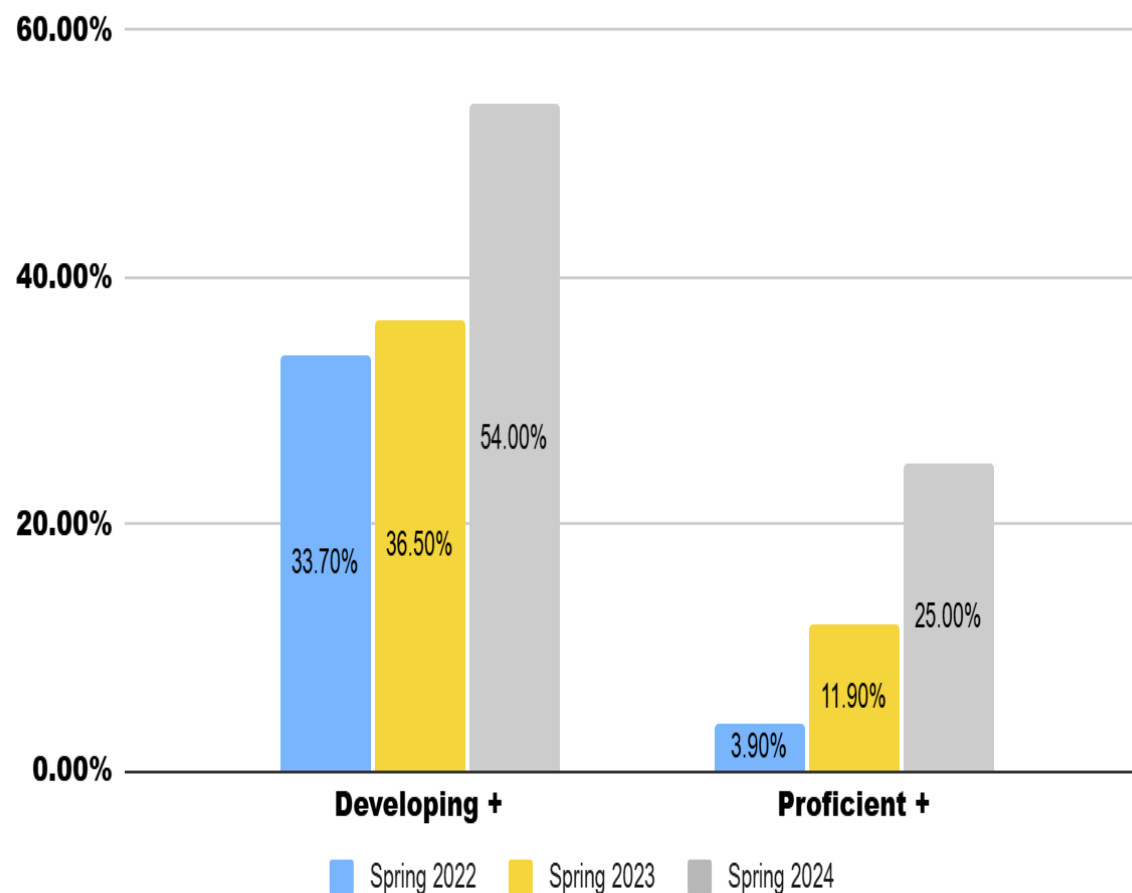


GA MILESTONES MATH RESULTS

Algebra 1:

- 17.5%-pt increase in Developing+ Learners
- 13.1%-pt increase in Proficient+ Learners

Algebra 1 EOC (2022 - 2024)



GRADUATION RATE PROGRESSION

2024	85.5%
2023	89.9%
2022	84.1%
2021	71.1%



FALL MAP RESULTS

School	Cohort	Window	Exam	Exams					
Mays	2025	Fall 2024-2025	Math	245	43%	29%	14%	7%	7%
			Reading	259	30%	32%	22%	12%	
	2026	Fall 2024-2025	Math	312	39%	27%	18%	8%	9%
			Reading	296	27%	28%	24%	17%	
	2027	Fall 2024-2025	Math	278	41%	26%	15%	11%	7%
			Reading	295	27%	26%	27%	15%	
	2028	Fall 2024-2025	Math	262	43%	27%	18%		6%
			Reading	272	31%	24%	23%	17%	



GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?



Continuous Improvement Plan





Benjamin E. Mays High School



Needs Assessment

Strengths	Challenges
Numeracy SY23-24, there was a 5%-point increase in the percentage of 9th graders scoring in the Average, High-Average, and High quartiles on MAP Math (38% in Fall '23 compared to 32% in Spring '24). There was also an 8%-point increase in 9th graders scoring in the Hi quartile between Fall and Spring (13% in Spring '24, compared to 5% in Fall '23). In SY22-23, the percentage of Developing+ Learners on the Algebra I EOC increased from 33.6% to 36.4% (+2.8 pp) and the percentage of Proficient+ Learners increased from 4.0% to 11.7% (+7.9 pp).	Literacy SY23-24, there was a 4%-point decrease in the percent of 9th graders scoring in the Average, High-Average, and High quartiles on MAP Reading (42% in Fall '23 compared to 46% in Spring '24). In SY23-23, the percentage of Developing+ Learners on the American Lit EOC decreased from 55.8% to 42.6% (-13.2 pp) and the percentage of Proficient+ Learners decreased from 17.4% to 11.7% (-5.7 pp).
IB Authorization Mays is on track to review IB MYP authorization in Spring 2024, increasing students' access to IB coursework and a more rigorous curriculum that will better prepare them for college and career.	Behavior The percentage of students with 4+ incidents is 18.4% in SY23-24, up approximately 50% from SY23-24 (12.7%).
Attendance CCRPI Attendance has increased to 43.8%, compared to 39.6% in SY23-24. Attendance rates for Hispanic and EL subgroups has increased at a greater rate than the overall student population, closing the gaps for these subgroups.	College & Career Readiness The 2023, the CCRPI CCR rate was 22.04%, Accelerated Enrollment was 46.56%, and Pathway Completion was 69.36%.
Grad Rate The graduation rate continued to increase. The SY23-24 Graduation Rate was 88.7%.	

Our Overarching Needs

Whole Child & Intervention	CCRPI Content Mastery	CCRPI Graduation Rate	College & Career Readiness
Increase student average daily attendance rates and decrease the percentage of students with chronic behavior issues (4+ incidents).	Increase literacy rates for all grade levels, as measured by MAP Reading and the American Lit EOC.	Increase graduation rate for SWD and ELL students.	Increase overall college and career readiness, pathway completion, student access to accelerated enrollment.
			
Whole Child & Intervention Problem Statement	CCRPI Content Mastery Problem Statement	CCRPI Graduation Rate Problem Statement	College & Career Readiness Problem Statement
Approximately 60% of students are chronically absent during the school year. Approximately 18% of students have chronic behavior issues (4+ incidents).	Approximately 85% of students are not proficient on grade level literacy standards.	Approximately 77% of SWD students and 61.5% of ELL students are graduating.	Students do not have access to Dual Enrollment, pathway courses (CTAE, Fine Arts, WL) early enough in their high school career to have enough time to complete pathways. Students need more opportunities to take advanced coursework.

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SMART Goals			
Whole Child & Intervention	CCRPI Content Mastery	CCRPI Graduation Rate	College & Career Readiness
<p>By May 2025, the CCRPI Attendance will increase by 3 percentage points from 41.6% to 44.6%.</p> <p>By May 2025, the percentage of students with 4+ incidents will decrease by 5 percentage points from 17.5% to 12.5%.</p>	<p>By May 2025, 51.3% of students will score Developing+ Learner and 21.2% will score Proficient+ Learner on the American Lit EOC. (5%-pt increases). 6.5% of SWD students will score Developing + and 3% of SWD students will score Proficient+ on the American Lit EOC.</p> <p>By May 2025, 63.9% of students will score Developing+ Learner and 36.0% will score Proficient+ on the Biology EOC (5%-pt increases). 24.2% of SWD students will score Developing + and 14.4% of SWD students will score Proficient+ on the Biology EOC.</p> <p>By May 2025, 54.0% of students will score Developing+ Learner and 17.6% will score Proficient+ Learner on the U.S. History EOC (5%-pt increases). 24.8% of SWD students will score Developing + and 9.7% of SWD students will score Proficient+ on the US History EOC.</p> <p>By May 2025, 58% of students will score Developing+ and 29% will score Proficient+ on the Algebra I EOC (5%-pt increases). 14% of SWD students will score Developing + and 14.1% of SWD students will score Proficient+ on the Algebra I EOC.</p>	<p>By May 2025, Mays will achieve a 92% graduation rate (3 %-point increase).</p>	<p>Achieve DP authorization for IB.</p> <p>By May 2025, the EOPA passage rate will increase by 5%-points to 82.4%.</p> <p>By May 2025, 75% of seniors will complete the FAFSA (10%-pt increase).</p> <p>By May 2025, 80% of seniors will have completed 3+ college applications.</p> <p>By May 2025, 9% of AP students will pass the AP exams (3+).</p>
Progress Monitoring Measures			
Whole Child & Intervention	CCRPI Content Mastery	CCRPI Graduation Rate	College & Career Readiness
<p>Monthly suspension rates.</p> <p>Monthly attendance rates.</p>	<p>MAP Growth data from Fall, Winter, and Spring administrations.</p> <p>District Common Assessment data.</p> <p>Summative assessment data.</p>	<p>Course grades and credits each quarter.</p>	<p>Summative assessments in CTAE and AP classes.</p> <p>Monthly progress check for college applications and FAFSA completion.</p>



Whole Child & Intervention SMART Goal				
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Launch Wraparound Services Center to address out-of-school barriers to learning through partnerships with social and health service agencies.	AP Bawlson + Restorative Practices Coach	August 2024 – May 2025 (Launch: Feb 2025)	Check and Connect Forms, APS Graphs - attendance and discipline data	Monthly CCRPI Attendance Rates. # of absences for all participating students. Monthly suspension rates and # of suspension days for all participating students. % of students with 4+ incidents.
Identify most at-risk 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 Restorative Practices Coach	August 2024 – May 2025	Student Cohort Trackers, Student Check-In Notes, APS Graphs - CCRPI Attendance data	Monthly CCRPI Attendance Rates. # of absences for all participating students. Monthly suspension rates and # of suspension days for all participating students. % of students with 4+ incidents.
Provide comprehensive training and support to behavior specialists, Care Team members, and instructional staff on the No-Nonsense Nurturer Approach as a school-wide behavior management strategy.	ICs - Pugh (Math), Leverette (ELA), Naraine (Science), Bailey (SS)	August 2024 – May 2025	Focus Walks with NNN strategy look fors	Decreased suspension rates and classroom incidents.
Monitor and communicate ongoing attendance to students and families. Send text messages to parents/caregivers with the number of absences their child has. Share monthly attendance with students for ongoing reflection, goal-setting, and identification of support needed.	Business Manager - McKenzie	August 2024 – May 2025	Monthly Academy Meetings, Student Data Reflections (Advisory), Parent Communication mechanisms	Increased attendance rates



CCRPI Content Mastery SMART Goal				
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Monitor the planning and delivery of content-specific instructional strategies that build literacy and are aligned to IB Approaches to teaching and learning skills.	ICs - Pugh (Math), Leverette (ELA), Naraine (Science), Bailey (SS) SELT - Collier IB Coordinators - J. Smith (MYP), A. Mason (CP/DYP)	August 2024 – May 2025	Lesson Plan Review + Feedback, Classroom Observations	Increased percentage of students meeting MAP growth targets and increased overall MAP achievement.
Monitor the effectiveness of weekly PLCs for collaborative planning, lesson planning, DDI, and analyzing student work.	ICs - Pugh (Math), Leverette (ELA), Naraine (Science), Bailey (SS)	August 2024 – May 2025	PLC agendas, PLC observations, Reteach Action Plans, Lesson Plans	Increased percentage of students meeting MAP growth targets and increased overall MAP achievement.
Monitor the implementation of Impact Cycles (coaching cycles) by ICs, SELTs, & IB coordinators to continuously increase teachers' effectiveness.	APs - Morgan, Dallas, Rivers, Bawlsen, Reed Principal - Garner	August 2024 – May 2025	Coaching Logs, AP-Coach check in agendas and meeting notes	Increased percentage of students meeting MAP growth targets and increased overall MAP achievement.



CCRPI Graduation Rate SMART Goal				
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Monitor the attendance, behavior, grades, and credit recovery of seniors who are not on track for graduation.	Graduation Coach - Reeves Counselor - Fowler Behavior Specialist - D. White	Aug 2024 - May 2025	Graduation Progress Monitoring Trackers, Student Check-In Notes	Increased attendance and credits earned for seniors during Fall and Spring semesters.
College & Career Readiness SMART Goal				
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Monitor the implementation of IB PLCs to build teachers' knowledge & skills to implement IB Program during the school year.	IB AP - L. Morgan	August 2024 – May 2025	PLC agendas and materials.	Increased percentage of students meeting MAP growth targets and increased overall MAP achievement.
Monitor the implementation of rigorous instructional strategies and effective EOPA test prep in CTAE Level 3 courses.	CTAE AP - L. Morgan	August 2024 – May 2025	Classroom observations	Increased percentage of students who pass the EOPAs
Monitor the implementation of senior sponsors (current college students) who support seniors with FAFSA and college applications.	12th AP - V. Reed	August 2024 – May 2025	College applications	80% of seniors will apply to 3 colleges. 75% of seniors will complete the FAFSA form.

Build Out Short Term Action Plans (STAP)

School Name: Mays High School

SES Name: Jason Patterson

Date STAP Started: Insert Start Date

Length of STAP: 45 Days

Continuous Improvement Plan Goal #1: Students with disabilities will increase academic achievement by 3% as measured by unit assessments as compared to prior unit assessments.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Timeline	Position(s) Responsible	Implementation Measurable Goal	Student Progress Measurable Goal	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures are this action step a part of?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What is the intended date of completion of this action step?	Who is responsible for monitoring the implementation of this action step?	What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show implementation?	What data will be used to evaluate the impact of this action step on student performance, and how will it be quantified? What measurable goal will be established to show impact?	Was this action step completed? Attach final CIT agenda that documents completion.
Targeted Intervention Accelerate the progress of our SWD's in Am Lit courses who demonstrate challenges with reading by addressing both basic reading skills, such as fluency and decoding, and deep comprehension skills through the use of Lexia	<u>CI – III</u> Monitoring Student Progress – the structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it	Lexia Reading Program Daily reading instruction/ writing – building foundational skills	<ul style="list-style-type: none"> •Reading Specialist •Turnaround Coordinator •Data Strategist 	45-Days 9/30/2024	Valerie Taylor – DSE Administrator Stacey Collier – SELT ELA Administrator – Dorian Dallas ELA Coach – Dr. Leverette	Questions to consider Based on the results from the MAP Assessment for Reading, students in the IRR/Resource setting will receive Reading Instruction during their small group setting, while completing core content standards SELT – Ms. Collier will monitor weekly usage and data. How often? Twice every other week – on the A/B schedule. What will you use as a tracking system? The formative and summative assessments and EOMs are readily accessible in the application – FORMATIVE. I weekly check and analyze the data and use this information in the lesson planning process.	<ul style="list-style-type: none"> • Improve 80% of students' reading rate by • Increase 75% of students' difficulty level by at least 1 level 	

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)?

GO Team Activity & Discussion

GO TEAM DISCUSSION: Review the priorities and goals in your strategic plan and the information and goals CIP. Reflect on if updates need to be made to the Strategic Plan.

Are all CIP Goals reflected in our Strategic Plan Priorities?

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

Discussion

Discussion

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Activity & Discussion

GO TEAM DISCUSSION: Review the priorities and goals in your strategic plan and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

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

- Response:
- Response:

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

- Response:
- Response:

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

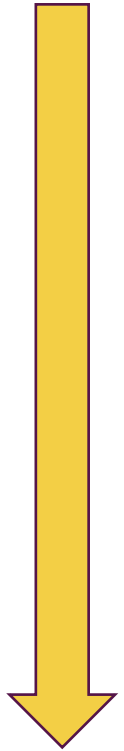
Strategic Plan Priority Ranking

In preparation for the 2025-2026 Budget Development (January–March 2025), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher



Lower

1.

Action on the Strategic Plan Priorities

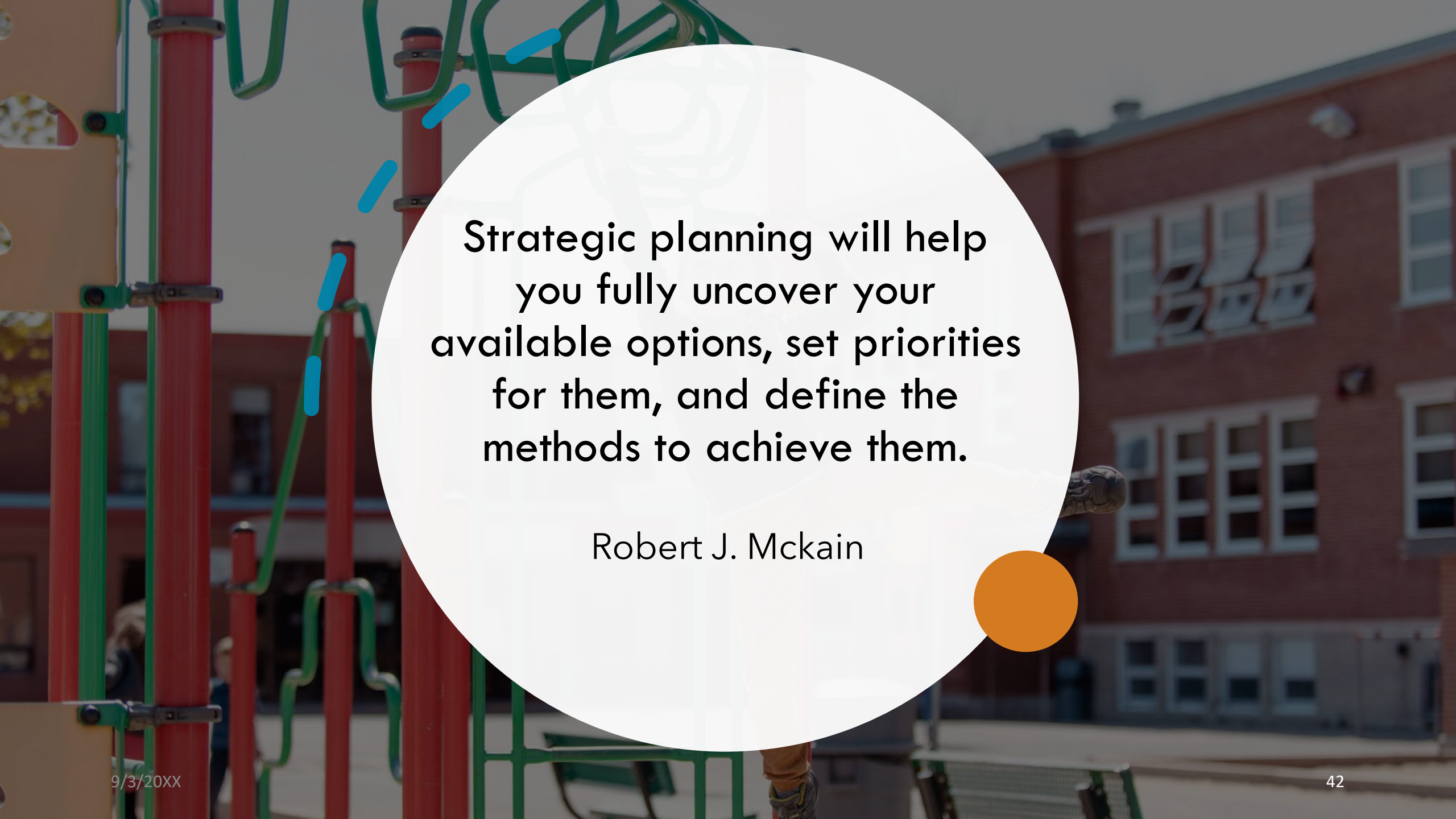
The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.



Where we're going

At our next meeting we will begin the discussion of the 2025-2026 budget.

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



Strategic planning will help
you fully uncover your
available options, set priorities
for them, and define the
methods to achieve them.

Robert J. Mckain



Principal's Report



Security Grant Update

**How the \$45,000
security grant will be
used at Mays HS.**





Cognia Certification Update



Benjamin E. Mays High School

Date: Tuesday, November 12, 2024

Time: 5:15 p.m.

Location: Mays High on the Hill YouTube Channel

Thank you

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