



APS PROGRESSIVE PLANNING MODEL 2021-2022

School Performance Priorities and Actions to be Taken to Address Student Achievement

School Name: Arlington Career Center

School Principal: Margaret Chung

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)
<p>Spring 2020 “Your Voice Matters” Survey -79% reported having at least one adult at school they can talk to when needing help with academics or social-emotional issues</p> <p>-50% of students said their school provided them with strategies for coping with personal stress, anxiety, or feelings of sadness</p> <p>-65% reported that during the school year did</p>	<p>Goal 1 All students will report having a positive connection with at least one adult and know how to access mental health resources</p> <p>All students and staff will identify self-care strategies by developing a personal self-care plan</p> <p>Health and safety mitigation strategies will be implemented to ensure a safe and healthy learning environment</p>	<p>Healthy, Safe & Supported Students - Create an environment that fosters the growth of the whole child. APS will nurture all students’ intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.</p>	<p>Administer a pre and post survey.</p> <ul style="list-style-type: none"> ● Introductory meetings with students to identify staff members and how to get help. ● Program-level monitoring of student needs (basic needs, social-emotional, family, etc.) ● Monthly team meetings to review projects and plan ● Wellness Wednesdays to develop personal Self-Care/Stress Management Plan through mini lessons during CC Support (staff and students participate) ● School wide Wellness Fair in Spring Planning and Implementation (HPE, CTE, AT 10th grade- PBL) ● Development and maintenance of 	<p>Oct</p> <p>Sept-June</p> <p>Sept-June</p> <p>Jan-Feb</p> <p>Mar-May</p>	<p>Student Support Team</p> <p>Program Coordinators, counselors, teachers, administrators</p> <p>Student Support Team, principal</p> <p>Cristin Caparotta, Naghme Merck, Lucila Llaguno</p> <p>Arlington 10 grade, CTE, HPE</p>	<p>Pre-survey results</p> <p>Introduction presentation</p> <p>Program team notes for student focus meeting</p> <p>Mini lessons</p> <p>Midyear Survey Results</p> <p>Midyear conversations</p>

<p>their school gave them information about who they can talk to about personal stress, anxiety, or feelings of sadness</p> <p>Increase in the number of risk assessments compared to pre-pandemic levels during the fall 2021 quarter</p> <p>Increase in number of staff who take leave</p>			<p>ACC Canvas page with resources, available at all times to all students.</p> <ul style="list-style-type: none"> ACC website updated with community resources. <p>The following health and safety mitigation strategies will be implemented:</p> <ul style="list-style-type: none"> All staff and students are required to wear masks inside the building except when eating lunch or in a closed classroom or office individually All students and staff will submit daily health and safety survey (Qualtrics) Based on survey responses, all staff and students will follow quarantining, testing measures as recommended. When a positive case is reported, contact tracing will be implemented, families and staff will be contacted by the clinic and office staff regarding recommendations on quarantining based on vaccine status. A community message will be sent via SchoolTalk. All teachers will submit seating charts for each class and indicate whether students are seated 3 ft apart. 	<p>Sept-June</p> <p>Sept-June</p> <p>Sept- June</p>	<p>teachers and students</p> <p>Student support team, Librarian Webmaster/librarian</p> <p>Staff, students, families, admin, office staff, clinic staff, teachers</p>	<p>EOY Survey Results</p>
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<p>Student Voice/Lunch Chats on Race and Identity indicate a need to talk about unconscious biases.</p>	<p>Goal 2 Create student led chats on Race and Identity to identify unconscious biases held by students and staff.</p> <p>Provide teachers Culturally Responsive Teaching training by Utilizing the Ready for Rigor Framework to increase student independent learning skills.</p>	<p>Healthy, Safe & Supported Students - Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.</p> <p>DEI Mission We embrace the challenge of eradicating district and community wide inequities to build and sustain a diverse workforce, champion inclusive curriculum, and implement data driven interventions to close achievement and</p>	<p>Launch No Place For Hate Campaign for 2021-22 school year by reviewing one of the 6 pledges each week</p> <p>Train students as Diversity Chats facilitators</p> <p>Students lead Diversity Chats during lunch and CC Support utilizing the NPFH pledges as grounding questions</p> <p>Book Study “Culturally Responsive Teaching and the Brain”-Zaretta Hammond with full time program coordinators and administrative team</p> <p>Book Study “Culturally Responsive Teaching and the Brain”-Zaretta Hammond with full time program teachers, Dept chairs, Instructional support team, Student support team</p>	<p>Oct-Nov</p> <p>Dec-Jan</p> <p>Feb-May</p> <p>Oct-Jan</p> <p>Feb-May</p>	<p>Equity Team (facilitator- Cristin Caparotta, principal)</p> <p>Equity Team, DEI coordinator</p> <p>Equity Team (students)</p> <p>Admin team, coordinators</p>	<p>Morning/Canvas announcements, TV monitors; website, ACC Weekly</p> <p>Training modules, Videos, podcasts</p> <p>Student led diversity chats implemented</p> <p>Survey results</p> <p>Team meeting notes</p>

		opportunities gaps for all students and staff.				
<p>Quarter 1 math assessments data identify students in the Academy, Arlington Tech and English Learner Institute who are below grade level.</p> <p>Provide job embedded professional learning support of teachers</p>	<p>Goal 3 Provide targeted math instruction to accelerate students mastery of Algebra I standards</p>	<p>Multiple Pathways to Student Success: Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence</p>	<p>Identify students who are approaching and below Algebra 1 standards for first quarter</p> <p>Provide targeted interventions during block Algebra I and Foundations/Pre-Algebra classes, CC Support, after school</p> <p>Meet as Math intervention team to review 2nd quarter Mastery Connect data</p> <p>Provide targeted interventions during block Algebra I and Foundations/Pre-Algebra classes, CC Support, after school</p> <p>Meet as Math intervention team to review Q3IPR Mastery Connect data</p> <p>Provide targeted interventions during block Algebra I and Foundations/Pre-Algebra classes, CC Support, after school</p> <p>Meet as Math intervention team to review 3rd quarter Mastery Connect data</p>	<p>Nov</p> <p>Nov-Jan</p> <p>January-Feb</p> <p>Feb-Mar</p> <p>Mar</p> <p>Mar-Apr</p> <p>Apr</p>	<p>Algebra I and Foundations/Pre-Algebra teachers, dept chair</p> <p>Algebra I and Foundations/Pre-Algebra teachers, Learning leader, NHS tutors</p> <p>Algebra I and Foundations/Pre-Algebra teachers, dept chair, principal</p> <p>Algebra I and Foundations/Pre-Algebra teachers, Learning leader, NHS tutors</p> <p>Algebra I and Foundations/Pre-Algebra teachers, dept chair, principal</p> <p>Algebra I and Foundations/Pre-Algebra teachers, Learning leader, NHS tutors</p> <p>Algebra I and Foundations/Pre-Algebra teachers,</p>	<p>Progress monitoring student data</p>

			<p>Provide targeted interventions during block Algebra I and Foundations/Pre-Algebra classes, CC Support, after school</p> <p>Meet as Math intervention team to review Q4IPR Mastery Connect data</p> <p>Provide targeted and individualized job embedded professional learning to teachers through instructional coaching.</p>	<p>Apr-May</p> <p>May</p> <p>Sept- June</p>	<p>dept chair, principal</p> <p>Algebra I and Foundations/Pre-Algebra teachers, Learning leader, NHS tutors</p> <p>Algebra I and Foundations/Pre-Algebra teachers, dept chair, principal</p> <p>STEM coordinator, ILT, RTG, CTE specialist, ITC</p>	
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<p>BOY Reading Inventory data identified students in the Academy and Arlington Tech that are reading below grade level.</p> <p>Fountas and Pinnell Benchmark Reading Assessment identified the reading level of students in our English Learner Institute.</p>	<p>Goal 4 Provide targeted reading instruction to accelerate students reading below grade level.</p>	<p>Multiple Pathways to Student Success: Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence</p>	<p>Identify students who are reading below grade level in the Academy and Arlington Tech 9th grade. Identify the reading levels of the students in the English Learners Academy.</p> <p>Provide targeted interventions during block English 9 classes, CC Support, and after school.</p> <p>Meet as a Reading intervention team to review intervention plans and progress monitoring at the end of quarter 2.</p> <p>Provide targeted interventions during block English 9 classes, CC Support, and after school.</p> <p>Meet as a Reading intervention team to review intervention plans, mid-year reading inventory data, and progress monitoring at the middle of quarter 3.</p> <p>Provide targeted interventions during block English 9 classes, CC Support, and after school.</p> <p>Meet as a Reading intervention team to review intervention plans and progress monitoring at the end of quarter 3.</p> <p>Provide targeted interventions during block English 9 classes, CC Support, and after school.</p> <p>Meet as a Reading intervention team to review intervention plans, end of year reading inventory, and progress monitoring in quarter 4.</p>	<p>Nov-Dec</p> <p>Nov- Jan</p> <p>Jan- Feb</p> <p>Feb-March</p> <p>March</p> <p>March-April</p> <p>April</p> <p>April-May</p> <p>May</p>	<p>English Teachers, Department Chair, Assistant Principal, Principal</p> <p>English Teachers, Instructional Assistants, Reading Supports</p> <p>English Teachers, Department Chair, Assistant Principal, Principal</p> <p>English Teachers, Instructional Assistants, Reading Supports</p> <p>English Teachers, Department Chair, Assistant Principal, Principal</p> <p>English Teachers, Instructional Assistants, Reading Supports</p> <p>English Teachers, Department Chair, Assistant Principal, Principal</p> <p>English Teachers, Instructional Assistants, Reading Supports</p> <p>English Teachers, Department Chair, Assistant Principal, Principal</p>	<p>Data from the Reading Inventory and Fountas and Pinnell Benchmark Reading Assessment</p>
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			Provide targeted and individualized job embedded professional learning to teachers through instructional coaching.	Sept- June	STEM coordinator, ILT, RTG, CTE specialist, ITC	
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