

**Lexington High School
School Improvement Plan
2016 -2017**

School Council Members:

Laura Lasa, Principal

Suzanne Lau, Co-Chair

Polly Kienle, Parent

Sharon Kendall, Parent

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Nancy Shepard, Community Member

Kristin Tissera, Student

David Wininger, Faculty Member

Lexington High School Goals 2016-2017

Goal	Implementation	Timeline	Monitoring	Assessment
<p>INSTRUCTION Academic Goal</p> <p>If educators expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p>Evaluate the results of various <u>homework</u> surveys and adjust practices as needed.</p> <p>Conceptualize <u>standards-based grading</u> and how best to utilize Aspen as a tool to communicate student progress.</p> <p>Implement three flexible blocks into the weekly schedule.</p> <p>Evaluate the effectiveness of the new block schedule on interventions and <u>academic progress</u>. (Response to Instruction and Intervention).</p> <p>Develop a working committee to evaluate the current use of technology (academic resource). Provide recommendations to the Superintendent to inform district vision, policies, and financing.</p>	<p>October to June</p> <p>November to April</p> <p>September 2016</p> <p>October to May</p> <p>September to March</p>	<p>Evaluate common practices in order to develop more consistent alignment for homework and grading practice across similar courses and course levels.</p> <p>Collect data on standards-based grading and communication for academic progress</p> <p>Collect feedback on school processes related to flexible blocks and Response to Intervention</p> <p>Observe and provide recommendations on the effective use of iPads, Blended Learning, and Web 2.0 tools</p>	<p>Develop shared meaning from collected feedback and data on homework practices within and across course levels.</p> <p>Analyze collected feedback and data on how homework is included as part of a quarterly grade within and across course levels.</p> <p>Analyze feedback on intervention strategies and the use of I-Block time to sustain academic growth and program development (faculty, student, and parent surveys).</p> <p>The increased use of technology resources enhanced instructional practice, student organization, and student learning.</p>

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<p>INSTRUCTION Social/Emotional Goal</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>Implement the <u>Guidance curriculum review</u> recommendations related to strengthening advocacy skills, resiliency, and coping strategies.</p> <p>Introduce <u>grade level targets for resiliency, advocacy and communication skills</u> to students and parents</p> <p>Implement and refine procedures for social emotional support during <u>flexible intervention blocks</u> (I Block).</p> <p>Evaluate the impact of extracurricular activities on <u>student workload</u>.</p> <p>Expand and monitor on-line curriculum options to foster flexibility for students in need of <u>credit recovery</u></p>	<p>September to June</p> <p>Fall of 2016</p> <p>September to June</p> <p>September to May</p> <p>October to May</p>	<p>Hold on-going discussions among educators and with students related to implemented recommendations.</p> <p>Include questions related to grade level targets in the faculty and student survey</p> <p>Collect data from students, the Athletic Director, club advisors, NHS advisor, and Performing Arts Coordinator on hourly requirements for extracurricular activities</p> <p>Provide information and training for Department Leaders on the on-line curriculum options.</p> <p>Seek student, parent, and educator feedback related to online curriculum options and the effectiveness of the credit recovery program</p>	<p>Analyze the annual faculty and student survey results related to implemented programs.</p> <p>Analyze data from the faculty and student survey related to the implementation and use of grade level targets.</p> <p>Pilot and evaluate scheduling software for the flexible intervention and extension blocks.</p> <p>Evaluate Edgenuity on-line curricular programs.</p> <p>Analyze data on the connection between extracurricular activities and student workload.</p> <p>Collect and analyze data on the causes of credit loss and student progress toward graduation requirements (credit recovery).</p> <p>Evaluate the effectiveness and future scope of the stipend position that supports credit recovery.</p>

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<p>SCHOOL CULTURE Goal 1</p> <p>All members of the high school community (educators, students, and parents) will work together to contribute to the overall well-being of the school culture.</p>	<p>As a school community, emphasize <u>digital citizenship</u> expectations that address the appropriate use of social media and available technology in and out of school</p> <p>Create, implement, and reinforce <u>citizenship</u> in the school community and community at-large.</p> <p>Develop a working committee to evaluate the current Academic Integrity Policy and to make recommendations to the Principal.</p> <p>Discuss identified themes for positive/negative sources and outcomes of a <u>competitive school and community culture</u>.</p> <p>Support the <u>Lexington Public Schools</u> mission, vision, and guiding principles that foster a positive school culture.</p>	<p>September to June</p> <p>September to June</p> <p>December to April</p> <p>September to April</p> <p>September to June</p>	<p>Track positive and negative patterns of behavior related to digital citizenship.</p> <p>Observe, listen, and record feedback related to individual and collective contributions to the school community and school culture.</p> <p>The working committee on Academic Integrity submits a report to the Principal in April.</p> <p>The mission, vision, and guiding principles are practiced in educator dialogue, instruction, decision-making, professional learning, and community partnerships.</p>	<p>Evaluate data related to digital citizenship and the use of social media.</p> <p>Evaluate school and community feedback on the school culture.</p> <p>Evaluate the recommendations of the Academic Integrity working committee and make the necessary changes in the Student Parent Handbook.</p> <p>Evaluate the discussion outcomes on a competitive school and community culture.</p> <p>The mission, vision, and guiding principles are visible in the school community and in partnerships with the Lexington community</p>

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<p>SCHOOL CULTURE Goal 2</p> <p>If we increase safety procedures in our school, then social, emotional, psychological, and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p>	<p>Provide on-going training for the <u>Readiness and Emergency Management Systems (REMS)</u> for Alert, Lockdown, Inform, Counter, and Evacuate (ALICE).</p> <p>Faculty and staff are educated and prepared in the “ALICE” protocol.</p> <p>Parent education is prepared in advance of student training.</p> <p>Initial student education in the ALICE protocol.</p> <p>Conduct a minimum of three evacuation drills, including one to an alternative site.</p>	<p>August 2016 -May 2107</p> <p>September - December 2016</p> <p>November 2016</p> <p>December - March 2016</p> <p>September to May</p>	<p>The school-based emergency management team is trained in the ALICE protocol.</p> <p>The school-based emergency management team develops a roll out plan in August 2016.</p> <p>School participates in faculty and student drills.</p> <p>The school-based emergency management team debriefs on training and drills in order to develop next steps.</p>	<p>Sufficient training is provided for the school-based management team.</p> <p>A positive and collaborative relationship continues with the Lexington Police Department.</p> <p>The initial training and preparation steps are implemented and evaluated.</p> <p>Evaluate feedback from all stakeholders in the process of emergency management protocols.</p>