



# 2022-2023 Katherine Johnson Academy of Enriched Virtual Learning School Success Plan



## School Mission/Vision

**Mission**  
*The mission of Katherine Johnson Academy is to meet the unique educational needs of students choosing to learn in the virtual environment. The Green Bay Area Public School District accepts the complex challenge of meeting these needs by providing continuous and systematic educational and support services for our learners.*

## State School Report Cards for Katherine Johnson Academy

### 2020-2021 Achievement Goals and Measures

|                           |   |
|---------------------------|---|
| <b>Literacy</b>           | <p><b>One Hundred percent of GBAPS students will be proficient in the area of reading as measured by the Independent BAS (Benchmark Assessment System)</b></p> <ul style="list-style-type: none"> <li>By the end of the 2022-2023 school year 100% of GBAPS Online students who are Proficient or Advanced will make one year of growth. Those students scoring below grade level expectations will make one and a half years of growth as measured by Independent BAS (Benchmark Assessment System).</li> </ul>  |
| <b>Math</b>               | <p><b>One Hundred percent of GBAPS Online students will be proficient in the area of math as measured by the District End of Year Common Math Assessment</b></p> <ul style="list-style-type: none"> <li>By the end of the 2022-2023 school year 100% of GBAPS Online students who are <i>Meeting Standards</i> will continue to make 1 year of growth. Students scoring <i>Below Standards</i> will make an increase of 10% or more of total points as measured by the District End of Year Common Math Assessment in comparison to the district end of the year assessment given as a baseline in the fall.</li> </ul> |
| <b>Engagement/Culture</b> | <p><b>One hundred percent of GBAPS Online students and families will attend small group reading lessons.</b></p> <ul style="list-style-type: none"> <li>By the end of the 2022 - 2023 school year 100% of GBAPS students will be marked as present for small group reading instruction using a daily attendance spreadsheet.</li> </ul>   |

### Professional Learning Focus (Based on Needs Assessment)

Emergent Literacy (K-2), Teachers College Units of Study for Phonics, Unit By Design:Grade Level Literacy Performance Skills, Effective Online Teaching Practices, Culturally and Linguistically Responsive Teaching and Behavior Management Practices, Culturally Responsive Minds-Universal Social Emotional Learning Curriculum

## High Priority Strategies/Action Steps

- First interaction with students, parents, staff each day will be positive
- Every classroom will implement morning meeting focused on:
  - Identity
  - Agency
  - Belonging
- All staff will promote agency by providing just-right instruction in small reading groups. Staff will monitor attendance to ensure student engagement in small groups.
- Build Collective Teacher Efficacy through high performing Collaborative Learning Teams
  - Professional Development focused on:
    - Support each other in small group reading
    - Create/Assemble Instructional Video Library (PreK-6)
    - Culturally and Linguistically Responsive Teaching Practices (K-6)

*This public document represents a summary of the school success plan and continuous improvement process. Please contact the school principal for additional information on the comprehensive plan.*