

Arlington Community High School- School Action Plan - 2024-25 to 2026-27
Principal: Dr. Jeannette Allen

Goal #1	Math & English - SOL Performance		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	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.		
Baseline Data	2022-23 for Accreditation Year 2023-24 -Level 1 performance rating for English and Math school quality indicators	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, maintain a level 1 performance rating overall and for reported subgroups (group size greater than or equal to 10) based on alternative accreditation plan			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, maintain a level 1 performance rating overall and for reported subgroups (group size greater than or equal to 10) based on alternative accreditation plan		
Annual Performance Goal Year 2 (2025-26)	By June 2026, maintain a level 1 performance rating overall and for reported subgroups (group size greater than or equal to 10) based on alternative accreditation plan		
Annual Performance Goal Year 3 (2026-27)	By June 2027, maintain a level 1 performance rating overall and for reported subgroups (group size greater than or equal to 10) based on alternative accreditation plan		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

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<p>Tier 1</p> <ul style="list-style-type: none"> * Continue to implement competency-based instruction and grading * Every student will meet regularly with teacher to assess competence progress. * Targeted groups are differentiated to meet students' needs. *EL, ELA and Math Teachers will have SMART Goals that will use NWEA-MAP and/or iexcel as baseline date with goals that align with the assessment projected growth rate as established by the assessment tool *All students requiring Reading Interventions based on NWEA-Map assessment will receive interventions and additional required assessments i.e Dibels & Phonics 	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teacher, Reading Specialist</p>	<p>Principal, EL Coordinators, SPED teacher will support with ATSS, Math, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Professional Learning:</p> <ul style="list-style-type: none"> *Mathematics teachers will implement at least one of the key structure of Math Workshop Model during the 24-25 school year *English Learner teachers will engage in professional learning to support the implementation of the new ELA standards in addition to engaging strategies for English Learners *All staff will identify high quality instructional practices that should be present at ACHS, conduct a self-assessment, identify areas of strength and areas of opportunity, and engage in school-based and district-based professional development for the areas of opportunity and be invited to provide professional development for others in the areas of strength. 	<p>Sept - June, ongoing</p>	<p>Administrators, Math Secondary Specialist, EL Specialist, ACHS ILTs and department Leads</p>	<p>Principal will support teachers with walkthrough feedback and providing professional learning time and funds for staff to engage in APS and outside agency PL.</p>

Progress Monitoring

<p>Strategic Plan Measures To determine if goal was achieved</p>	<p>LGI-SAGS-1.1-Reading SOLs</p>	<p>Strategic Plan Key Performance Indicators</p>	<p>KPI-SAGS-1.2-% of students passing the Reading SOL</p>
	<p>LGI-SAGS-1.3-Math SOLs</p>		<p>KPI-SAGS-1.4-% of students passing the Math SOL</p>
<p>Evidence of Progress toward Annual Goal (MP1)</p>	<p>Evidence of Progress toward Annual Goal (MP2)</p>	<p>Evidence of Progress toward Annual Goal (MP3)</p>	<p>Evidence of Progress toward Annual Goal (MP4)</p>
<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>School level NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions</p>

<h2 style="margin: 0;">Goal #2</h2>	<h2 style="margin: 0;">Chronic Absenteeism</h2>
<p>Strategic Plan Goal Area</p>	<p>Student Well-Being</p>

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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 79.04% of ACHS students were chronically absent	Identify if goal is required based on state or federal requirements, or other guidelines	VDOE School Quality Indicator - Chronic Absenteeism - Level 3 performance rating
3 Year Performance Goal			

By June 2027, reduce chronic absenteeism to at least 50%

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025 , reduce chronic absenteeism to at least 70%
Annual Performance Goal Year 2 (2025-26)	By June 2026 , reduce chronic absenteeism to at least 60%
Annual Performance Goal Year 3 (2026-27)	By June 2027 , reduce chronic absenteeism to at least 50%

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	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.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.

Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
*Continue to partner with community organizations to support student basic needs: such as Communities In Schools, Inc., NOVA; Food For Neighbors, Amazon, Metro/iRide Incentive Program and report monitor usage of supports throughout the year. *Hold Biweekly Attendance committee meetings to review and progress monitor cohort chronic absenteeism data and assign staff case manager/mentor. *Form a staff and student attendance advisory committee to help set school-wide attendance goals and incentives, as well and inform on barriers to attendance and possible solutions.	Sept-June, Ongoing	Principal, Counselors, Student support team, Administrative Intern, Evening Administrators, BFS, Attendance Clerk	Principal will monitor by ensuring daily availability of food and personal hygiene items for students; Weekly reimbursement to students for travel to school; Social worker provided clothing and transportation support to access community services. Biweekly updates of attendance. Weekly School-Wide progress monitoring shared with entire school

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Monitor, locate, counsel, and follow-up with students for whom attendance is flagged in daily report reviews, and those who have been withdrawn for dropout or unknown reasons.	Sept-June, Ongoing	Principal, Attendance Clerk, Counselors, Student support team, Evening Administrators, BFS, Attendance Committee (Advisory)	Principal will monitor by conducting Bi-Monthly attendance meetings to review student attendance, number of attendance contracts generated
Partner with students (and families) to identify barriers to school completion and collaboratively work to resolve them.	Sept-June, Ongoing	Administrative Team, Attendance Admin, Counselors, Student support team	Principal will monitor by conducting Bi-Monthly attendance meetings to review student attendance, number of attendance contracts generated

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan Key Performance Indicators	KPI-SWB-2.2-% of students who are chronically absent by school
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)
Monthly review of Attendance data	Monthly review of Attendance data	Monthly review of Attendance data	Monthly review of Attendance data

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	Spr. 2024 - YVM: Student Well-Being: School Climate -74% responded favorably	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, at least 90% of students will respond favorably in the YVM category: Student Well-Being: School Climate

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Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 80% of students will respond favorably in the YVM category: Student Well-Being: School Climate
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 85% of students will respond favorably in the YVM category: Student Well-Being: School Climate
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 90% of students will respond favorably in the YVM category: Student Well-Being: School Climate

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (Second Step For Adults) * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office *Focus SEL goals on YVM spring 2024 results that were below 50% favorable * Administer SEL survey in the fall and spring to all students grades 3-12	Sept-June, Ongoing	Admin, All Staff	Principal, SEL Liasion, school teacher leaders with support from Student Services Office - will monitor by conducting walkthroughs and observations
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * Create a calendar of lessons/events to address the areas of need for students as identified in YVM. * Deliver/implement activities and lessons for student body.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	

Progress Monitoring

Strategic Plan Measures	LGI-SWB-1.2-YVM Student: School Climate	Strategic Plan Key Performance Indicators	KPI-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th
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To determine if goal was achieved	Strategic Plan Key Performance Indicators		
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)
Teacher Exit Survey for 10/11/24 SEL PD	School Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Workplace Climate		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
Baseline Data	Spr. 2024 YVM 52% staff responded favorably to Workplace Climate	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, at least 75% of staff will respond favorably to Workplace Climate

Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 65% of staff will respond favorably to Workplace Climate		
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 70% of staff will respond favorably to Workplace Climate		
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 75% of staff will respond favorably to Workplace Climate		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SCW-2.5-Develop systems to gather feedback from teachers and staff to inform continuous improvement efforts.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SCW-2.2-Develop and implement integrated human resources approaches and initiatives that enable a student-centered, inclusive school climate and promote employee health and wellness.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Provide written feedback to staff that recognizes their work performance, and highlight classroom activities in daily announcements	Ongoing	Admin Team	Admin will maintain a spreadsheet for written recognition and monitor

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Encourage staff to recognize the good work performance of colleagues either anonymously or via Principal's weekly message, or Whatever it takes recognition	Nov - June	All staff	recognition and monitor which staff are being recognized and frequency
Adminster staff survey on their preferred recognition style and incorporate those practices for staff	Oct-June	Principal and Sunshine Committee	Maintain spreadsheet of staff survey results and recognitions provided

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SCW-2.1-YVM Staff: Workplace Climate	Strategic Plan Key Performance Indicators	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate
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-based survey		YVM

Goal #5	Drop Out Rate		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives			
Baseline Data	2024 Cohort - Dropout rate Standard Calculation Method: 39.68% (25 of 63 students) Alternative Calculation Method: 26.09% (12 of 46 students)- via Alternative Accreditation Plan	Identify if goal is required based on state or federal requirements, or other guidelines	Level 3 School Quality Indicator
3 Year Performance Goal			

By June 2027, reduce dropout rate to at least 15% (8.5% via Alternative Accreditation Plan)

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, reduce dropout rate to at least 35% (24.5% via Alternative Accreditation Plan)

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Annual Performance Goal Year 2 (2025-26)	By June 2026, reduce dropout rate to at least 20% (15% via Alternative Accreditation Plan)		
Annual Performance Goal Year 3 (2026-27)	By June 2027, reduce dropout rate to at least 15% (8.5% via Alternative Accreditation Plan)		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Continue to partner with community organizations to support student basic needs: such as Communities In Schools, Inc., NOVA; Food For Neighbors, Amazon, Metro/iRide Incentive Program and report monitor usage of supports throughout the year.	Sept- June, ongoing	Administrative Team, Counselors, Student support team, CIS Site-based coordinator	Principal will monitor by ensuring daily availability of food and personal hygiene items for students; Weekly reimbursement to students for travel to school; Social worker provided clothing and transportation support to access community services
Monitor, locate, counsel, and follow-up with students for whom attendance is flagged in daily report reviews, and those who have been withdrawn for dropout or unknown reasons.	Sept- June, ongoing	Administrative Team, Attendance Admin, Counselors, Student support team	Principal will monitor by conducting Bi-Monthly attendance meetings to review student attendance, number of attendance contracts generated; Review biweekly Cohort members enrollment status
Partner with students to identify barriers to school completion and collaboratively work to resolve them.	Sept- June, ongoing	Administrative Team, Attendance Admin, Counselors, Student support team	Principal will monitor by tracking of communication with students who indicated an intention of leaving school.
Progress Monitoring			
Strategic Plan Measures	Dropout rate	Strategic Plan Key Performance Indicators	Dropout rate

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To determine if goal was achieved	Strategic Plan Key Performance Indicators		
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)
Drop Out report	Drop Out report	Drop Out report	Drop Out report

Goal #6	Graduation Completion Index (GCI)		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives			
Baseline Data	2024 Cohort - Graduation Completion Index (GCI) Standard Calculation Method: 53.49% Alternative Calculation Method: 78.09% - via Alternative Accreditation Plan (ask VDOE for adjusted #)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 School Quality Indicator
3 Year Performance Goal			

By June 2027, increase graduation completion index (GCI) to at least 80% (86% via Alternative Accreditation Plan)

Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, increase graduation completion index (GCI) to at least 65% (82% via Alternative Accreditation Plan)		
Annual Performance Goal Year 2 (2025-26)	By June 2026, increase graduation completion index (GCI) to at least 73% (84% via Alternative Accreditation Plan)		
Annual Performance Goal Year 3 (2026-27)	By June 2027, increase graduation completion index (GCI) to at least 80% (86% via Alternative Accreditation Plan)		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-4.2-Provide regular (at least annual) academic counseling for students beginning in middle school to review interests, academic progress, high-school course of study and graduation planning.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

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*Identify students who may meet the persistence to graduation, and meet with them to develop a plan to maintain enrollment	Sept- June, ongoing	Principal, Counselors, Student support team, Evening Administrators	Principal will monitor by maintaining a graduate tracker spreadsheet that documents student meetings
*Develop and meet with a staff graduation committee to review all potential graduates, assign case manager, conduct diploma credit audits, and have monthly meets with potential graduates about their graduation requirements including courses and assessments	Nov- June, ongoing	Principal, Counselors, Student support team	Principal will monitor by maintaining a graduate tracker spreadsheet that documents student meetings

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance Indicators		
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)
Graduation Tracker	Course completion & grades	Graduation Tracker	VDOE Accreditation Report - GCI

Goal #7	College, Career, Civic Readiness Indicator (CCCRI)		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-4-By 2030, at least 95% students in the graduation cohort will meet at least one of the College, Career, Civic Readiness Indicators (CCCRI)		
Baseline Data	Cohort 2024 Standard Calculation Method: 23.81% met CCCRI (15 of 63 students) Alternative Calculation Method: 30.43% met CCCRI (14 of 46 students)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 School Quality Indicator
3 Year Performance Goal			

By June 2027, increase the percentage of students meeting CCCRI to at least 55% (85% via Alternative Accreditation Plan) - pending approval or alternative accreditation plan

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, increase the percentage of students meeting CCCRI to at least 45% (85% via Alternative Accreditation Plan) - <i>pending approval or alternative accreditation plan</i>
Annual Performance Goal Year 2 (2025-26)	By June 2026, increase the percentage of students meeting CCCRI to at least 50% (85% via Alternative Accreditation Plan) - <i>pending approval or alternative accreditation plan</i>
Annual Performance Goal Year 3 (2026-27)	By June 2027, increase the percentage of students meeting CCCRI to at least 55% (85% via Alternative Accreditation Plan) - <i>pending approval or alternative accreditation plan</i>
Strategic Plan Strategies	

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Strategic Plan Strategies- PRIMARY	S-SAGS-4.1-Implement the use of career interest inventories to guide student academic counseling and course-taking decisions by the beginning of 7th grade.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-4.4-Develop, implement, and communicate career pathways to reflect inclusivity, pathways and opportunities for all students.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Review list of students in the 2025 cohort who have not yet met CCCRI and identify a pathway for meeting CCCRI based on the alternative accreditation plan	Sept- June, ongoing	Administrative Team, Counselors, Student support team	Principal will receive updates during 1:1 meetings with counselor and student supprt team
Coordinate with CTE Office on administration of the ASVAB	Sept- June, ongoing	Administrative Team, Counselors, Student support team	Principal will receive updates during 1:1 meetings with counselor and student supprt team
Work collaboratively with students to connect them to HQWBL and service learning opportunities (pending approval in the alternative accreditation)	Sept- June, ongoing	Administrative Team, Counselors, Student support team	Principal will receive updates during 1:1 meetings with counselor and student supprt team
Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-4.2-% of students achieving each CCCRI indicator	Strategic Plan Key Performance Indicators	LGI-SAGS-4.1-CCCRI completion data
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)
	Individual student plan to meet CCCRI		CCCRI Dashboard and state accreditation report