

# School Management Plan

Administrator: Cleveland James

School Year(s): 2016-2017

Position Administrator

Location: Langston High School Continuation Program

## Division Strategic Plan Goal Areas: 2011-2017

**1. Ensure That Every Student is Challenged and Engaged:** APS will provide all students with the knowledge and skills to succeed in the 21<sup>st</sup> century through a challenging, engaging, and comprehensive education. Students will have a passion for learning, be inquisitive and open minded, and become responsible citizens.

*all students by recruiting and hiring an exemplary and diverse workforce, offering a competitive compensation package, and providing staff with necessary tools and training.*

**2. Eliminate Achievement Gaps:** All APS students will meet high academic standards and achieve success regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success.

**4. Provide Optimal Learning Environments:** APS provides the necessary resources and facilities to sustain excellence.

**5. Meet the Needs of the Whole Child:** APS will nurture students' intellectual, personal, social, and emotional development with services and strategies that support students and their families to enable students to learn and develop their potentials.

**3. Recruit, Retain, and Develop High Quality Staff:** APS will provide a high quality and challenging educational experience for

## Section I. SMART Goals\*

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b>	During the 2016-17 school year, all students attending Langston HS, including students with disabilities, Hispanic, LEP, dually identified HILTEX A and HILTEX B, Black, or economically disadvantaged/at-risk, will be given the opportunity to improve their grades and reduce the number of times they need to take their SOL's. Through the use of select program (s) and additional time outside of the given content area of class time.	<input checked="" type="checkbox"/> 1. Challenging/Engaging Program <input checked="" type="checkbox"/> 2. Eliminating Gaps <input type="checkbox"/> 3. High Quality Staff <input checked="" type="checkbox"/> 4. Optimal Learning Environments <input checked="" type="checkbox"/> 5. The Whole Child
<b>SMART Goal 2</b>	During the 2016- 2017 school year, the HILTEX A/ HILTEX B educational services will be reinstituted at this locations. These services will support students to strive towards on-time graduation objectives for the standard or advanced studies diploma.	<input checked="" type="checkbox"/> 1. Challenging/Engaging Program <input checked="" type="checkbox"/> 2. Eliminating Gaps <input type="checkbox"/> 3. High Quality Staff <input checked="" type="checkbox"/> 4. Optimal Learning Environments <input checked="" type="checkbox"/> 5. The Whole Child
<b>SMART Goal 3 (Optional)</b>		<input type="checkbox"/> 1. Challenging/Engaging Program <input type="checkbox"/> 2. Eliminating Gaps <input type="checkbox"/> 3. High Quality Staff <input type="checkbox"/> 4. Optimal Learning Environments <input type="checkbox"/> 5. The Whole Child

### \*Guidelines

- **Focus:** Each school/department should have **no more than three goals**: 2–3 SMART Goals for each school/department.
- **Alignment:** Your SMART Goals should reflect **at least three of the division's strategic plan goal areas**.
- **The Whole Child:** At least one of your SMART Goals should reflect **Goal 5: The Whole Child** (e.g., indicators related to cultural competence, developmental assets, or Site-Based Satisfaction Surveys).
- Make your plan **your own**.

## School Management Plan

---

For each management plan (MP) goal, complete the “SMART Goal Detail” below:

### Section II. Detail

#### SMART Goal 1

During the 2016-17 school year, all students attending Langston HS, including students with disabilities, Hispanic, LEP, dually identified HILTEX A and HILTEX B, Black, or economically disadvantaged/at-risk, will be given the opportunity to improve their grades and reduce the number of times they need to take their SOL's. Through the use of select program (s) and additional time outside of the given content area of class time

#### Evidence:

Data will include summaries of staff initiatives used to increase the percentage of students passing state-verified end of year content area course assessments at the advanced or proficient levels (SOL) and respective grades for these courses.

Student Group	2014-15	2015-16 Last Year	2016-17 (Target)	2016-17 (Actual)
All Students	63%	66%	42	
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	73%	76%	19	
Proficiency Gap Group 2: Black	53%	55%	8	
Proficiency Gap Group 3: Hispanic	61%	63%	25	
Asian	86%	67%	3	
Economically Disadvantaged	67%	67%	7	
Limited English Proficient (LEP)	0%	0%	9	
Students with Disabilities (SWD)	67%	76%	12	
White	53%	56%	6	

#### Rationale:

- Upon reviewing Synergy test histories for many students new to Langston HSCP it was found that a large number of these students have had multiple unsuccessful attempts to pass 1 or more SOL assessments.
- After reviewing students' previous grades, attendance reports (to include course and Lion's Period attendance), and schedules Langston Staff members have decided to concentrate more of their time on providing the aforementioned students with either additional staff and/or time to support improving their performance in state-verified content area courses. Usage of these measures intend to:
  - increase student opportunities for on-time graduation.
  - improve efforts in closing the achievement gap.
  - assist in the reduction of dropout rate and improve attendance.
  - aligns with APS Strategic Plan objectives 1, 2 and 5.

## School Management Plan

---

### Section II. Detail

#### SMART Goal 2

During the 2016- 2017 school year, the HILTEX A/ HILTEX B educational services will be reinstituted at this locations. These services will support students to strive towards on-time graduation objectives for the standard or advanced studies diploma.

#### Evidence:

Data will include summaries of course syllabi for the HILTEX A/HILTEX B classes, end of semester grade reports, attendance reports (to include course and Lion's Period attendance), and SOL end of course assessment scores.

#### Rationale:

- Upon reviewing Synergy test histories for the students that receive HILTEX A/HILTEX B services now at Langston HSCP it was found that a large number of these students have had multiple unsuccessful attempts to pass 1 or more SOL assessments.
- After reviewing these students' previous grades, attendance reports, and schedules Langston Staff members have decided to concentrate more of their time on providing the aforementioned students with either additional staff and/or time to support improving their performance in state-verified content area courses. Usage of these measures intend to:
  - increase student opportunities for on-time graduation.
  - improve efforts in closing the achievement gap.
  - assist in the reduction of dropout rate and improve attendance.
  - aligns with APS Strategic Plan objectives 1, 2 and 5.

**Section III. Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

#### SMART Goal 1

1. Utilization of specialized reading curriculum and select alternative reading materials. Integration of comprehensive school support personal. Langston Instructional Staff will work closely with our Special Ed teacher, Hilt teacher and ELA teaching staff to ensure modifications with content material are more user friendly and supports retention of content for students identified with a disability, dually-identified, or HILTEX A/HILTEX B. SY 2016-17 PR Langston 's Administrator, guidance counselor, ELA teaching staff, special ed./Hilt teachers, comprehensive high school support staff, (attendance- substance counselors, psychologist and social workers.
2. Grades and test scores for students in state-verified content area course by semester. Langston Instructional Staff will work closely with our Special Ed teacher, Hilt teacher and ELA teaching staff to ensure that testing and assessment accommodations

## School Management Plan

---

are appropriately utilized within all content areas. These efforts support more accurate depictions of performance by the students and analysis of content by the instructional staff for students identified with a disability, dually-identified, or HILTEX A/HILTEX B. SY 2016-17, PR Administrator, guidance counselor, special/hilt teachers, administrative assistant and ELA teaching staff.

### SMART Goal 1

<b>Strategies/Activities</b>	<b>Time Frame</b>	<b>Person(s) Responsible</b>
1. Identify student within designated demographic groups who are taking state-verified content area classes.	School year 2016-2017	Administrator, guidance counselor, special education teacher, registrar, administrative assistant and ELA teaching staff
2. Utilization of specialized reading curriculum and select alternative reading materials. Integration of comprehensive school support personnel.	School year 2016-2017	Langston administrator, guidance counselor ELA teaching staff, and special education teacher; comprehensive high school social workers, attendance specialists, psychologists, substance abuse counselors
3. Grades and scores for students in state-verified content area courses by semester.	School year 2016-2017	Administrator, guidance counselor, special education teacher, registrar, administrative assistant and ELA teaching staff

### SMART Goal 2

<b>Strategies/Activities</b>	<b>Time Frame</b>	<b>Person(s) Responsible</b>
1. Participating in student recruitment meetings with comprehensive high school guidance counselors, attendance specialists, assistant principals, other central office officials to increase student enrollment at Langston HSCP.	School year 2016-2017	Administrator, guidance counselor, special education teacher, and HILTEX teacher
2. Offering afternoon and evening information sessions to recruit and market our reinstituted HILTEX A/HILTEX B program at Langston HSCP through Family and community Engagement Time Program (FACE Time).	School year 2016-2017	Administrator, guidance counselor, and HILTEX teacher
3. Offering periodic Parent Night Information sessions to recruit and market our reinstituted HILTEX A/HILTEX B program at Langston HSCP.	School year 2016-2017	Administrator, guidance counselor, and HILTEX teacher
4. Conducting home visits/calls to support student recruitment and retention efforts.	School year 2016-2017	Administrator, guidance counselor, special teacher, and HILTEX teacher