

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 to 92% by June 2025

Literacy: Increase % of students scoring Developing + on EOC assessment by 5% by May 2025

Numeracy: Increase % of students scoring Developing + on EOC assessment by 5% by May 2025

Attendance: Increase CCRPI attendance percentage rate by 3% from 41.6% to 44.6% by May 2025

APS Strategic Priorities & Initiatives

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.

School Strategic Priorities

- 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%)