



**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**

School Name: Arlington Community High School

School Principal: Dr. Barbara A. Thompson

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)
<p>Although our achievement data met benchmarks last year, overall end-of-course SOL test pass rates did not meet accreditation standards without implementing our alternative plan over the last three years. Therefore, continued focus on achievement rates across all subject areas is required: 2017/18 pass rates: English - 92% Math - 94% Social Studies - 59% Science - 82% (see tables below)</p>	<p>During the 2018-19 school year, the percentage of students at Arlington Community High School demonstrating proficiency in each course with an end-of-course test will achieve targeted pass rates for accreditation (see chart below) from combined test results across semesters for graded students (9, 10, 11, 12) and, if needed, using the approved alternative accreditation measures.</p>	<p>GOAL: Multiple Pathways to Student Success</p>	<p>(1) Structured supports planned & implemented through CLT groups to address individual student needs and content through competency-based implementation. Documentation of supports systems will be kept jointly by all staff through meeting minutes and CLT Logs.</p> <p>(2) Implement a systematic process for referral, support delivery, and follow-up beyond CLT (ATSS implementation). Individual tutors, schedule changes, and personalized learning options provided to struggling students.</p> <p>(3) Implement Outcomes/Competency measures in all day classes, and at least 4 evening courses. Other evening teachers will begin outcomes review and grading options.</p> <p>(4) Student achievement/progress will be reviewed by marking period, conferences with teachers and students, monthly CLT meetings, individual teacher progress reports, and SMARTgoal checks and summaries.</p>	<p>Monthly CLT</p> <p>Weekly referral meetings</p> <p>Outcome & CLT reviews quarterly</p> <p>Per MP and IPR periods; Beginning/Mid/End of year SMARTgoal checks</p>	<p>All Instructional Staff, Instructional Lead Teachers, Administration</p> <p>Counseling/ Student Support staff, Personalized Learning Team Teachers, Administration, tutoring coordinator</p> <p>All Instructional Staff, Instructional Lead Teachers, Administration</p> <p>All Instructional Staff, Student Support Staff, Administration</p>	<p>Monthly CLT Logs; ATSS referrals and notes; PowerSchool data (per quarter)</p> <p>ATSS referrals and notes; Tutoring records, SOL prep records, competency implementation</p> <p>Competency Maps and progress per marking period</p> <p>Report card & IPR mark reviews (per marking period), SMARTgoal reviews (90 days), CLT logs (monthly)</p>
<p>100% of students at ACHS have interrupted or altered schooling. This places students</p>	<p>During the 2018-19 school year, Arlington Community High School student</p>	<p>GOAL: Multiple Pathways to Student Success</p>	<p>(1) Expand and refine Tutoring Center program to provide individualized opportunities for academic support, multiple types of test preparation, and online class guidance and support.</p>	<p>September - June</p>	<p>Administration, Tutoring Center Staff & volunteers, Instructional Staff; CIS Staff</p>	<p>Tutoring Center Records (quarterly); Online progress records (quarterly)</p>

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at-risk of not graduating. The graduation-cohort-index did not meet accreditation standards without implementing our alternative plan. Supports are required for students to reach graduation. GCI w/o Alt Plan = 69.26 (85 needed) GCI w/ Alt Plan + Bonus = 109.29 (see tables below)	graduation cohort rate will meet the cohort graduation and completion index score using the approved alternative accreditation measures to a score of at or above 85 points.	GOAL: Healthy, Safe, and Supported Students. GOAL: Strong and Mutually Supportive Partnerships	(2) Provide targeted and individualized support for SOL Test re-takers through assigned instructional staff (hourly). (3) Target individual students to improve attendance and achievement in school with assigned staff to individually communicate with students identified. (4) Contact and counsel individual students who have left school to return, meeting their individualized needs.	Per SOL test window & scheduled for alternative tests Minimum of weekly Bi-weekly review	Administration, Tutoring Center Staff, Instructional Staff Administrative Staff, Counseling Staff, Instructional Staff, Family Resource Assistant; CIS staff Administrative Staff, Counseling Staff, Instructional Staff, Family Resource Assistant; CIS staff	SOL remediation spreadsheet records Weekly attendance records/reports, dropout monitoring reports, GCI data (quarterly) Weekly attendance records/reports, dropout monitoring reports, GCI data (quarterly)
The graduation-cohort-index did not meet accreditation standards without implementing our alternative plan. Therefore, continued focus on student engagement, enrollment, and satisfaction in school is critical to graduating students and maintaining accreditation. GCI w/o Alt Plan = 69.26 (85 needed) GCI w/ Alt Plan + Bonus = 109.29 (see tables below)	During the 2018-19 school year, Arlington Community High School student engagement and satisfaction with school will maintain high levels as measured by less than 30% of withdrawals with dropout codes; and as measured by the ACHS student satisfaction survey of 3.5 or better (on a scale of 0 - 4) on overall experience, and above 90% would recommend the school to others.	GOAL: Multiple Pathways to Student Success GOAL: Healthy, Safe, and Supported Students. GOAL: Strong and Mutually Supportive Partnerships	(1) Plan and implement weekly engagement activities to include: Career Café (community speakers present career information through small group presentations); Men's & Women's groups (with AAUW partnership); 'Student of the Week' recognitions; Achievement and Attendance Recognitions; Newcomers group; focused counseling groups, writer's workshops, and others. (2) Implement student self-determination and advocacy opportunities through monthly Student Advisory Meetings with administrators, Key Club participation and leadership development, student development activities for success in school and beyond (Newcomers group; SDV100 course implementation, Breakfast group).	Weekly - October - June Monthly - October - June	Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners & volunteers Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners & volunteers	Participation rosters: Career Café, Men's & women's groups; and recognition rosters Participation rosters: Student Advisory Meetings, Key Club enrollment, Focus on Success meetings [monthly review] Meeting attendance rosters in meetings and activities, membership rosters [monthly review]

DATA TABLES:

DATA FOR ALTERNATIVE ACCREDITATION SUBJECT TO CHANGE WITH NEW ALTERNATIVE PLAN (May, 2019 approval date with State):

SOL Achievement Data:

Subject	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19 Target	18-19 Actual
English: Reading	81.8%	66.7%	78.0%	83%	84%	88%	94%	96%	94%	92%	75%	
English: Writing	80.0%	60.0%	77.3%	69.7%								
Algebra I	100 %	84.0%	81.3%	57%	63%	56%	78%	74%	87%	94%	75%	
Geometry	60.0%	55.2%	50.0%	15.4%								
Algebra II	70.6%	50.0%	62.5%	33.3%								
US History	95.3%	74.5%	55.6%	69.6%	70%	81%	80%	77%	55%	59%	75%	
World Geography	NA	NA	NA	NA								
World History II	82.4%	78.3%	41.7%	75%								
Earth Science	87.0%	50.0%	63.0%	74%	63%	83%	87%	90%	70%	82%	75%	
Biology	83.3%	52.0%	80.0%	80%								

Alternative Accreditation Core Subject Composite Index Points:

Number of Tests Meeting Criteria	SOL Scaled Score	Tiers	Points Awarded for Each Tier	Points Awarded
	500-600	1	100	
	400-499	2	100	
	375-399	3	75	
	Below 374	4	0	
(A) Total Number of Points Awarded				
(B) Total Number of Student Scores				
Alternate SOL Core Subject Index Score = (A)/(B)				
Met Alternative Accreditation Requirements: YES/NO				
Yes = Index Score of 75 or above				

GRADUATION & SATISFACTION DATA:

Area of Student Satisfaction	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19 Target	18-19 Actual
DROPOUT % of Total Enrollment (GRADED ONLY)	26.4%	37%	39.4%	35.4%	15%	10.3%	13.6%	7.6%	7.9%	7.1%	15%	
Graduation Rate of cohort grads (GCI) [85 required]				33% [w/o extra points]	82.8 %	93.7 %	104.6 %	108.2%	113.61	109.29	85% [w/ points]	
Student Satisfaction Survey: Overall school experience rating (0 – 4)			3.4	3.6	3.6	3.7	3.71	3.71	3.78	3.79	3.5 or better	
Student Satisfaction Survey: % recommend school to others			95.5%	96.5%	92.5%	99%	98.3%	96.3%	100%	92.3%	90%	

DATA FOR ALTERNATIVE ACCREDITATION SUBJECT TO CHANGE WITH NEW ALTERNATIVE PLAN (May, 2019 approval date with State):

Alternate Graduation and Completion Index Points

Number of Students	Types of Diplomas	Points Awarded for Each Diploma	Points Awarded
	Advanced	100	
	Standard	100	
	GED	75	
	Still In School	70	
	Certificate of Completion	25	
(C) Total Number of Points Awarded			
(D) Total Number of Students in Cohort			
Graduation and Completion Index Scores = (C)/(D)			

Additional Graduation and Completion Index Points:

Other GCI Indicator	Points Awarded	Points Earned
90% or more of students who complete high school will earn an Advanced or Standard diploma	5	
25% or more of the students enrolled in CTE courses will pass industry certification tests	5	
85% of graduating students will enter postsecondary studies in a two- or four-year college, vocational school, enter the military, or obtain a full-time job as reported on the APS Senior Survey	10	
80% or more of students enrolled will have 18 or more credits	5	
Maintain a graduation rate of 50% or higher	10	
Maintain a dropout rate below 30%	10	
75% or more of students who reach the maximum age for educational services and continue in school	5	
20% or more of the graduating students will enroll in a post-secondary transition program (i.e., NOVA Pathways to the Baccalaureate Program)	5	

Alternate Graduation and Completion Index Score Calculations

Categories	Points Awarded
Graduation and Completion Index Scores = (C)/(D)	
Total Number of Additional Index Points (up to 25 points)	
Alternate Graduation and Completion Index Composite Index Score = [(C)/(D) + Total number of additional GCI Indicator Points up to 25]	

