



APS SCHOOL MANAGEMENT PLAN

SY: 2021-2022

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

School: Arlington Community High School

Principal: Dr. Barbara Thompson

PERFORMANCE PRIORITIES <i>Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals</i>	ANNUAL PERFORMANCE SMART GOALS <i>List SMART goals based on baseline data focused on key priorities: Student Acceleration, Professional Learning in Literacy and Numeracy, Social and Emotional Learning, Diversity, Equity and Inclusion and School Safety</i>	ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS <i>Indicate goal alignment to following Leadership Performance Standards (Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, Student Academic Progress)</i>	ACTIONS TO PRIORITIES <i>List specific actions and strategies that will be implemented to support meeting desired goals and outcomes.</i>	TIMELINE FOR ACTIONS <i>List timeline for specific actions and strategies</i>	RESPONSIBLE PARTIES <i>List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes</i>	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL <i>List specific evidence that will be used to measure and monitor progress on desired goals and outcomes</i>	RESULTS OF PROGRESS <i>List specific results on desired goals and outcomes</i>
<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: 2020/21 pass rates: English – 97.6% Math – 89% Science – 100%</p>	<p>During the 2021-22 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: Leadership (1) & Student Achievement (7): Collaboratively develops, implements, and monitors the school improvement plan or office or department plan that results in increased student academic progress or program progress</p> <p>Student Achievement (7): Utilizes faculty meetings, team or department meetings, and professional development activities to focus on student or program progress outcomes.</p> <p>Student Achievement (7): Provides evidence that</p>	<p>(1) Structured supports planned & implemented through CLT groups to address course content and individual student needs 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). Power standards implemented to support student achievement in all class formats (virtual, synchronous,</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>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 Day CLT meet monthly and submit logs – logs reviewed for themes and actions</p> <p>Counseling Team/ student services team weekly meetings with notes</p> <p>Quarterly review of competency updates and revisions, CLT notes, grading reviews per marking periods</p>	

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(see tables below) 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.		students or programs are meeting measurable, reasonable, and appropriate achievement goals	asynchronous), providing multiple pathways for students to demonstrate knowledge and achievement. Teachers using performance goal as individual SMARTgoal for evaluation (continue to implement concurrent instruction). (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.	Per MP and; Beginning/ Mid/End of year SMARTgoal checks; semester SOL test results	All Instructional Staff, Student Support Staff, Administration	Standards progress reviewed quarterly; SOL and other assessment scores reviewed; recommendations for next classes being made at the end of the semester	
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 alternative plan. Supports are required for students to reach	During the 2021-22 school year, Arlington Community High School student graduation cohort rate will meet the cohort graduation and completion index score using the approved alternative accreditation measures to a score of greater or equal to 85 points.	Student Achievement (7): Ensures teachers' student progress goals or program's progress goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks. Climate (2): Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for	(1) Expand and refine individualized opportunities for academic support, multiple types of test preparation, and online class guidance and support. (2) Provide targeted and individualized support for course remediation and SOL Test re-takers through assigned instructional staff (hourly). (3) Target individual students to improve attendance and achievement in school with assigned staff to individually communicate with students identified and determine supports needed.	September – June Per SOL test window & scheduled for alternative tests Minimum of weekly	(1) Administration, Tutoring Center Staff & volunteers, Instructional Staff, CIS Staff (2) Administration, Tutoring Center Staff, Instructional Staff (3) Administrative Staff, Counseling Staff, Instructional Staff, Family Resource	(1) Examining ways to provide continue to provide tutoring support (expand tutoring volunteers) (2) Counseling, teachers, CIS, and SOL Retake hourly staff target students for individual remediation & support (3) Student Services team meet weekly to identify individual student needs for chronic attendance issues and identified achievement concerns (ATSS)	

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graduation. 2019-20 DATA GCI w/o Alt Plan = 69.26 (85 needed) GCI w/ Alt Plan + Bonus = (see tables below)		students, staff, parents, and community. Climate (2): Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning, office or department environment that reflects state, division, and local school rules, policies, and procedures	(4) Contact and counsel individual students who have left school to return, creating opportunity to meet their specific needs. (5) Create and share a graduation plan individualized for each student, with post-secondary plans developed prior to graduation.	Bi-weekly review Upon entry – semester review at registration; 4 senior meetings per semester	Assistant; CIS staff ; Attendance clerk (4) Administrative Staff, Counseling Staff, Instructional Staff, Family Resource Assistant; CIS staff (5) Administrative Staff, Counseling Staff, CIS staff	(4) Dropout team contacts students who have disappeared to determine status and develop a plan to return. (5) Monthly 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	
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	During the 2021-22 school year, Arlington Community High School student engagement and satisfaction with school will maintain high levels as measured by less than meeting the attendance measures and dropout measures of the approved alternative	Climate (2): Maintains a positive, inviting school office or department environment that promotes and assists in the development of the whole student and values every student and/or staff member as an important member of the school, office or department community Climate (2): Consistently	(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. (2) Implement opportunities to develop student self-determination and equity understanding through Student Group Meetings with counselors (Grad Group, Monday Connect, etc.) meetings with counselors, Key Club participation and	Weekly – January - June Monthly - January – June	Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners & volunteers Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners & volunteers	Counseling weekly meetings planned for new student connections and senior groups. Other interest groups were held monthly (parent group) Equity Team building activities being planned with Key Club Members. Specific activities for equity building designed by counseling team	

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school is critical to graduating students and maintaining accreditation. 2019-2020 DATA 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) (see tables below)	accreditation plan.	models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.	leadership development, student development activities with CIS. (3) Individually contact students with engagement concerns, develop individual plans, and document school engagement as measured in the alternative accreditation plan.	Weekly Nov 2021 – June 2022	Administrative Staff, Counseling Staff, Instructional Staff, CIS Staff, Community Partners & volunteers; Attendance Clerk	Hire Attendance position (0.5) by November	Attendance position hired and start date 11/8/21

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	19-20	20-21	21-22 TARGET	21-22 TO DATE
English: Reading	81.8%	66.7%	78.0%	83%	84%	88%	94%	96%	94%	97%	92%	96.2%	96%	72%	
English: Writing	80.0%	60.0%	77.3%	69.7%											
Algebra I	100 %	84.0%	81.3%	57%	63%	56%	78%	74%	87%	90%	94%	85.7%	89%	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%	N/A	N/A	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%	82%	100%	100%	72%	
Biology	83.3%	52.0%	80.0%	80%											

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

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)

HISPANIC	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
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ENGLISH LEARNERS	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