SY 2021-2022
School Performance Plan

This document captures the SY 2021-2022 School Performance Plan Goals and Strategies for [school name]. The School Performance Plan (SPP) is a blueprint designed to support principals and school leadership teams in improving overall school performance, with an emphasis on instruction and student achievement. It serves as a year-round anchor in conversations between the district office, schools, and communities.

These goals and strategies were drafted by the school with community and stakeholder feedback and are currently in draft form.

Literacy Plan
SMART Goal #1	At BOY, 66% of students were scoring two or more grade levels behind as measured by i-Ready. We will decrease this percentage to 51% by EOY.
Evidence-Based Strategy 1: If we provide targeted tutoring for students to occur during the daily intervention/personalized learning time block as well as after schools hours, students will have additional access to supports directly aligned to their areas of growth in the form of tutors.	
Evidence-Based Strategy 2: If we utilize previously developed proficiency scales aligned to the English Language Arts Common Core State Standards and implement those scales with students, students will experience differentiation of learning and data-based learning experiences aligned to the proficiency level of a high-yield unit standard	
Evidence-Based Strategy 3: If we utilize data-driven instructional cycles to track student progress and adjust instruction based on student results, we will have the information necessary to make data-driven decisions aligned to student needs.	

Literacy Plan
SMART Goal #1	
Evidence-Based Strategy 1:	
Evidence-Based Strategy 2:	
Evidence-Based Strategy 3:	

Math Plan
SMART Goal	At BOY, 80% of students were scoring two or more grade levels behind as measured by i-Ready math. We will decrease this percentage to 65% by EOY.

Evidence-Based Strategy 1:
If we provide targeted tutoring for students to occur during daily intervention/personalized learning time block as well as after school hours. students will have additional access to supports directly aligned to their areas of growth in the form of tutors.

Evidence-Based Strategy 2:
If we utilize previously developed proficiency scales aligned to the Math Common Core State Standards and implement those scales with students, students will experience differentiation of learning and data-based learning experiences aligned to the proficiency level of a high-yield unit standard

Evidence-Based Strategy 3:
If we utilize data-driven instructional cycles to track student progress and adjust instruction based on student results, we will have the information necessary to make data-driven decisions aligned to student needs.

Student Wholeness Plan	
SMART Goal	The chronic absentee rate by the end of the school year will not exceed 25% as measured by the EWI report.
Evidence-Based Strategy 1:	
Evidence-Based Strategy 2:	
Evidence-Based Strategy 3: By partnering with outside organizations to provide/maintain communication with families, parents will be more informed about students' attendance.	

4th Goal Selection: CCR Goal (6-12 School)	
SMART Goal	100% of students have completed students plans reflected in "Plan2Bmore tool"
Evidence-Based Strategy 1: Guidance counselors will create a schedule for push-ins to support teachers and scholars in development of student plans including goals	
Evidence-Based Strategy 2: Provide time for students to reflect on their progress toward student plan goals and update data points so as to encourage ownership of the information	
Evidence-Based Strategy 3: Create criteria and expectations for student-led conferences where they share their plans with families and staff	

Fifth Goal Selection: Additional CCR Goal (6-12 School)	
SMART Goal	The percent of seniors earning college level credit (via dual enrollment or Advanced Placement courses) will be at least 55% by the end of the school year
Evidence-Based Strategy 1: If we increase our course offerings through our university partners, then more students will be able to take dual enrollment courses and earn college credit.	
Evidence-Based Strategy 2: If we hold monthly senior meetings to review student data points, then we can provide supports in real time to ensure students are adequately progressing in college level courses	
Evidence-Based Strategy 3:	