



**APS SCHOOL MANAGEMENT PLAN
 PROGRESSIVE PLAN FORMAT
 FIRST SEMESTER ACTION PLAN: 2018-2019
 School Performance Priorities and Actions to be Taken
 to Address Student Achievement**

ATTACHMENT 2B

School Name: Wakefield High School

School Principal: Chris Willmore

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
Engagement	Decrease the number of students marked UV more than 15% of school days in 4 or more of their classes as compared to 2017-18 (169 students in 2017-18; goal for 2018-19 is ≤152)	Healthy, Safe and Supported Students	All In: Develop Plan Create PR and Education Campaign Roll- Out Plan Monitor Implementation and impact	Aug-Sept Sept-Oct Post-IPR 1 On-going	Admin/ILT Admin/ITC All Staff Admin/Club Sponsors/ Coaches	

	<p>At least 80% of students who complete the program will improve their overall daily attendance % by 5% (vs. 8th grade) or maintain at least a 96% dally attendance rate (FY17-18- 67%)</p> <p>At least 75% of students who complete the program will earn a C or higher in at least 3 of the 4 core classes (Eng, Math, Sci, SS) (FY17-18-50%)</p>	<p>Healthy, Safe and Supported Students</p>	<p><u>Warriors' Plus</u></p> <ul style="list-style-type: none"> -Weekly after school meetings and activities with mentors that build citizenship, foster school engagement and academic monitoring and support -Mentoring support through WP - students assigned to WP based on WP+ group and have access to mentor. -Quarterly large group activities -Progress monitor students through MP reports 	<p>Sept-June</p> <p>MP 1, MP2, MP3, MP 4</p>	<p>Lynette M. Jonathan T. AL Reid</p> <p>Staff Mentors</p>	
	<p>100% of participants will graduate on-time without needing Summer School</p>	<p>Multiple Pathways for Success for All Students</p>	<p>Senior Seminar:</p> <ul style="list-style-type: none"> Create course and identify students Develop course curriculum Monitor student progress 	<p>Aug-Sept</p> <p>Aug-Sept</p> <p>On-going</p>	<p>Counseling/ Cabana</p> <p>Cabana</p> <p>Cabana/Hsu/ Counselors</p>	

	Improved ratings on Staff Engagement questions in the Your Voice Matters Survey. See p. 5 for details	Engaged Workforce	Professional Learning/Staff Engagement: Include A and G Scale in PD Plans Improve communication regarding leadership opportunities Improve recognition of staff accomplishments	On-going On-going On-going	CLTs/Admin Admin/Dep't Chairs All Staff	
	Identified in the CLT's Planning Guide	Engaged Workforce	CLTs: <ul style="list-style-type: none"> ● Building staff community ● Daring Greatly Book Study - the power of vulnerability and connection in the classroom ● Increasing student engagement: What School Could Be book group ● Project Based Learning 	CLT Mtgs dates	CLT participants	
Social-Emotional Environment	No more than 10% of participants who complete the Project LEAD program will engage in behavior that results in Saturday School or OSS after completing the program. -Participants who were suspended (OSS, ISA, Sat. School) 2 or more	Healthy, Safe and Supported Students	LEAD Program <ul style="list-style-type: none"> ● LEAD Program is small group program that will help students identify the challenges that have impeded their academic success and will develop a realistic plan to address these challenges. ● The program will serve as intervention and as alternative to suspension for those students who have disciplinary, academic, and/or social-emotional concerns ● Project LEAD helps students develop the skills to communicate with teachers and peers more effectively; understanding their reactions and emotions to situations (coping skills); and goal setting. 	On-going throughout school year; "check-in" dates with cohorts throughout the year after initial meetings	Counseling Admin Student Services	

	<p>times in 2017-18 will have no more than 1 ISA in 2018-19 following completion of the program.</p> <p>-Participants who received 2 or more disciplinary referrals in 2017-18 will reduce referrals by at least 75% in 2018-19 following completion of the program.</p>					
	Identified in the CLT's Planning Guide	Engaged Workforce	<p>CLTs</p> <ul style="list-style-type: none"> ● Teaching Mindfulness ● When the Adults Change Book Group ● Year 2 of Establishing Resilient Family Networks 	On-going	On-going	
Literacy		Multiple Pathways for Success for All Students	<p>Departmental Focus</p> <p>CLTs - World Language Focus on literacy and making connections with Integrated Performance Assessments</p>			

	75% (43) of the 58 SWD and 75% (73) of the ELLs who will take the English Reading and Writing SOL tests will pass.	Multiple Pathways for Success for All Students	Targeted Interventions for ELLs and SWD who will take English SOL in Spring 2019 Identify Students Identify needs/interventions/supports Identify PD needs Monitor student progress	Sept Sept-Oct Sept-Oct On-going	Admin ILT ITL Admin/ Teachers	
	Identified in the CLT's Planning Guide	Engaged Workforce	CLTs <ul style="list-style-type: none"> ● Building background knowledge with choice books ● Developing recursive writing in AP English to be used as a model for all English class levels 	On-going	CLT participants	