

90-Day Progressive Plan Guidelines for the Langston HSCP 2020 - 2021

This form can be completed in place of the google form. Please email the completed form to Lizette Torres
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90-day Progressive Plan Questions	Evidence (Links) /Brief Description
<p>In what way are you monitoring progress toward your goals? What will you continue doing? What will you revise, change, or add to further support progress toward your goals during the second semester?</p>	<p>The Langston Administration Team continued throughout the fall and early winter to institute activities to ensure students receive equitable access to ITC support and technological resources. The Langston Admin team provided electronic surveys and follow-up phone calls to students to identify needed resources and troubleshooting. The team used Google spreadsheets to update initial, ongoing, and closing student IT tickets so all parties would know students' status to access instructional content and complete assignments. The Google spreadsheet indicated specific IT support, technician, or faculty member involved with the IT issues and case carriers who support the student. It also detailed which Langston Admin team member(s) would be responsible for keeping teachers updated with students' tech issues and remediation measures. The Google spreadsheet also contained additional troubleshooting information regarding students' needs, disconnections to remote learning online with Canvas, other academic portal issues associated with authorized APS use, and disbursement of the MiFi and Comcast internet services to access online instruction. Langston Admin team members and faculty continued to plan tentative SOL preparation, remediation, and assessment dates.</p> <p>I reviewed faculty members' concerns about student performances and attendance to remediate or bolster attendance and academic performances. Langston Admin team continued to attend or initiate meetings with APS comprehensive high school personnel to provide necessary services as needed and for future in-school or online registration. Three virtual Langston senior class town hall meetings provided critical or supplemental information to support student goals to meet graduation requirements plus consider or refine postsecondary options. Faculty shared updated information about referrals with case carriers, social workers, and counselors to address student social-emotional, financial, mental health, and medical concerns. Our registrar continues to send REMIND text messages to families, students, and teachers, including various types of information relative to available resources, meal pickup times and locations, vocational and community opportunities, and graduation requirements. The REMIND text messages are a continuation of communication methods used last year.</p>

<p>How have your plans to provide excellent learning opportunities for each student in the virtual environment and Level 1 students in the in-person learning model been modified/adjusted/changed based on access to technology, schedules flexibility, county resources, learning materials, etc.?</p>	<p>The testing coordinator shared information to content area teachers, case carriers, and counselors to confirm needed student SOL assessment tests and corresponding numbers, with priority given to January 2021 term graduates. By January 28, 2021, the list of assessments required by students to meet graduation requirements included:</p> <p>English Reading: 18 English Writing: 0 WorkKeys Writing: 14 Science: 16 Social Studies: 1 One other SOL: 4</p> <p>The testing coordinator consulted with guidance counselors, EL, and special education case carriers to ensure that student test accommodations were appropriate and compliant with state regulations.</p> <p>Teachers upheld varied office hours on Microsoft Teams to improve unsatisfactory student attendance and performances. Some teachers elected to offer alternative office hours after 5 pm and on weekends. The Art (I and II) and English courses (English 9,10, and 11) changed their course hours to evenings to accommodate students working throughout the workday. Teachers provided consistent updates at various intervals to share updated or critical information during bimonthly meetings. Langston Admin team members worked collaboratively with specific teachers and related service providers to adapt identified instructional or student wellness plans. Special education and EL case carriers coordinated remediation and resource disbursement sessions. I coordinated drop off/ pick up student materials and assignments, especially those classified as low socioeconomic status (SES), ELs, students with disabilities, and ELs with disabilities. Identified faculty also create and facilitate attendance updates and attendance plans for students of compulsory-aged students, especially ELs, students with disabilities, low socioeconomic status (SES), and at-risk. Teachers modified online website content, course assignments, and supplementary instructional materials to reflect updated timelines or adjusted assessment scales to meet students' needs or requests. Related service specialists such as CARS providers and ITC techs set up additional times pending student or family requests. Around twenty-five students received assistance to find COVID-19 test centers or acquired medical aid. We coordinated temporary support services for several students who needed help because one or more family members contracted the Corona Virus. Several students reported heightened anxiety or depression levels due</p>
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	<p>to illnesses, death of close family members, or isolation measures to support safety. These students received guidance and help to secure mental health or medical services at local community facilities.</p>
<p>How have your specific plans to support student well-being (food needs, devices, learning materials, etc.) been adjusted, and what has been the impact?</p>	<p>In September 2020, we enrolled 84 students. By January 28, 2021, our enrollment dropped to 72 students. Our initial Fall 2020 EL enrollment included 47 students. Six of these students withdrew from school because of personal reasons. The number of students with disabilities totaled 21 at the beginning of the year. Four of these students dropped out due to personal choice by January 2021. One student, classified as a person who received 504 services, transferred to a residential mental health facility. Counselors and case carriers checked in with these students or their family members periodically to provide information and encourage registration status restoration.</p> <p>The administrator, special education and EL case carriers, Langston counseling faculty, Langston social worker, and CARS providers continue to work collaboratively to identify students' needs expressed in classes, therapy sessions, or case carrier office hours. They established small group and individual counseling sessions to address student needs and postsecondary transition planning goals. The Langston Admin team adjusted a Google spreadsheet to update students' resource statuses. Our social worker, counselors (substance-abuse, EL, and general education) scheduled or attended drop-in sessions twice per week with students during lunch periods for mental health, social-emotional, and academic support. The special education teachers held nine annual IEP meetings to revise student needs and services.</p>
<p>What and how have you met and supported your staff's professional learning needs and the well-being needs of staff (morale, Canvas, sense of community, EAP resources, etc.)?</p>	<p>I offered weekly scheduled and impromptu meeting options to facilitate professional learning, professional integrity, and well-being needs among my staff. Weekly faculty meetings on Mondays at 10 am provide updates on student progress and interventions. Teachers received whiteboards, headsets with microphones, and other miscellaneous materials to use with or disperse to students. ITC, support staff, and select teachers continue to give informal, online Canvas workshops related to the accessibility of instructional videos, charts, and core or elective content to their Canvas pages. I gave faculty and staff updated information regarding student resources, EAP resources and encouraged them to take care of themselves physically, mentally, emotionally, and professionally. These tips included advisement to follow set hours for meditation, work, and movement to avoid anxiety, burnout, or isolation. Many faculty members continue to express extreme concerns related to instructional and</p>

	<p>standards-based assessment accountability. Both EL, Social studies, science, and librarian now receive additional compensation to provide instruction to our EL students. Our lead EL teacher supervises our Langston faculty to ensure the completion of EL professional development requirements associated with the USDOJ settlement. I encouraged faculty and staff to participate in APS EAP holiday mental/physical health incentives.</p>
<p>How are you working with community partners during this distance learning period (PTA, parent groups, county resources, etc.)?</p>	<p>APS special education transition coordinators, social workers, Langston counseling team, special education, and EL case carriers work with representatives to help students appropriately access services from the Food Bank, Arlington Department of Aging Rehabilitative Services (DARS), Arlington Food Assistance Center (AFAC). Currently, we do not have a PTA. Past Parent Advisory Board participants no longer work with us because their students graduated. We hope to recruit and reinstitute our Parent Advisory Board in Spring 2021</p>
<p>What steps have been taken to address opportunities areas in the <i>Your Voice Matters (YVM)</i> survey and what is the data supporting impact?</p>	<p>We continue to navigate the implementation or disbursement of educational services and resources based on data from the Your Voice Matters (YVM) Survey. We continue to provide services related to the areas of Student Well-Being: Trusted Adult-School and Student Well-Being: School Safety Our staff continue to connect via Teams meetings, phone calls, texts, and occasional, socially distant drop-off home visits to promote active involvement in their students' progress. I believe communication continues to be an area to focus on, especially during this COVID Pandemic. Teachers still monitor student performances, general inquiries about family life, and social-emotional and mental well-being statements. Teachers conduct weekly check-ins with their students and report any concerning comments on a Google Document for the Langston Admin team and counseling staff to identify the scope of needs and selected Langston points of contact. Langston Town Hall meetings provide information about service options and address needs identified by students. The town hall meetings will also reinforce attendance and performance procedures.</p>
<p>Additional Comments (Optional)</p>	