

90-Day Progressive Plan Guidelines for the 2020-21 School Year

School Management Plan- Progressive Plan Format

What is the purpose of the Progressive Plan?

The Progressive Plan specifies the priorities, goals, and deliverables most important in the short-run to ensure successful school improvement, or successful district-wide turnarounds in the case of the district. Each action included in the plan should be able to lead to dramatic change and address a well-articulated problem/need. The plan is one outcome of strategic planning in which school and district leaders determine, based on an analysis of strengths, weaknesses, opportunities and threats, where their organization is going, how it's going to get there, and how it will know whether it is improving as urgently as needed. Ultimately, the plan serves as a method for the district team and the school leader to commit together to what actions they will pursue.

What are characteristics of good goals/actions to include in the Progressive Plan?

- Based on a **thorough diagnosis** of the school/district's specific context, data, challenges and opportunities
- **Tied to ambitious, long-term strategy and vision** focused ultimately on increased student achievement
- **Engages stakeholders** to gain support of key influencers
- Should result in **early and noticeable wins** that build momentum by creating virtuous cycles that foster credibility (for the leader and the turnaround story) while disempowering naysayers
- Includes **specific, measurable, attainable, realistic, and timely metrics**
- **Provides focus** on what's most important to influence how leaders spend time
- **Pursues culture shift** by departing significantly from the way things have been done in the past; should not be a restatement of ongoing initiatives

What are a few specific examples of actions often included in strong first-year plans?

- **A specific strategy to increase the use of data to drive organizational learning, decision making, resource allocation and/or targeted instruction.** A high-performing school always improves how it utilizes data.
- **A specific action that leads to enhanced teacher buy-in and initiates a longer-term teacher buy-in strategy.** A critical mass of teachers must be committed to the plan for it to work.
- **A specific strategy to communicate a positive vision that motivates key stakeholders to support change.** Leaders, by definition, have followers.
- **A specific action to reallocate (or free up) resources to attempt to solve a problem in a new way.**
- **A specific action to address any attendance, discipline or stakeholder behavioral issues that is a major obstacle to change.** Schools face many challenges- which require immediate action?



APS

ATTACHMENT 1A

SCHOOL
MANAGEMENT
PLAN
PROGRESSIVE
PLAN
FORM
AT
FIRST
SEMESTER
ACTION
PLAN:
2020-2021
School
Performance
Priorities and
Actions to be
Taken to Address
Student
Achievement

School: Arlington Community High School

School Principal: Dr. Barbara Thompson

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC	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)
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		PLANNING GOALS				
<p>Although our achievement data benchmarks have been met in past years, our overall end-of-course SOL test pass rates must continue to meet accreditation standards while implementing our alternative plan.</p> <p>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>Since SOL tests may not be given in all areas because of the pandemic, and we have implemented competency based structures, measuring achievement using competencies will be a stronger indication of achievement.</p>	<p>During the 2020-21 school year, students at Arlington Community High School who have 80% attendance will demonstrate development in 70% of the competencies per course.</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 supports, schedule changes, and personalized learning options provided to struggling students.</p> <p>(3) Implement and refine outcomes/competency measures in all classes (day and evening courses). Power standards implemented to support student achievement in all class formats (virtual, synchronous, asynchronous), providing multiple pathways for students to demonstrate knowledge and achievement. Teachers using goal as individual SMARTgoal for evaluation.</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. SOL end-of course tests (if given) will be monitored to meet accreditation benchmarks.</p>	<p>Monthly CLT & CLT logs</p> <p>Weekly referral meetings</p> <p>Outcome & CLT reviews quarterly; Beginning, Mid-year, and End-year staff evaluation</p> <p>Per MP and; Beginning/Mid/End of year SMARTgoal checks; semester SOL test results</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>All Day CLT meet monthly and submit logs: Themes were consistent for support and implementation of competencies and grading; consistent concerns with engagement and technology</p> <p>3 ATSS referrals to our Counseling Team, all with RtI to January; Attendance is continued concern</p> <p>All courses have implemented competencies with sharing across faculty and departments; updated per semester; competency grading implemented school-wide</p> <p>Standards progress reviewed quarterly; recommendations for next classes being made at the end of the semester</p>
<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</p>	<p>During the 2020-21 school year, Arlington Community High School student graduation cohort rate will meet the cohort graduation and completion index score using the approved</p>	<p>GOAL: Multiple Pathways to Student Success</p> <p>GOAL: Healthy, Safe, and Supported Students</p> <p>GOAL: Strong and Mutually</p>	<p>(1) Expand and refine individualized opportunities for academic support, multiple types of test preparation, and online class guidance and support. Use of asynchronous time for individual meetings.</p> <p>(2) Provide targeted and individualized support for course remediation and SOL Test re-takers through assigned instructional staff (hourly).</p>	<p>September – June</p> <p>Per SOL test window & scheduled for alternative tests</p>	<p>(1) Administration, Tutoring Center Staff & volunteers, Instructional Staff; CIS Staff</p> <p>(2) Administration, Tutoring Center Staff, Instructional Staff</p>	<p>(1) Examining ways to provide tutoring support without community volunteers.</p> <p>(2) Counseling, teachers, CIS, and SOL Retake hourly staff target students for individual remediation & support</p>

<p>alternative plan. Supports are required for students to reach graduation. GCI w/o Alt Plan = 69.26 (85 needed) GCI w/ Alt Plan + Bonus = (see tables below)</p>	<p>alternative accreditation measures to a score of at or above 85 points.</p>	<p>Supportive Partnerships</p>	<p>(3) Target individual students to improve attendance and achievement in school with assigned staff to individually communicate with students identified and determine supports needed.</p> <p>(4) Contact and counsel individual students who have left school to return, creating opportunity to meet their specific needs.</p> <p>(5) Create and share a graduation plan individualized for each student, with post-secondary plans developed prior to graduation.</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>(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>(3) Student Services team meet weekly to identify individual student needs for chronic attendance issues and identified achievement concerns (ATSS)</p> <p>(4) Dropout team contacts students who have disappeared to determine status and develop a plan to return.</p> <p>(5) Weekly counseling team meeting with graduates; Student credit checkers completed and shared at each semester’s registration; post-secondary planning through Naviance and entered into Synergy by counseling team</p>
<p>The graduation-cohort-index and the Engagement measures 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 = 67.26 (85 needed) GCI w/ Alt Plan + Bonus = ABSENTEEISM = 72.15 (85 needed); DROPOUT RATE = 15.7% (6% needed)</p>	<p>During the 2020-21 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 Absenteeism of no more than 20% with less than 60% attendance using the definitions in our alternative plan.</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) Plan and implement weekly engagement activities to include: Career Café (community speakers present career information through small group presentations); Targeted student groups (i.e. Newcomer’s group), focused counseling groups, writer’s workshops, and others.</p> <p>(2) Implement opportunities to develop student self-determination and equity understanding through Student Group Meetings with counselors (Grad Group, Wednesday Connect, etc.) meetings with counselors, Key Club participation and leadership development, student development activities with CIS.</p> <p>(3) Individually contact students with an engagement concerns, develop individual plans, and document school engagement as measured in the alternative accreditation plan.</p>	<p>Weekly – January - June</p> <p>Monthly - January – June</p> <p>Weekly Nov 2020 – June 2021</p>	<p>Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners & volunteers</p> <p>Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners & volunteers</p> <p>Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners & volunteers</p> <p>Administrative</p>	<p>Virtual events being planned</p> <p>Equity Team building activities being planned with Key Club Members</p>

(see tables below)						Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners & volunteers	
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ACHIEVEMENT DATA WITHOUT ALTERNATIVE FACTORS:

Subject	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	20-21 Target	20-21 TO DATE
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%	52%	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%									

ALTERNATIVE ACCREDITATION ACHEIVEMENT MEASURES – ALL STUDENTS [USING ALTERNATIVE PLAN]

For purposes of calculating the Alternate Combined SOL Core Subject Composite Index:

- test results for all students in **reading, writing, science, and mathematics** will be included as follows:
 - A scaled score of 500-600 will be weighted at 120 points,
 - A scaled score of 400-499 will be weighted at 100 points,
 - A scaled score of 375-399 will be weighted at 100 points, and
 - A scaled score below 375 will carry no points in the calculation.

Table 1

2019/2020 SOL Core Subject Composite Index Points

Number of Tests Meeting Criteria	SOL Scaled Score	Tiers	Points Awarded for Each Tier	Points Awarded
4	500-600	1	120	480
65	400-499	2	100	6500
9	375-399	3	100	900
6	Below 374	4	0	0
(A)Total Number of Points Awarded				7880
(B)Total Number of Student Scores				84
Alternate SOL Core Subject Index Score = (A)/(B)				93.8
Met Alternative Accreditation Requirements: YES/NO Yes = Index Score of 72 or above				YES

School Quality – Achievement	LEVEL ONE	LEVEL TWO	LEVEL THREE
Combined SOL Core Subject Composite Index by Gap Group	72 points or greater; OR 10% decrease in failure if previously Level Two	66 – 71 points; OR 10% decrease in failure if previously rate was 50-65%	65 or lower points; OR Level Two for more than 4 consecutive years

ACHEIVEMENT MEASURES – GAP GROUPS:

Using the above method for the SOL Combined Core Subject Composite Index Points for **reading, writing, and mathematics** ONLY for any identified gap group of large enough size, the combined achievement scores will rate as follows:

GROUP	NUMBER	COMMENT
Asian	6	Too Small (<10)
Black	9	Too Small (<10)
Hispanic	36	
Other	3	Too Small (<10)
White	2	Too Small (<10)
English Learners (EL)	47	
Students With Disabilities (SWD)	1	Too Small (<10)

H I S P A N I C	Number of Tests Meeting Criteria	SOL Scaled Score	Tiers	Points Awarded for Each Tier	Points Awarded
	3	500-600	1	120	360
	22	400-499	2	100	2200
	5	375-399	3	100	500
	6	Below 374	4	0	0
	(A)Total Number of Points Awarded				3060
	(B)Total Number of Student Scores				36
	Alternate SOL Core Subject Index Score = (A)/(B)				85
	Met Alternative Accreditation Requirements: YES/NO Yes = Index Score of 72 or above				YES

E N G L I S H L E A R N E R S	Number of Tests Meeting Criteria	SOL Scaled Score	Tiers	Points Awarded for Each Tier	Points Awarded
	4	500-600	1	120	480
	32	400-499	2	100	3200
	6	375-399	3	100	600
	5	Below 374	4	0	0
	(A)Total Number of Points Awarded				4280
	(B)Total Number of Student Scores				47
	Alternate SOL Core Subject Index Score = (A)/(B)				91.1
	Met Alternative Accreditation Requirements: YES/NO Yes = Index Score of 72 or above				YES

School Quality – Achievement Gaps	LEVEL ONE	LEVEL TWO	LEVEL THREE
Combined SOL Core Subject Composite Index by Gap Group	No more than one student group in Level Two	Two or more student groups in Level Two	Two or more student groups in Level Three

2019/20 Engagement Data [USING Alternative Plan] AREA	FINAL DATA	Standard	LEVEL
CHRONIC ABSENTEEISM	92.9%	85	LEVEL ONE
GRADUATION COHORT INDEX	113.62	88	LEVEL ONE
DROPOUT RATE	3.4%	6%	LEVEL ONE

School Name: Arlington Community High School

Verification for 2020-21 School Management Plan and Assessment of 2019-20 School Management Plan

Arlington Community High School Plan Advisory Committee met on 12/10/2020, 1/12/2021, & 1/25/2021 to review the 2020-21 90-Day Progressive Plan and the assessment of the school's 2019-20 90-Day Progressive Plan.

X The committee approves of the assessment and the plan as written.

Membership Criteria:

B-3.6.36 School Plan advisory Committees- Each school committee shall have either six (6) or seven (7) members. Members are appointed for one-year terms upon recommendation of the Superintendent or designee. Members may serve no more than three consecutive terms.

Each committee is composed of:

- The school principal,
- The PTA president,
- One other member of the PTA Executive Board,
- One member from the neighboring community who does not have children currently enrolled in the Arlington Public Schools, and
- Two to three other members of the school community who are not on the PTA Executive Board

If the school does not have a PTA, all advisory committee members except the principal shall be selected from the school community.

The School Plan Advisory Committee shall not include staff members of that school, with the exception of the principal.

One Advisory Council on Instruction representative from each school is an ex-officio, nonvoting member of the School Plan Advisory Committee and should be notified of all meetings.

Members may not include more than one individual from the same household.

Members' Names and Title

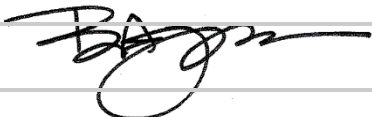
Dr. William F. Sullivan, Retired, Arlington Career Center Director

Patrick Brennan, Executive Director, Communities In Schools, Inc., Northern Virginia

Andres Tobar, Director, SEEC

Khady Lusby, Director, Open International & Sister School: Ecole Adja Penda Ba, Sengal

Dr. Ann Kennedy, Professor, Georgetown University, retired APS English & EL teacher



1/26/2021

Principal's Signature

Date