



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2019-2020
School Performance Priorities and Actions to be Taken
to Address Student Achievement**

ATTACHMENT 2B

School Name: Washington - Liberty High School School Principal: Dr. Gregg Robertson

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)
Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers.	Efforts during the 2019-2020 school year will ensure that 100% of W-L rising seniors working toward a Standard or Advanced Studies Diploma will have participated in at least one Dual Enrollment (DE), Advanced Placement (AP) or International Baccalaureate (IB) course during their tenure at Washington-Liberty	Multiple Pathways to student success	1. Support students: <ul style="list-style-type: none"> a. Provide opportunities both during and outside normal school hours to support students considering AP/IB courses as well as students currently enrolled in AP/IB courses. Opportunities include (but are not limited to) summer course entitled Introduction to Advanced Courses (11), Zero period, Generals Period, Saturday Academy, and working with Student Success Coordinator. 		All Counseling Teachers	
			<ul style="list-style-type: none"> b. Integrated AP/IB classes offered as identified by student course requests. Consider which other AP/IB courses to offer in the inclusion model. Identify and evaluate students not participating in AP/IB to determine next steps. 		P. Jamelske J. Cantor K. Devaney Counseling	
			<ul style="list-style-type: none"> c. AP Consult class for targeted students who are taking AP US History as their first advanced course.. 		Counseling	
			<ul style="list-style-type: none"> d. Monthly seminars: Meetings held for IB diploma students to support their academic success. 		J. Cantor	

			e. Athletic monitoring: supports athletes to maintain passing grades and encourage them to access needed academic support.	On going	C. Callaway J. Bolfek Teachers Coaches	
			2. Active planning: a. Counselors will work closely with advisees to develop a 4-year plan that includes at least one AP/IB/DE course.	On going	Counseling	
			b. Rising seniors who have not yet taken an AP/IB/DE course will be encouraged to do so during the course request process. i. Seniors who have not registered for an AP/IB/DE will be identified and registered in AP Government class with additional support. ii. Special Education Administrator will meet with each rising senior with an IEP who has not previously participated in an AP/IB/DE course and encourage participation in AP/IB /DE courses with support.	January	Counseling Special Education Teachers	
			c. Counselors will meet with eighth graders to provide information about taking AP World History.	January	Counseling	
			d. Promote idea to parents at Scheduling Night for upperclassmen and at the Rising 9 th Grade Parent Night (information provided in English and Spanish) and at the Hispanic Parent Planning Night.	February		
			e. Promoting IB offerings to attract larger audiences, including EL students. A total of 38 IB courses are offered including IB English SL, IB Film HL, IB Sports Exercise SL, IB Arabic SL, and IB Chinese SL.	December - March	J. Cantor	
			f. Freshmen chats: Principal, Director of Counseling, Assistant Principal, and Director of Activities will meet with all freshmen in small groups and encourage students to start planning now and to consider AP/IB courses in the future and to become involved with some type of activity during their tenure at W-L.	First Quarter	G. Robertson K. Devaney J. Gregory C. Callaway M. Carey C. De La Cruz Scales	

			<p>g. Monitor classes to determine additional staffing allocation to maintain smaller class sizes for targeted advanced classes</p>	By October 15th	K. Devaney J. Gregory	
			<p>3. Equip teachers:</p> <p>a. Provide AP/IB training for as many teachers as possible (regardless of whether they teach AP/IB classes) to encourage use of AP/IB strategies in all classes. Provide training to Special Educators so they will be equipped to support students in AP/IB classes.</p>	On-going	J. Cantor K. Devaney	
			<p>b. Promote the IB Mission/Learner Profile as a school wide initiative. Monthly focus on each of the profiles. Nominations of teachers and students who reflect these learning characteristics.</p>	On going	J. Cantor Teachers	
			<p>c. Collaborative teams: Teachers utilize time allotted to collaborate with colleagues to monitor student progress and identify strategies to enhance student success with the curriculum. (Arlington Tiered System of Support) interventions. ATSS Tier 1 interventions are Teams develop and implement ATSS Tier 1 implemented to students within the class period to provide additional targeted opportunities for success and growth in AP/IB courses</p>		Teachers	
Eliminate opportunity gaps so all students achieve excellence.	During the 2019-2020 school year, we will increase the Advanced Diploma rate from 75.0% (Class of 2019) to 80.0% (Class of 2020).	Multiple Pathways to student success	<p>1. Data gathering -</p> <p>a. Continue to monitor reasons keeping students from advanced diploma, particularly those in gap groups.</p>	On-going	K. Devaney J. Gregory Counselors All Admin	
			<p>b. Target freshmen who struggle in math and who have not taken a World Language</p>	On-going	K. Devaney J. Gregory Counseling	
			<p>c. Identify students who are members of gap groups in need of verified Math SOL credits for both a standard and advanced diploma.</p>	On-going	K. Devaney J. Gregory Counseling	
			<p>d. Identify seniors who need 1-2 additional Verified Credits to achieve Advanced Diploma.</p>	On-going	K. Devaney J. Gregory Counseling	
			<p>2. Identify possible interventions and supports:</p> <p>a. Supports in place: Introduction to Advanced Classes (summer), Math strategies class, Saturday Academy, Zero Period, Lunch Lab.</p>	On-going	Teachers Counselors	

			b. Offer Generals Flex period as an incentive for Advanced Diploma achievement.	End of school year	Counselors All Admin	
			c. Math Coach and Math Lead Teacher to encourage and follow-up with seniors and gap group students who need math verified credits to seek support and additional instruction during Math Zero Period, Lunch Labs, Saturday Academy and Generals Period.	On-going	A. Verville K. Bui	
			3. Active counseling a. Contact rising 9th grade students with IEP to encourage participation in World Language courses. Integrated World Language courses are available for Latin, American Sign Language, Spanish, and Spanish for Fluent Speakers (years 1-3).	January - May, 2020	P. Jamelske K. Devaney	
			b. Beginning during freshman year academic planning , counselors will work with students to identify courses needed to achieve the advanced diploma.	On-going	Counseling	
			c. Counselors and teachers will recommend students for support classes along with CRF submissions.	February	Counseling Teachers SpEd Dept	
			d. Hispanic Parent Fall Meeting for students in the EL program. i. Navigating the system ii. Signing up for and using ParentVue iii. Graduation requirement	On going	C. De La Cruz Scales	
Reduce disproportionality in discipline within subgroups of Black students, Hispanic students, and students with disabilities to promote and maintain equity within the school community.	During the 2019-2020 school year, Washington-Liberty will respond to all students equitably. This will result in decreasing the disproportionality of in-school and out of school suspensions by 10%.	Healthy, Safe, and Supported Students.	Teachers <i>Develop teacher competencies to work positively and equitably with all students.</i> 1. Restorative Practices professional development a. Creating a positive, orderly school environment where students and all members of the school community can learn and practice self-discipline, empathy, and accountability. 2. Book group - Restorative Practices 3. PD opportunities for co-teaching teams 4. PD opportunities for paraprofessionals 5. Kognito Mental Health Training 6. Intervention Assistance Team process 7. Increase knowledge and awareness of disproportionality in discipline and other areas at W-L	On-going	All Admin	

			<p>Families <i>Increase collaborative opportunities with families of at-risk students</i></p> <ol style="list-style-type: none"> 1. Hispanic Parent Committee outreach and programming 2. Promote Parent Resource Center 3. SRO attends various parent meetings 4. Intervention Assistance Team process 5. Bilingual Family Liaisons <ol style="list-style-type: none"> a. Jimmy Carrasquillo and David Hernandez 6. Parent Training for Student Success <ol style="list-style-type: none"> a. Monica Larrieu works alongside Arlington Court system to help families/students. 	On-going	All Admin SRO J. Carrasquillo D.Hernandez M. Larrieu	
			<p>Students <i>Proactive supports for at-risk students</i></p> <ol style="list-style-type: none"> 1. STARS(<i>Students Teaching Academic and Relationship Skills</i>) program for EL students - mentoring and Saturday support 2. Sophomore Saturdays 3. Social worker run groups 4. Intervention Assistance Team process 5. Group with Equity and Excellence Coordinator to support students who are struggling with basic needs 6. Grade and behavior checks with Assistant Director of Student Activities 	On-going	All Admin C. De La Cruz Scales Equity & Excellence Coordinator Assistant DSA	