## APS MANAGEMENT PLAN

### 90-Day PROGRESSIVE PLAN FORMAT

#### FIRST SEMESTER ACTION PLAN: 2020-2021

Performance Priorities and Actions to be Taken to Address Student Achievement

2018-2024 APS Strategic Plan

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### ATTACHMENT 1A

**Department:** New Directions Alternative High School  
**School Principal:** Chip Bonar

### PERFORMANCE PRIORITIES

(Based on Summative Performance Data)

<table>
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<th><strong>Majority of students transferring in are struggling academically and need credit recovery.</strong></th>
<th><strong>Student Success:</strong> Multiple pathways to student success.</th>
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<tbody>
<tr>
<td>During the 2020-21 school year, 82% of the students enrolled by the end of 1st quarter and remaining with us until August, including all student groups, LEP, and economically disadvantaged, will earn 6 or more academic credits.</td>
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</tbody>
</table>
 1. Monitor student academic performance through intervention pyramid and New Direction Improvement Plans (NIP’s) to provide a multi-tiered system of support.  
 2. Providing learning resources, headphones, and school supplies for pick up as needed.  
 3. Monitoring student technology access through teachers and counselors weekly.  
 4. Struggling students are invited by name each week to teacher office hours for additional support and intervention.  
 5. Schedules have been adjusted to support student learning and decrease student and family stress.  
 6. Increased conferences with students on NIP plans.  
 7. Staff meeting in Teams with struggling students to provide additional support and interventions outside of weekly teacher office hours. |

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### ALIGNMENT WITH STRATEGIC PLANNING GOALS

(Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)

### ACTIONS TO PRIORITIES

<table>
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<tr>
<th><strong>TIMELINE FOR ACTIONS</strong></th>
<th><strong>RESPONSIBLE PARTIES</strong> (Be Specific)</th>
</tr>
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</table>
| 1. September through June.  
2. September through May.  
3. September through June.  
4. September through June.  
5. September through February.  
6. September through June.  
7. September through June. |  
1. Counselors  
2. Admin.  
3. Teachers & Counselors  
4. Teachers  
5. Counselors  
6. Admin. & Counselors  
7. Teachers & Counselors |

### EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL

(Progress Monitoring at 30, 60, 90 and 120 Days)

1. Intervention meeting with all students earning D’s and/or E’s and NIP’s created.  
2. Weekly check-in with each student with a NIP.  
3. D and E letters sent to parent/guardian 2 weeks prior to the end of each grading period.  
4. Engagement interventions to raise average student GPA 0.25 Q2 over Q1.

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**Note:** This table outlines the detailed actions, timelines, and responsible parties for addressing student achievement priorities.
<table>
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<tr>
<th>Overall performance of seniors. Credit recovery needs and GPA’s show that this is an important goal to focus on as a staff for the 2020-2021 school year.</th>
<th>During the 2020-21 school year, 100% of the seniors enrolled by the end of 1st quarter and remaining with us until the end of the year, including all student groups, LEP, and economically disadvantaged, will graduate this year with post-graduate plans in place.</th>
<th>Student Success: Multiple pathways to student success.</th>
<th>1. Provide teacher resources and PD for targeted learning to support seniors. 2. Use of New Directions Improvement Plans (NIPs) for struggling students. 3. Encourage participation in teacher office hours, break out sessions, and make up days for remediation and targeted instruction for identified seniors. 4. Provide summer school for seniors needing make-up and strengthening classes so they can participate/walk in home school graduations.</th>
<th>1. October through May. 2. September through June. 3. September through June. 4. July-August.</th>
<th>1. Intervention meeting with all seniors earning D’s and/or E’s and NIP’s created. 2. Senior attendance at lunch meetings as a group and one-on-one when needed. 3. Attendance with NOVA counselor monthly. 4. Attendance/progr ess in summer school.</th>
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<tr>
<td>Your Voice Matters (YVM) data shows that there is room for growth and improvement in providing students a Culturally Responsive learning experience.</td>
<td>By May 2021, student attitudes regarding equity will improve to at least 80% in each of the Culturally Responsive Teaching Categories as measured through a student survey.</td>
<td>Student well-being: safe, healthy, and supported students.</td>
<td>1. Teachers will use the Seven Principles of Culturally Responsive Teaching provided in Deep Equity professional development. 2. Formation of a school equity team. 3. Pilot the No Place for Hate program/activity this year.</td>
<td>1. September through June. 2. January through February. 3. February-June.</td>
<td>1. Teachers Admin. 2. Admin. Counselors 3. Teachers, Counselors, Admin. 4. Admin. &amp; counselors</td>
</tr>
<tr>
<td>Student survey. Initial results: 1. I feel that my culture and ethnicity are respected and affirmed: 82% 2. My teachers are personally inviting: 82% 3. My classrooms are both culturally and physically welcoming: 64% 4. I feel that I can get extra help when I need it: 73%</td>
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5. I feel that my teachers care about my academic achievement: 91%
6. My teachers are willing to try different strategies to help me learn: 82%
7. My teachers manage the classroom in a way that is firm, consistent, and fair: 73%
8. My teachers are interested in hearing from everyone in the classroom: 73%