

School Improvement Plan

School Name: **Alexander High School**

School Year: 2016-2017

Principal: Name: Nathan Hand

Title I Program:

Yes

No

Current CCRPI Status:

0	1	2	3	4	5	6	7	8	9
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X

**Made
CCRPI**

Adequate
Did Not Meet

Needs
Improvement

Sanctions Implementing (Select all that apply):

X

School Improvement Plan

Public School Choice

Supplemental Educational Services (SES)

Corrective Action Addendum (The corrective action addendum is completed by the school by the end of January of each year.)

Restructuring

State Directed Improvement Contract

Principal's Signature:

Date:

Area Director's Signature:

Date:

Associate Superintendent's Signature:

Date:

School Improvement Plan

1. Provide a narrative description of the school, the community and educational programs/practices used every day. Describe your school including instruction, communication, parent and community involvement, etc. What do you do every day and what is the understood expectation in instruction, communication, organization, inclusiveness, etc.? What are the expectations of teachers regarding planning and implementing? How do teachers and administrators monitor for consistency? What specific instructional strategies are used and expected by all – vocabulary, reading, writing across the curriculum, student-focused instruction (what does it look like), integration of technology, hands-on, applied student instruction in all subject areas, etc. What are the common strategies that will be used by all? How is this monitored- walk-throughs that monitor and evaluate implementation consistent and pervasive with fidelity- when and how is info shared – formative data that reflects instruction- How is that evaluated and shared?

From atop a ridge overlooking Bear Creek in southwest Douglas County, Alexander High School has stood for twenty five years with firm dedication to excellence. From its inception, the school has sustained vitality as its community has moved from a semi-rural area to a burgeoning, commercialized suburban region. Alexander High School is a comprehensive four-year public high school enrolling 1800 students in grades 9 through 12. The school opened in the fall of 1986 and graduated its first senior class in the spring of 1987. Alexander High School is accredited by the Southern Association of Colleges and Schools and holds membership in the College Board. The academic program is organized on an 8 period hybrid schedule. Alexander High School was built to meet diverse student interests, ranging from fine arts to computer technology. Advanced Placement to Career Technical and Agricultural programs form the cornerstones for comprehensive and challenging classes at AHS. In all areas, our students have built traditions: traveling yearly to the Governor's Honors Program, regional and state athletic competitions, state CTAE and Business Education competitions, all-State Chorus, and state and university sponsored student art and writing competitions. Following individually designed programs, which have evolved from annual collaboration among advisors, counselors, students, and parents, approximately 86 % of our students graduate college ready. Alexander serves a diverse population: 65% Caucasian, 24% African American, 6% Hispanic, 4% Multi-ethnic and 1% other. The instructional framework used to support our standards-based classrooms is called Learning Focused Schools, which includes Essential Questions, Student Learning Maps, Essential Vocabulary, and Standards. Higher Order Thinking Strategies, Summarizing Strategies, and Formative Assessments will be support the LFS Framework. Goals, practices and events are communicated in various ways to include the administrative team, department chairs and other leadership committees.

Strengths

Administrative, Leadership Team, and Department Chair leadership
Small Learning Communities
School culture
Discipline referrals and Level 1 Offenses are on a six year decline
Use of data to guide and develop flexible groups for effective use of co-teaching strategies

Weaknesses

Whole Group and Sub-Group achievement on EOC in Science and Math
Implementation of professional learning through job embedded opportunities
Continued development of PLC effectiveness to drive instruction

School Improvement Plan

2. Data information. Data should describe strengths and challenges. Examples include data pertaining to overall school/student performance, attendance, instructional practices from walk throughs/observations, student learning, GAPSS data and parent involvement programs. Describe what you find clearly so that stakeholders understand.

- *What does the data tell you about your school's strengths?*
- *What does the data tell you about your school's opportunities for improvement?*

Alexander scored 72.4 on the CCRPI for 2014-15. The School Improvement Plan will focus on End-of-Course, End-of-Pathway Assessments, and Physical Fitness Data.

Subject	2016 School Achievement %	2016 State Achievement %	2017 School Achievement Goal
9th Lit.	83	77	86
American Lit.	85	76	88
Algebra	72	70	75
Geometry	71	71	75
Physical Science	61	66	66
Biology	66	68	70
US History	88	76	92
Economics	86	72	90
PE	Fitness Gram	Fitness Gram	Fitness Gram
CTAE	EOPA	EOPA	EOPA

School Improvement Plan

3. Based on the data, what 3-5 goals for improvement emerge for your school? (Template Provided) Cite relevant evidence from your data (in all areas) to support the goals. What strategies will the school use to address these goals? The strategies you select will address your specific goals and be in addition to what you do every day. All staff will know those strategies and implement them consistently and pervasively across your school. Strategies will be detailed on the school improvement plan template.

Strategies should:

- *Be researched based.*
- *Provide opportunities for ALL children in the school, including targeted populations, to meet or exceed standards.*
- *Use effective instructional methods that increase the quality and amount of learning time.*

1. Increase meets and exceeds percentages on all End-of-Course and other final assessments.

- **Identify bubble students**
- **In-class Reviews**
- **EOC Previews**

2. Increase the effectiveness of Professional Learning Communities to include LFS Lesson Planning .

- **Each Administrator is assigned to Chair the core subject PLC's.**
- **Data to drive instruction based on CDA, EnGrade analysis, and other common assessments**
- **Continued review of Learning Focused School strategies**

3. Create and Safe and Supportive Environment for all students.

- **Positive Behavior Intervention Strategies Program (PBIS)**
- **Adoption List (A-List) for students identified as At-Risk**
- **Continued evaluation of Safety Plan to include surveys, drills and training**

School Improvement Plan

4. Describe the school staff, including the Hi-Q status of all professional staff. What strategies are used to recruit, build capacity and retain effective, highly qualified teachers (leadership-administrative/teacher, mentoring, professional learning, etc.)? (Describe specific strategies you are using to promote the CLASS Keys Self-Assessment/Reflection and Professional Growth Plan. What do you do to hire a highly qualified staff based on district procedures, initiatives and programs in your building? This will require that you look at your school's strengths and weaknesses in your decisions. Your staff decisions should be based on the needs of your students. What do you provide to increase retention: developing teacher leadership capacity, professional development, processes and procedures in place that provide a strong foundation for a healthy culture and work environment, student results, etc.)

At Alexander High School, we strive to sustain a positive shared leadership through our school's leadership team which allows all teachers to have a voice in school-wide decisions. Our goal is to ensure our teachers feel appreciated and are respected for their instructional expertise and commitment to students. Through the process of TKES, administrators and teachers collaborate in smaller learning communities to identify professional growth and improvement needs. At Alexander High School, we tally a school-wide self assessment and reflection form in order to determine weaknesses as identified by the TKES elements. We work with the human resources department to ensure highly qualified teachers are recruited and retained. The administrative team works with department chairs to assign courses to teachers based upon highly qualified certification.

School Improvement Plan

5. Describe professional development activities that are offered at the school which enable all children in the school to meet performance standards. (Use the DCSS GAPSS Three Year Professional Learning Plan Template) Include when and how the learning takes place through “Initiative Training”? What does it look like through “Monitoring for Implementation” (differentiated, job-embedded, collaborative, shared, etc.)? Describe how the Professional Learning impacted teacher knowledge and student learning through “Evaluation” (multiple measures).

DCSS: GAPSS Three Year Professional Learning Development Plan

Professional Learning FY15 <i>*Indicates emphasis for year</i>	Professional Learning FY16 <i>*Indicates emphasis for year</i>	Professional Learning FY17 <i>*Indicates emphasis for year</i>
<p>1. Initiative Training: Instructional Framework for Best Practices (LFS)</p> <ul style="list-style-type: none"> Identify staff that needs initial LFS training Schedule training sessions and timeline for documents. 	<p>LFS Lunch and Learn Session Throughout the school year.</p> <p>LFS Lesson Plan evaluated for exemplary status.</p>	<p>LFS Lunch and Learn Sessions.</p> <p>LFS Peer Observations (Take-aways) and Reflection Forms.</p> <p>LFS Lesson Plans – Think, Pair, Share</p>
<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> E-Walks Formal Evaluation Collaborative PLC Meetings Completed documents from teachers 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> TKES Walk-throughs TKES Formal Evaluation Collaborative PLC Meetings Completed documents from teachers 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> TKES Walk-throughs Formal Evaluation Collaborative PLC Meetings Completed documents from teachers
<p>-Evaluation:</p> <p>Educator Understanding:</p> <ul style="list-style-type: none"> E-Walk PLC Discussions and notes Completed units and lesson plans <p>Student Achievement Impact:</p> <ul style="list-style-type: none"> PLC review of assessment data Formative/Summative Data <p>--teacher made assessments --benchmark analysis --GHS/GHSGT/GHSWT/EOCT analysis data</p>	<p>-Evaluation:</p> <p>Educator Understanding:</p> <ul style="list-style-type: none"> Analysis PLC Discussions and notes Completed units and lesson plans <p>Student Achievement Impact:</p> <ul style="list-style-type: none"> PLC review of assessment data Formative/Summative Data <p>--teacher made assessments --benchmark analysis --SLO/EOC analysis data</p>	<p>-Evaluation:</p> <p>Educator Understanding:</p> <ul style="list-style-type: none"> Analysis PLC Discussions and notes Completed units and lesson plans <p>Student Achievement Impact:</p> <ul style="list-style-type: none"> PLC review of assessment data Formative/Summative Data <p>--teacher made assessments --benchmark analysis --Non-SGP/EOC analysis data</p>
<p>2. Initiative Training: Focus on Class Keys Implementation</p> <ul style="list-style-type: none"> Train staff through PLC’s during the school day. Establish timeline for submission of documentation. 	<p>Continue to ensure that all staff are trained and refreshed as needed.</p>	<p>EnGrade Training</p> <p>GradeCam Training</p> <p>LFS Training</p>

<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • E-Walks • Formal Evaluation • Collaborative PLC Meetings notes • Completed documents from teachers including but not limited to teacher portfolios and PD360 course completion. 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • TKES Walk-throughs • TKES Formal Evaluation • Collaborative PLC Meetings notes • Completed documents from teachers including but not limited to teacher portfolios and PD360 course completion. 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • TKES Walk-throughs • TKES Formal Evaluation • Collaborative PLC Meetings notes • Completed documents from teachers including but not limited to teacher portfolios and PD360 course completion.
<p>-Evaluation: Educator Understanding:</p> <ul style="list-style-type: none"> • E-Walk • PLC Discussions and notes • Completed formal teacher observation documents. <p>Student Achievement Impact:</p> <ul style="list-style-type: none"> • PLC review of assessment data • Formative/Summative Data <p>--teacher made assessments --benchmark analysis --GHSGT/GHSWT/EOCT analysis data</p>	<p>-Evaluation: Educator Understanding:</p> <ul style="list-style-type: none"> • TKES Analysis • PLC Discussions and notes • Completed formal teacher observation documents. <p>Student Achievement Impact:</p> <ul style="list-style-type: none"> • PLC review of assessment data • Formative/Summative Data <p>--teacher made assessments --benchmark analysis --SLO/EOC analysis data</p>	<p>-Evaluation: Educator Understanding:</p> <ul style="list-style-type: none"> • TKES Analysis • PLC Discussions and notes • Completed formal teacher observation documents. <p>Student Achievement Impact:</p> <ul style="list-style-type: none"> • PLC review of assessment data • Formative/Summative Data <p>--teacher made assessments --benchmark analysis --Non-SGP/EOC analysis data</p>
<p>3. Initiative Training: Focus on implementation of professional learning facilitated through job embedded opportunities within PLC's.</p>	<p>Continue to ensure that all staff in previously trained PLC's are trained and refreshed as needed.</p>	<p>TKES Training EnGrade Training LFS Training GradeCam Training</p>
<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • E-Walks • Formal Evaluation • Collaborative PLC meeting minutes • Peer observations and peer coaching 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • TKES • Formal Evaluation • Collaborative PLC Meeting minutes • Peer observations and peer coaching 	<p>-Monitoring for implementation:</p> <ul style="list-style-type: none"> • TKES • Formal Evaluation • Collaborative PLC Meeting minutes • Peer observations and peer coaching
<p>-Evaluation: Educator Understanding:</p> <ul style="list-style-type: none"> • E-Walk • PLC Discussions and notes • Completed formal teacher observation documents. <p>Student Achievement Impact:</p> <ul style="list-style-type: none"> • PLC review of assessment data 	<p>-Evaluation: Educator Understanding:</p> <ul style="list-style-type: none"> • TKES • PLC Discussions and notes • Completed formal teacher observation documents. <p>Student Achievement Impact:</p> <ul style="list-style-type: none"> • PLC review of assessment data 	<p>-Evaluation: Educator Understanding:</p> <ul style="list-style-type: none"> • TKES • PLC Discussions and notes • Completed formal teacher observation documents. <p>Student Achievement Impact:</p> <ul style="list-style-type: none"> • PLC review of assessment data • Formative/Summative Data

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4. Initiative Training: Individualized identified training needs <ul style="list-style-type: none"> • Identify needs self-assessment • Provide training or support • Monitor/Self-Reflect Understanding • Share with colleagues 	Individualized identified training needs <ul style="list-style-type: none"> • Identify needs self-assessment • Provide training or support • Monitor/Self-Reflect Understanding • Share with colleagues 	Individualized identified training needs <ul style="list-style-type: none"> • Identify needs self-assessment • Provide training or support • Monitor/Self-Reflect Understanding • Share with colleagues
-Monitoring for implementation: <ul style="list-style-type: none"> • E-Walks • Formal Evaluation • Collaborative PLC meeting minutes • Peer observations and peer coaching 	-Monitoring for implementation: <ul style="list-style-type: none"> • Formal Evaluation • Collaborative PLC Meeting minutes • Peer observations and peer coaching 	-Monitoring for implementation: <ul style="list-style-type: none"> • Formal Evaluation • Collaborative PLC Meeting minutes • Peer observations and peer coaching
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School Improvement Plan

6. Describe strategies to increase parental involvement in the classroom, school, and instruction of their child (leading other parents), capacity-building, communication, etc.).

Alexander High School reinforces parental involvement through active and sustained participation in PTSO, School Council, and Parent sponsored Booster Clubs. AHS has also maintained an “open door” policy for all stakeholders in our community. AHS feels communication is key to our success and will continue to incorporate the latest technology such as web-site updates and other internet forums to communicate a shared vision with our stakeholders. We advocate parental involvement and participation in a number of informational events such as Freshman Expo, Fall Bash, Junior, Senior and AP program nights. Our “Teachers As Advisors” program is instrumental in guiding students through high school and developing a post-secondary plan for success after high school. This plan is presented to parents every Spring in an effort to utilize a joint partnership, and guide students in making decisions for post-graduate options.

School Improvement Plan (continued)

School Name: Alexander High School

Principal Name: Nathan Hand

School Year: 2016-2017

Measurable Goals:

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Identify A-List, bubble, & subgroup bubble students based on CDA's, EnGrade, Transcript, and Teacher Evaluations	06/16 – 11/16	\$70 x 10 subs= \$700 Professional Learning	Leadership Team; Core Department Chairs	Previous test scores, grade in previous math courses, and EOC diagnostic test scores.	Increase meets and exceeds percentage in all areas; 9 week progress reports; common assessments, and End-of-Course Data
	EOC in-class review	10/16 – 03/17	\$4000 to print standards-based materials..	Leadership Team; Department Chairs and Teacher Leaders	Subject-specific review materials (standards-based).	Increase meets and exceeds percentage in all areas; 9 week progress reports; common assessments, and End-of-Course Data
	Teacher mentor training/Collaborative Teams	08/16-05/17		Lead Mentor (Miranda Combs) and assigned mentors	Mentor teachers / PLC's in all areas.	Increase meets and exceeds percentage in all areas; 9 week progress reports; common assessments, and End-of-Course Data
	EOC Test Prep	9/16-05/17	EOC Review and online prep	Subject-area Classroom teacher	CDA and predictor tests in subject area	Increase meets and exceeds percentage in all areas; 9 week progress reports; common assessments, and End-of-Course Data

	EOC Preview	02/17- 05/17	EOC Pep Rally, Teacher driven competitions, USAtest Prep Rewards Program, Décor, Auditorium class competitions, Café Trivia, Care packages, Community Awareness	EOCT Preview Team; principal.	Student survey	Increase meets and exceeds percentage in all areas; 9 week progress reports; common assessments, and End-of-Course Data
	Subject Teacher EOC in-class reviews for identified bubble students	09/16-05/17	Standards-based review materials	Core departments	Student survey/student work (mastering standards)	Increase meets and exceeds percentage in all areas; 9 week progress reports; common assessments, and End-of-Course Data
	Teacher mentor training/Collaborative Teams	08/16-05/17		Mentor teachers / PLC's in all areas	Teacher resource collection; PLC minutes	Increase teacher retention rate
	EOC Preview	01/17- 05/17	EOCT Pep Rally, Teacher driven competitions, USAtest Prep Rewards Program, Décor, Auditorium class competitions, Café Trivia, Care packages, Community Awareness	EOCT Preview Team; principal.	Student and Teacher survey	Increase meets and exceeds percentage in all areas; 9 week progress reports; common assessments, and End-of-Course Data

School Improvement Plan (continued)

School Name: Alexander High School

Principal Name: Nathan Hand

School Year: 2016-2017

Measurable Goals:

GOAL #3 – The percentage of highly qualified staff will be maintained at 100%.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Workshops, training, PLU opportunities for all staff. GPS/ AP based conferences, workshops, or seminars.	Fall '16 and ongoing.	\$4000 Professional Learning.	All Administrators and Professional Learning Coordinator; all teaches.	Presentation to department on teaching strategies learned to be implemented through collaborative teams.	Standards-based Benchmark scores improve. Standards-based high-stakes assessment scores improve (EOC).
	Collaborative Team / Peer Reviews for PLC	Fall '16 and ongoing.	\$1,500 for substitute teachers to cover classes	Assistant administrator; department heads; Professional Learning Coordinator	Portfolio of lesson plans including pre-/post-test scores where a new strategy is implemented; agenda of PLC meetings that discuss observations	Improved formative assessment / benchmark scores