

# Arlington Career Center - School Action Plan - 2024-25 to 2026-27

## Principal: Margaret Chung

<b>Goal #1</b>	<b>Math - Proficiency Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
<b>Baseline Data</b>	Spr. 2024 - Math SOL pass rates EL - 85% SWD- 89% Black- 60%, n = 5 Hispanic- 89%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

By June 2027, all student reporting groups will achieve a pass rate of 90% or above on the Alg 1 SOL

Annual Performance Goals	
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, all student reporting groups will achieve a pass rate of 90% or above on the Alg 1 SOL
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, all student reporting groups will achieve a pass rate of 90% or above on the Alg 1 SOL
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, all student reporting groups will achieve a pass rate of 90% or above on the Alg 1 SOL

Strategic Plan Strategies	
<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will begin to use math workshop structures within each unit. * Every student will begin to meet regularly meet the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. * Provide just-in-time support to help students access grade level curriculum.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	

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<b>Tier 2</b> * Collaborative planning including EL and SpEd teachers to target identified needs. * Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. * Ensure that students have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 3</b> * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities. * Use very straight-forward, explicit Instruction by breaking down mathematical concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<b>Professional Learning:</b>	Sept - June, ongoing	Administrators, Math Coach	

#### Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicator	KPI-SAGS-1.4-% of students passing the Math SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth (Alg 1 only)  Teacher/CLT/Grade -SOL Quick Checks	Teacher/CLT/Grade -SOL Quick Checks	School level NWEA - MAP Growth (Alg 1 Only)  Teacher/CLT/Grade -SOL Quick Checks	School level- NWEA - MAP Growth (Alg 1 Only)  Teacher/CLT/Grade -SOL Quick Checks

<b>Goal #2</b>	<b>Reading - Growth</b>
<b>Strategic Plan Goal Area</b>	Student Success
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.

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<b>Baseline Data</b>	<p>NWEA Reading (Gr. 6-9) – 2023-24 - EOY n=135 All Grades (% Meeting Normative Growth): <u>39.2</u> %</p> <p>Key Areas of Needs (Review % Meeting Normative Growth for All Grades then by Grade Level. List any subgroups with a lower % of students meeting normative growth)</p> <p>Asian 66.6% Black 60% n=5 Hispanic or Latino 42% Multi-Ethnic 38.4% White 31%</p>	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2027, Hispanic, Multi-Ethnic, and White subgroups' normative growth will increase by 15%.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, Hispanic, Multi-Ethnic, and White subgroups' normative growth will increase by 5%.		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, Hispanic, Multi-Ethnic, and White subgroups' normative growth will increase by 5%.		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, Hispanic, Multi-Ethnic, and White subgroups' normative growth will increase by 5%.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Tier 1: * Utilize an explicit vocabulary routine to teach new words essential to the shared text-PACT strategy * Utilize strategies from Aspire Training and Staff Development in adolescent reading	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and
Tier 2: * Teach a routine to determine the gist of the texts-PACT * Utilize Lexia-Build students decoding skills to read complex multisyllabic words, grammar, comp.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

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Tier 3: * multisyllabic word decoding routines * Immersive Reader, ed tech access for read aloud/translations	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	attending CLTs.
<b>Professional Learning:</b> Coaching with the ELA office and specialists, ASPIRE training, new curriculum and intervention resources	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal

#### Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan - Key Performance Indicator	
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA MAP Growth for Math (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient)  Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	School level- -NWEA MAP Growth for Math (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient) -Gr. 11 Benchmark Assessment  Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	KPI-SAGS-2.2-% of middle school and Gr. 9 students annually meeting defined growth targets in reading on the NWEA MAP Growth  School level NWEA MAP Growth for Math (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient)  Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum

Goal #3	Chronic Absenteeism		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
Baseline Data	2023-24 21% of our full time students are chronically absent n-118	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

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By 2027, no more than 14% of FT ACC students will be chronically absent

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	By 2025, no more than 18% of FT ACC students will be chronically absent
<b>Annual Performance Goal Year 2 (2025-26)</b>	By 2026, no more than 16% of FT ACC students will be chronically absent
<b>Annual Performance Goal Year 3 (2026-27)</b>	By 2027, no more than 14% of FT ACC students will be chronically absent

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-5.5-Communicate preventive and intervention resources available within schools and the community to students, families, and staff for both behavior and substance use needs.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Students who arrive late to school will complete a 3-question survey. Results of this survey will be used to determine response and other possible interventions.	Sept-June, Ongoing	Admin, All Staff	Survey/attendance data will be reviewed at Coordinator meeting monthly.
The ACC MTSS Team will meet twice monthly to review student data and referrals and to determine actions and interventions for chronically absent students. This will include Tier I (classroom), Tier II and Tier III interventions.	Sept-June, Ongoing	Admin, All Staff	MTSS agendas and monitoring data will be reviewed quarterly.
The ACC Attendance Committee will meet twice monthly to review student data and to determine where to focus interventions. This will include conferences and hall sweeps.	Sept-June, Ongoing	Admin, All Staff	Attendance Committee meeting agendas and data will be reviewed monthly.

### Progress Monitoring

<b>Strategic Plan - Measures - To determine if goal was achieved</b>	LGI-SWB-2.1-Attendance Data	<b>Strategic Plan - Key Performance Indicator</b>	KPI-SWB-2.2-% of students who are chronically absent by school
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
Attendance Data	Attendance Data	Attendance Data	Attendance Data

## Goal #4

## Engaged Workforce

<b>Strategic Plan Goal Area</b>	Engaged Workforce
<b>Strategic Plan Performance Objectives</b>	PO-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice

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<b>Baseline Data</b>	2024 (YVM) 38% of staff responded favorably that professional learning improved their professional practice. 44% of teachers responded favorably that professional learning improved their professional practice.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
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### 3 Year Performance Goal

By 2027, 60% of staff and 66% of teachers will report that professional learning improved their professional practice.

Annual Performance Goals	
<b>Annual Performance Goal Year 1 (2024-25)</b>	By 2025, 45% of staff and 49% of teachers will report that professional learning improved their professional practice.
<b>Annual Performance Goal Year 2 (2025-26)</b>	By 2026, 50% of staff and 54% of teachers will report that professional learning improved their professional practice.
<b>Annual Performance Goal Year 3 (2026-27)</b>	By 2027, 60% of staff and 66% of teachers will report that professional learning improved their professional practice.

Strategic Plan Strategies	
<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SCW-1.4-Develop a communications plan to inform teachers and staff about the variety of professional learning opportunities available, including self-selected options.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
BOY/ MOY Staff conferences, including their professional goals and how will professional development impact their practice. "Write about the ways in which your professional learning plan supports your SMART Goal for the year."	Sept-Feb, Ongoing	Administrators	BOY/MOY Reflection; Observation feedback
Coaches, admin and PD facilitators will monitor teachers for implementation of professional learning	Sept-June, Ongoing	RULER Team, Coaches, ILT, Administrators	Observation lookfors and rubric
PD facilitators will collect feedback and choice to professional learning opportunities	Sept-June, Ongoing	PD facilitators, Admin	Survey data
	Sept-June, Ongoing		

### Progress Monitoring

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<b>Strategic Plan - Measures - To determine if goal was achieved</b>	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	<b>Strategic Plan - Key Performance Indicator</b>	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice
	LGI-SCW-1.2-Frontline Professional Learning post-survey		
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
	Frontline and school developed post surveys on PL	Frontline and school developed post surveys on PL	YVM

<b>Goal #5</b>	<b>Partnerships</b>		
<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
<b>Baseline Data</b>	Overall: 80 % responded favorably Key Areas of Need (Consider the Overall and any other school-based questions in the category and/or groups with a lower favorable response rate)  How well do teachers and staff communicate with you...60%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

By 2027, at least 75% of parents will respond favorably to the YVM question, "How well do teachers and staff communicate with you"

<b>Annual Performance Goals</b>	
<b>Annual Performance Goal Year 1 (2024-25)</b>	By 2025, at least 65% of parents will respond favorably to the YVM question, "How well do teachers and staff communicate with you"
<b>Annual Performance Goal Year 2 (2025-26)</b>	By 2026, at least 70% of parents will respond favorably to the YVM question, "How well do teachers and staff communicate with you"
<b>Annual Performance Goal Year 3 (2026-27)</b>	By 2027, at least 75% of parents will respond favorably to the YVM question, "How well do teachers and staff communicate with you"
<b>Strategic Plan Strategies</b>	
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-2.3-Build trust through consistent, open and transparent two-way communication.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-P-2.1-Collaborate with and consistently gather feedback from families on family and community engagement and opportunities for improvement.
<b>Action Steps</b>	

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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Action 1 (Welcoming All Families)</b> * The school has standards of welcoming behavior that apply to all staff. * Create friendly signs in different languages. * There is a designated family/parent resource room in the school	Sept- June, ongoing	Admin, School Leadership Team, FACE Staff, DEI Coordinator	Principal & AP will monitor during meetings with staff and families
<b>Action 2 (Communicating Effectively):</b> * Utilize ParentSquare as a tool to support staff to engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.	Sept- June, ongoing	Admin, School Leadership Team, FACE Staff, DEI Coordinator, Webmaster	Principal & AP will review Parent Square reports to see staff usage
<b>Action 3 (Student Success):</b> * Host at least four parent workshops/information/training sessions that directly support student success	Sept- June, ongoing	Admin, School Leadership Team, FACE Staff, DEI Coordinator, Webmaster, Program Coordinators	Principal & AP will ensure workshops are scheduled

### Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan - Key Performance Indicator	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
% of staff communicating with families via ParentSquare	% of staff communicating with families via ParentSquare	% of staff communicating with families via ParentSquare	YVM