

Strategic	Strategic Plan Performance	School Performance Goals	Strategic Plan Strategies-	Strategic Plan Strategies-	School Actions (1 action per row) - 3-4	Timeline for Actions	Responsible &	Strategic Plan	Baseline Data
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By the end of the 2022-2023 school year, students at Arlington Community High School who have 80% attendance will demonstrate development in 70% of the competencies.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	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.	1) 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.	- Weekly Counseling department meetings - Monthly CLT meeting - IAT Referral as needed	- Counseling Team - Faculty CLT Groups - Administrative Team review monthly	M-SS-16-Grades	- 62.4% attainment regardless of attendance (21/22) - 74.06% attainment for those with > 80% attendance (21/22)
		See above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		2) Monitor competency attainment data with attendance data for completion rates and to identify students in need of support.	Quarterly monitor with attendance	Teachers, Administrative staff, counseling team	M-SS-16-Grades	- 62.4% attainment regardless of attendance (21/22) - 74.06% attainment for those with > 80% attendance (21/22)
		See above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	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.	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, asynchronous), providing multiple pathways for students to demonstrate knowledge and achievement.	- Weekly Counseling department meetings - Monthly CLT meeting - School-based professional development	- Counseling Team - Faculty CLT Groups - Administrative Team review monthly	M-SS-16-Grades	- 62.4% attainment regardless of attendance (21/22) - 74.06% attainment for those with > 80% attendance (21/22)
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By the end of the 2022-2023 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 that is greater than or equal to state requirements (Current or 3 or 4-year cumulative rate greater than or equal to 88 OR less than 88 but greater than 80 and 2% improvement from previous year; OR less than or equal to 80 and 2% improvement from previous year).	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.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	(1) - Expand and refine individualized opportunities for academic support, multiple types of test preparation, and online class guidance and support.	1) September - June.	1) Administration, Tutoring Center Staff & Volunteers, Instructional Staff, CIS Staff.	M-SS-13-Graduation Rates	Alternative Accreditation Plan: Preliminary GCI data (21/22) as of 7/28/22: GCI raw = 83.68 Persistence to Graduation score = 15.38 TOTAL ADJUSTED GCI (by Alt Accred Plan) = 99.06 Actual Accreditation Data: 78.65 Level 2 (I2) no need to implement Alternative Plan
		See above	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	(2) - Provide targeted and individualized support for course remediation and SOL test re-takes through assigned instructional staff.	2) Per SOL test window & schedule for alternative tests.	2) Administrative Staff, Counseling Staff, Instructional Staff, Testing Coordinator, Tutoring center staff, Bilingual Family Liaison, CIS Staff, Attendance clerk.	M-SS-13-Graduation Rates	Alternative Accreditation Plan: Preliminary GCI data (21/22) as of 7/28/22: GCI raw = 83.68 Persistence to Graduation score = 15.38 TOTAL ADJUSTED GCI (by Alt Accred Plan) = 99.06 Actual Accreditation Data: 78.65 Level 2 (I2) no need to implement Alternative Plan

Strategic	Strategic Plan Performance	School Performance Goals	Strategic Plan Strategies-	Strategic Plan Strategies-	School Actions (1 action per row) - 3-4	Timeline for Actions	Responsible &	Strategic Plan	Baseline Data
		See above	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	(3) Contact and counsel individual students who have left school to return, creating opportunities to meet their specific needs.	3) Bi-weekly review.	2) Administrative Staff, Counseling Staff, Instructional Staff, Bilingual Family Liaison, CIS Staff, Attendance clerk.	M-SS-13-Graduation Rates	Alternative Accreditation Plan: Preliminary GCI data (21/22) as of 7/28/22: GCI raw = 83.68 Persistence to Graduation score = 15.38 TOTAL ADJUSTED GCI (by Alt Accred Plan) = 99.06 Actual Accreditation Data: 78.65 Level 2 (I2) no need to implement Alternative Plan
		See above	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.		(4) Create and share a graduation plan individualized for each student to include post-secondary plans.	4) Upon entry - semester review at registration, senior meetings per semester	4) Administrative Staff, Counseling Staff, CIS Staff	M-SS-13-Graduation Rates	Alternative Accreditation Plan: Preliminary GCI data (21/22) as of 7/28/22: GCI raw = 83.68 Persistence to Graduation score = 15.38 TOTAL ADJUSTED GCI (by Alt Accred Plan) = 99.06 Actual Accreditation Data: 78.65 Level 2 (I2) no need to implement Alternative Plan
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By the end of the 2022-2023 school year, Arlington Community High School students' engagement and satisfaction with school will maintain high levels as measured by less than 9% of withdrawals as dropouts, and as measured by absenteeism of no more than 15% with less than 85% attendance using the definitions within the alternative accreditation plan.	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.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	1) Plan and implement weekly engagement activities to include: Career Cafe (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.	1) September - June	1) Administration monitoring Student Support Team (counseling, CIS, social worker, psychologist).	M-SS-14-Attendance	Chronic Absenteeism Indicator NOT in effect for 2022-23 School Year Accreditation. Actual State Accreditation Data: 63.83 (Level 2 (R10))
		See above	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.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	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 leadership development, student development activities with CIS.	2) Weekly through Support team (counseling services); student club sponsors monthly	2) Administrative team = Administrators, counselors, attendance clerk, educational coordinator, students services team if needed (for referral for services or home visits).	M-SS-14-Attendance	Chronic Absenteeism Indicator NOT in effect for 2022-23 School Year Accreditation. Actual State Accreditation Data: 63.83 (Level 2 (R10))
		See above	S-P-3-Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports.		3) Partner with community organizations to support student basic needs: such as Communities In Schools, Inc., NOVA; Food For Neighbors, Amazon, Capital Bikeshare; and report monitor usage of supports throughout the year.	3) September - June, quarterly progress	3) Administrative Team, Counselors, Student support team, CIS Site-based coordinator	M-SS-14-Attendance	Chronic Absenteeism Indicator NOT in effect for 2022-23 School Year Accreditation. Actual State Accreditation Data: 63.83 (Level 2 (R10))

Strategic	Strategic Plan Performance	School Performance Goals	Strategic Plan Strategies-	Strategic Plan Strategies-	School Actions (1 action per row) - 3-4	Timeline for Actions	Responsible &	Strategic Plan	Baseline Data
		See above	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.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	4) 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.	4) Administrative Team (Administrators, attendance clerk, Educational Coordinator, counselors) reviews daily attendance reports; contacts students who have not excused, contacts students after withdrawal to locate and find where they are, when they're returning, what they need. Reports back to team and documents through shared files.	4) Administrative team = Administrators, counselors, attendance clerk, educational coordinator, students services team if needed (for referral for services or home visits).	M-SS-14-Attendance	Chronic Absenteeism Indicator NOT in effect for 2022-23 School Year Accreditation. Actual State Accreditation Data: 63.83 (Level 2 (R10))
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By the end of the 2022-2023 school year, Arlington Community High School students' self-efficacy will improve by 5% as measured by self-efficacy survey questions from the Panorama SEL Screener.	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.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	1) Professional learning on instructional methods to build self-efficacy within the classroom.	1) August, 2022.	All instructional staff. All counselors. Follow-up and review by administration.	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Self-Efficacy Measures from SEL Screener 21/22 = 40%
			S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	2) Teachers choose a strategy to implement within their classroom and document the implementation/ success/ difficulty monthly; shifting strategies if needed.	2) September, 2022.	All instructional staff. All counselors. Follow-up and review by administration.	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Self-Efficacy Measures from SEL Screener 21/22 = 40%
			S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	3) Collaborate with colleagues in this process to share successes and gain support if needed.	3) Monthly through staff meetings & CLT meetings. Administer SEL Screener in November & April	All instructional staff. All counselors. Follow-up and review by administration.	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Self-Efficacy Measures from SEL Screener 21/22 = 40%
			S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	4) Plan and implement into school engagement activities to build self-efficacy skills to include: goal setting, problem solving, and other confidence and self-perception activities.	4) quarterly review of activities completed and student feedback and review	counseling staff, support staff (CIS, social worker, substance counselor, bilingual family liaison)	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Self-Efficacy Measures from SEL Screener 21/22 = 40%