



**APS MANAGEMENT PLAN**  
**90-Day PROGRESSIVE PLAN FORMAT**  
**FIRST SEMESTER ACTION PLAN: 2019-2020**  
**Performance Priorities and Actions to be Taken to**  
**Address Student Achievement**  
**2018-2024 APS Strategic Plan**

Arlington Community High School

Dr. Barbara Thompson

School: \_\_\_\_\_

School Principal: \_\_\_\_\_

PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO 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 benchmarks were met last year, overall, our end-of-course SOL test pass rates must continue to meet accreditation standards while implementing our alternative plan. Focus on achievement rates across all subject areas is an ongoing requirement:            2018/19 pass rates:            English - 96%            Math - 86%            Science - 100%            (see tables below)</p>	<p>During the 2019-20 school year, the percentage of students at Arlington Community High School demonstrating proficiency in English, math &amp; science courses 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 &amp; 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 classes (day and evening courses). Other evening teachers will begin outcomes review and grading options, with full implementation by year's end.</p> <p>(4) Student achievement/progress will be reviewed by marking period, reviewing standards progress in gradebooks, conferences with teachers and students, monthly CLT meetings, individual teacher progress reports, and SMARTgoal checks and summaries.</p>	<p>Monthly CLT &amp; CLT logs</p> <p>Weekly referral meetings</p> <p>Outcome &amp; CLT reviews quarterly</p> <p>Per MP and; 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>Monitoring monthly CLT Logs; competency implementation monitoring</p> <p>ATSS referrals documented and notes from meetings</p> <p>Individual Competency implementation plans, grading monitoring and semester review on agreements around grading;</p> <p>Student grade review and Student awards per semester</p>

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<p>100% of students at ACHS have interrupted or altered schooling. This places students 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 = <b>WAITING ON ALTERNATIVE PLAN APPROVAL</b> (see tables below)</p>	<p>During the 2019-20 school year, Arlington Community High School student 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.</p>	<p>GOAL: Multiple Pathways to Student Success</p> <p>GOAL: Healthy, Safe, and Supported Students.</p> <p>GOAL: Strong and Mutually Supportive Partnerships</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>(2) Provide targeted and individualized support for SOL Test re-takers through assigned instructional staff (hourly).</p> <p>(3) Target individual students to improve attendance and achievement in school with assigned staff to individually communicate with students identified.</p> <p>(4) Contact and counsel individual students who have left school to return, meeting their individualized needs.</p> <p>(5) Create and share a graduation plan individualized for each student, with post-secondary plans developed prior to graduation.</p>	<p>September - June</p> <p>Per SOL test window &amp; scheduled for alternative tests</p> <p>Minimum of weekly</p> <p>Bi-weekly review</p> <p>Upon entry - semester review at registration; 4 senior meetings per semester</p>	<p>(1) Administration, Tutoring Center Staff &amp; volunteers, Instructional Staff; CIS Staff</p> <p>(2) Administration, Tutoring Center Staff, Instructional Staff</p> <p>(3) Administrative Staff, Counseling Staff, Instructional Staff, Family Resource Assistant; CIS staff</p> <p>(4) Administrative Staff, Counseling Staff, Instructional Staff, Family Resource Assistant; CIS staff</p> <p>(5) Administrative Staff, Counseling Staff, CIS staff</p>	<p>Tutoring center use data documented SOL tests remediation and scheduling of retakes</p> <p>Counseling, teachers, Tutoring Center and SOL Retake hourly staff target students for individual remediation &amp; support</p> <p>Student services team identify chronic attendance issues and individually developed plans</p> <p>Dropout team identifies students to contact students who have disappeared to determine status</p> <p>Student credit checkers completed at registration; attendance kept for Senior meetings, post-secondary plans through Naviance and Synergy</p>
<p>The graduation-cohort-index and the Engagement measures did not meet accreditation standards without</p>	<p>During the 2019-20 school year, Arlington Community High School student engagement and satisfaction with</p>	<p>GOAL: Multiple Pathways to Student Success</p> <p>GOAL: Healthy, Safe, and</p>	<p>(1) Plan and implement weekly engagement activities to include: Career Café (community speakers present career information through small group presentations); Men's &amp; Women's groups (with AAUW partnership); 'Student of the Week' recognitions; Achievement and</p>	<p>Weekly - October - June</p>	<p>Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners &amp;</p>	<p>(1) &amp; (2) Student engagement activities will include Career Café (AM), Focus on Success Meetings (PM); student advisory, new student connections,</p>

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<p>implementing our alternative plan. Therefore, continued focus on student engagement, enrollment, and satisfaction in school is critical to graduating students and maintaining accreditation.</p> <p>GCI w/o Alt Plan = 67.26 (85 needed)            GCI w/ Alt Plan + Bonus = <b>WAITING ON ALTERNATIVE PLAN APPROVAL;</b>            ABSENTEEISM = 72.15 (85 needed);            DROPOUT RATE = 15.7% (6% needed)  <b>WAITING ON ALTERNATIVE PLAN APPROVAL</b>            (see tables below)</p>	<p>school will maintain high levels as measured by less than 30% of withdrawals with dropout codes; and as measured by the Absenteeism of no more than 20% with attendance using the alternative plan.</p>	<p>Supported Students.</p> <p>GOAL: Strong and Mutually Supportive Partnerships</p>	<p>Attendance Recognitions; Newcomers group; focused counseling groups, writer’s workshops, and others.</p> <p>(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).</p> <p>(3) Develop an engagement campaign school wide for students to attend school and engage with school when missed to document school engagement as measured in the alternative accreditation plan.</p> <p>(4) Develop a communication and information plan for students, parents, and the community about the Competency-based approach at ACHS, and what we offer within the school to maintain satisfaction and enrollment.</p>	<p>Monthly - October - June</p> <p>Campaign planned in Sept - Oct 2019, implemented Nov 2019 - June 2020</p> <p>Materials and presentations developed Sept - Oct 2019, implemented Nov 2019 - June 2020</p>	<p>volunteers</p> <p>Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners &amp; volunteers</p> <p>Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners &amp; volunteers</p> <p>Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners &amp; volunteers</p>	<p>senior meetings, college field trips, Ladies Lunch Bunch (monthly) and Men’s group, weekly AFAC distribution, Key Club, Chess Club, individual case management by CIS and our student services team, as well as Tutoring Center supports. Participation in all activities will be documented.</p> <p>(3) &amp; (4) Materials developed will be completed by the end of October and implemented in the school and community through planned meetings throughout the school year.</p>

PRELIMINARY DATA WITHOUT ALTERNATIVE FACTORS (WAITING ON APPROVAL OF NEW ALTERNATIVE ACCREDITATION PLAN 11/14/19):

Subject	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20 Target	19-20 Actual
English: Reading	81.8%	66.7%	78.0%	83%	84%	88%	94%	96%	94%	92%	96.2%	Level 1	72%
English: Writing	80.0%	60.0%	77.3%	69.7%									
Algebra I	100 %	84.0%	81.3%	57%	63%	56%	78%	74%	87%	94%	85.7%	Level 1	72%
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%	Unkno wn 10/19	N/A	N/A
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%	100%	Level 1	72%
Biology	83.3%	52.0%	80.0%	80%									

2018/19 Engagement Data [without Alt. Plan] AREA	FINAL DATA	Standard	LEVEL
CHRONIC ABSENTEEISM	72.15	85	LEVEL THREE
GRADUATION COHORT INDEX	67.28	88	LEVEL THREE
DROPOUT RATE	15.71	6%	LEVEL TWO (reduced rate by 10%)