Albemarle High School

Strategic Improvement Plan, 2016-2017

<table>
<thead>
<tr>
<th>Period Covered</th>
<th>Mo/Yr – Mo/Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Submission</td>
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<td>Updated</td>
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**TIMELINE—PLANS/UPDATES SHOULD BE SENT TO**

improvementplanning@k12albemarle.org **BY**

THE SUBMISSION DATE LISTED BELOW

<table>
<thead>
<tr>
<th>Initial Plan</th>
<th>September 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Update</td>
<td>November 14</td>
</tr>
<tr>
<td>Q2 Update</td>
<td>January 30</td>
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<tr>
<td>Q3 Update</td>
<td>April 17</td>
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<tr>
<td>Final Update</td>
<td>Prior to June Retreat</td>
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Albemarle High School is a learning community that inspires all students to pursue their dreams, becoming lifelong learners and responsible citizens in a global society.

**Strategic Improvement Team**

<table>
<thead>
<tr>
<th>Principal</th>
<th>Jay Thomas</th>
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<tbody>
<tr>
<td>Assistant Principal Representative</td>
<td>Kasaundra Blount, Melissa Hankins, Craig Smith, Megan Wood</td>
</tr>
<tr>
<td>Instructional Representative</td>
<td>Melissa Brown, Mark Marini, Rian Shell</td>
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<tr>
<th><strong>Instructional Support Representative</strong></th>
<th>Meghan Parsons</th>
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<tbody>
<tr>
<td><strong>Teacher Assistant Representative</strong></td>
<td>Pearl Early</td>
</tr>
<tr>
<td><strong>Parent Representative</strong></td>
<td>Lori Woods, Kate Barrett, Lisa Brook, Resa Muhler, Joyce McKenney</td>
</tr>
<tr>
<td><strong>Community Representative</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Representative</strong></td>
<td>Brett Woods,</td>
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</table>

*Add to list as needed. Each group may have more than one representative.*
**GOAL 1: ACADEMIC FOCUS**

**ACPS BOARD GOAL:** All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Connection to Board Goal—How does this goal move us closer to achieving our primary board goal?

1.1 PLAN – Identify Focus Areas

<table>
<thead>
<tr>
<th>SMART Goal: Albemarle High School (AHS) will improve achievement for Gap Groups 1, 2, and 3 with a particular focus on closing achievement gaps in standard level classes.</th>
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<tbody>
<tr>
<td>GAP Evidence: SOL scores for Standard level classes (particularly for African American, ESOL, and SWD populations) has remained relatively flat and in some cases has even fallen.</td>
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</table>

1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?

1. Teachers will be trained in Culturally Responsive teaching with an emphasis on building relationships with students and then using data to guide instruction for students who are not being successful, yet.

2. Teachers will be trained on Project-Based Learning (see goal 3) and will implement PBL strategies throughout the year in order in increase student engagement and achievement.

3. Teachers will use PLCs to regularly analyze student data for struggling learners who have not yet mastered content.

1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?

1. Weekly admin meeting to analyze data including attendance, common assessments, PLC notes, and SOL data.

2. Administrators will attend PLCs - two times per month

3. 

1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

Q1. During first quarter, teachers collected data on content master to share with administrators and make plans for future instruction. The Earth Science Team
developed a common assessment on the scientific method. The results of this assessment indicated that 57% of students had achieved a basic or better mastery of the content. The team then evaluated the data noting areas of particular concern and made plans to guide future instruction.

Q2.

Q3.

Q4.

1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

Q1 Administrators will continue to work through PLCs to help teachers recognize best practices and to develop plans for future instruction.

Q2

Q3

Q4

GOAL 2: CLIMATE FOCUS

ACPS BOARD GOAL: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Connection to Board Goal—How does this goal move us closer to achieving our primary board goal?

1.1 PLAN – Identify Focus Areas
SMART Goal: Albemarle High School will improve student engagement as evidenced by improved student ratings in the Albemarle County Student Engagement and Satisfaction Survey and by upward trends in engaging qualities in walkthrough data.

**GAP Evidence:** 17% of students did not agree with the statement “I feel like I belong at this school.” In addition, a median score of 2.3 (below state and regional average) was earned with regard to teasing and bullying.

### 1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?

1. Share survey data with staff to begin dialogue during faculty meetings and PLCs
2. Teachers will participate in year-long CRT professional development to improve student-teacher relationships

### 1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?

1. AHS will survey a sample of students across a variety of demographics to observe trend data with regard to student engagement on a quarterly basis
2. Administrators will meet weekly to discuss survey data and other trends in student engagement.
3. Walk through data will be analyzed periodically by school leadership.

### 1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

Q1. A 12 question assessment was created focused on areas of need identified in last year’s climate survey. The intention is to serve as a benchmark throughout the year. Students taking the survey are targeted from both academic programs (Mesa, TEAM, AVID, etc.) and also from the general population. In this way, we can track the effect that participation in these special programs has on student responses. This data can be shared with staff during second quarter to encourage reflection and adaptation. Identified areas of concern include the relatively negative agreement with the statements, “there are adults at the school I could talk to if I had a personal problem,” and “most students at this school treat adults with respect.”
Q2.

Most teachers and other adults at the school treat students with respect.

Strongly Disagree: 196 6.0%
2 24 10.2%
3 81 34.6%
4 74 31.5%
Strongly Agree: 5 40 17.7%

I feel like my teachers value my opinion.

Strongly Disagree: 1 21 8.9%
2 26 11.3%
3 75 31.8%
4 70 29.7%
Strongly Agree: 5 44 18.1%

Most teachers and other adults at the school care about all students.

Strongly Disagree: 1 15 6.4%
2 15 6.4%
3 73 31.1%
4 53 32.6%
Strongly Agree: 5 53 22.6%

Most teachers and other adults at the school listen to what students have to say.

Strongly Disagree: 1 15 6.4%
2 35 14.8%
3 75 31.8%
4 50 33.9%
Strongly Agree: 5 51 21.1%

There are adults at this school I could talk with if I had a personal problem.

Strongly Disagree: 1 39 16.3%
2 34 14.6%
3 46 19.7%
4 52 22.3%
Strongly Agree: 5 63 27%

Q3.

Most students at this school treat teachers and adults with respect.

Strongly Disagree: 1 28 12.1%
2 55 23.5%
3 98 39.5%
4 45 19.2%
Strongly Agree: 5 16 6.8%
1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

Q1  Administrators and teachers will continue to use PLCs and faculty meetings to address issues of culturally responsive teaching, student engagement, and classroom management. In addition, the A-team meets regularly and is a means for the administration to gauge teacher buy-in to various programs and the successes experienced through implementation of such programs.

Q2  

Q3  

Q4  

GOAL 3: PROFESSIONAL DEVELOPMENT FOCUS

ACPS BOARD GOAL: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Connection to Board Goal—How does this goal move us closer to achieving our primary board goal?

1.1 PLAN – Identify Focus Areas

SMART Goal: Albemarle High School will develop, implement, and evaluate a professional development plan for teachers to foster a renewed focus on Project/Problem/Passion-based learning.

GAP Evidence: Testing scores indicate that students in standard level classes are not mastering content at desired levels. Walkthrough data also indicates that students in these classes are experiencing lower levels of engagement and are far more likely to sit through lecture-style classes than their peers who are in advanced and honors classes.

1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?

1. AHS faculty will participate in summer professional development on PBL.
2. Faculty meetings at AHS will consistently emphasize PBL
3. PLCs will likewise have an emphasis on PBL.
### 1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?

1. Weekly admin meeting will be used to constantly reevaluate needs and progress and adjust plans as necessary.
2. Learning walk data will indicate the frequency with which students participate in PBL.
3. 

### 1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

Q1. During the first quarter, Learning Walk trend data indicates that PBL was the primary strategy impacting learning in 6% of the walks conducted. This is a 50% increase over last year for the same time period. This clearly indicates that a renewed focus on PBL is making an impact on teacher practice and influencing the ways students are learning.

Q2.

Q3.

Q4.

### 1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

<table>
<thead>
<tr>
<th>Q1</th>
<th>It is our expectation that with continued focus on PBL and strategies to implement it, students will have more opportunities to experience project-based work. Faculty meetings will continue to focus on planning project-based learning and showcasing teacher and student success.</th>
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<td>Q2</td>
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<td>Q3</td>
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<td>Q4</td>
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