



APS SCHOOL MANAGEMENT PLAN

SY: 2021-2022

Performance Priorities and Actions to be Taken to Address Student Achievement and School Priorities

New Directions

Dr. Chip Bonar

School: _____

Principal: _____

PERFORMANCE PRIORITIES <i>Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals</i>	ANNUAL PERFORMANCE SMART GOALS <i>List SMART goals based on baseline data focused on key priorities: Student Acceleration, Professional Learning in Literacy and Numeracy, Social and Emotional Learning, Diversity, Equity and Inclusion and School Safety</i>	ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS <i>Indicate goal alignment to following Leadership Performance Standards (Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, Student Academic Progress)</i>	ACTIONS TO PRIORITIES <i>List specific actions and strategies that will be implemented to support meeting desired goals and outcomes.</i>	TIMELINE FOR ACTIONS <i>List timeline for specific actions and strategies</i>	RESPONSIBLE PARTIES <i>List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes</i>	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL <i>List specific evidence that will be used to measure and monitor progress on desired goals and outcomes</i>	RESULTS OF PROGRESS <i>List specific results on desired goals and outcomes</i>
<p>Goal #1: Student Acceleration Plans-Transfer students are struggling academically and need credit recovery. Concentrating on credit recovery is important for on-time graduation and successful return to the home school.</p>	<p>During the 2021-22 school year, 90% of the students enrolled by the end of 1st quarter and remaining with us until August, including all student groups, LEP, and economically disadvantaged, will earn 6 or more academic credits.</p> <p>By June of 2022, all teachers will be involved</p>	<p>Student Academic Progress</p> <p>1. Climate</p>	<ol style="list-style-type: none"> 1. Monitor student academic performance through intervention pyramid and New Direction Improvement Plans (NIP's) to provide a multi-tiered system of support. 2. Providing learning resources, headphones, and school supplies for pick up as needed. 3. Monitoring student technology access through teachers and counselors weekly. 4. Struggling students are invited by name each week to teacher office hours for additional support and intervention. 5. Schedules have been adjusted to support student learning and decrease student and family stress. 6. Increased conferences with students on NIP plans. 7. Staff meeting in Teams with struggling students to provide 	<ol style="list-style-type: none"> 1. September through June. 2. September through May. 3. September through June. 4. September through June. 5. September through February. 6. September through June. 7. eSeptember through June. <p>1. September-June 2. September-June 3. February-June</p>	<ol style="list-style-type: none"> 1. Counselors 2. Admin. 3. Teachers & Counselors 4. Teachers 5. Counselors 6. Admin. & Counselors 7. Teachers and Counselors <p>1. Principal/EL teacher 2. Principl/EL Teacher 3. Social Worker</p>	<ol style="list-style-type: none"> 1. Intervention meeting with all students earning D's and/or E's and NIP's created. 2. Weekly check-in with each student with a NIP. 3. D and E letters sent to parent/guardian 2 weeks prior to the end of each grading period. 4. Engagement interventions to raise average student GPA 0.25 Q2 over Q1. <p>100% participation by teachers</p>	

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Goal #2: Professional Development Plans to Support Literacy and Numeracy	in/completed EL instructional professional development that aligns with and supports DOJ requirements. Trauma Informed professional development will also be offered to teachers by trained counseling staff.	2. Student Academic Progress	additional support and interventions outside of weekly teacher office hours. 1. 5 hours of classroom observation of EL teaching 2. 10 hours of EL professional development 3. Trauma Informed Teaching Professional Development				
Goal #3: Social and Emotional Development	By February of 2022, every student will have a mentor.	1. Climate 2. Organizational Management	1. Every teacher/counselor will be assigned students to mentor each week. 2. Peace In and/or Adulthood Class every week to provide mentoring time with students.	1. February-June 2. February -June	1. ILT/Staff 2. ILT/Staff	100% of students being mentored.	
Goal #4: Diversity, Equity, and Inclusion- Improved climate as seen through Equity Survey of students.	By May 2022, student attitudes regarding equity will improve to at least 92% in each of the culturally responsive teaching categories as	1. Climate 2. Student Academic Progress	1. Equity Team consisting of staff, students, and parents. 2. Participation in the No Place For Hate initiative through the Anti-Defamation League 3. Deep Equity Survey of students.	1. November-June 2. October-June 3. November/June	1. Principal/Counselors 2. Principal/Equity Team 3. Principal	At least 92% on each category in Equity Survey.	Student survey. Initial results: 1. I feel that my culture and ethnicity are respected and affirmed: 100%

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	measured through an equity survey.						2. My teachers are personally inviting: 89% 3. My classrooms are both culturally and physically welcoming: 78% 4. I feel that I can get extra help when I need it: 89% 5. I feel that my teachers care about my academic achievement: 89% 6. My teachers are willing to try different strategies to help me learn: 89% 7. My teachers manage the classroom in a way that is firm, consistent, and fair: 56% 8. My teachers are interested in hearing from everyone in the classroom: 78%
Goal #5: Safety and Mitigation Supports	For the SY 21-22 school year, health standards and mitigation strategies will be implemented to ensure a safe and healthy learning environment for students and staff.	1. Leadership 2. Human Resource Management 3. Professionalism	1. Additional picnic tables available to support outdoor eating. 2. Additional Resource Staff person hired to improve student screening and monitor entrance to school.. 3. Addition of lunch attendant to supervise, clean, and disinfected eating surfaces.	1. September-June 2. September-June 3. December-June	1. Principal and Custodian 2. Principal 3. Principl	Improved attendance and results regarding safety on Deep Equity Survey	

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