

# **Highlighting Alameda Schools And Employee Spotlight: Alameda High School**

**Tuesday, September 10, 2019  
Robert Ithurnburn, Principal**

# Introduction

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## Alameda High School Vision Statement

*We envision a learning community which promotes intellectual growth and encourages social responsibility. We commit ourselves to creating a place wherein all learners can demonstrate positive work habits and attitudes, think critically, and acquire knowledge and skills necessary to be effective citizens.*

## School Wide Learner Outcomes

I. We demonstrate positive personal qualities, work habits, and attitudes of motivated learners and informed citizens.

**We embody integrity and honesty, respect diversity, and treat all people with dignity.**

**We are punctual, diligent, and responsible for our own actions.**

**We apply organizational skills to our work and daily life.**

**We participate in and contribute to our community.**

II. We demonstrate knowledge and skills reflecting California State and other academic Standards.

**We read, write, and speak effectively.**

**We are aware of historic, social, economic, and global issues.**

**We value and embody physical fitness and health.**

**We participate in the visual and performing arts as artists and spectators.**

**We seek cross-cultural understanding through study of world cultures and languages.**

**We understand and apply mathematical and scientific principles.**

III. We demonstrate the skills to think and reason effectively and solve problems creatively.

**We analyze, evaluate, and synthesize information.**

**We think critically and engage in creative problem solving.**

**We work effectively and collaborate with colleagues.**

IV. We apply technology effectively to academic, vocational, and everyday needs.

# Employee Spotlight

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Certificated: Erin Galloway – Third year science teacher bringing enthusiasm and active learning to Physics.

Classified: Samantha Green – A wonderfully caring para supporting students in our M/S program.

# How we strive to make progress

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- SMART Period
- Increased co-taught classes for students with IEPs
- Common prep period for co-teaching partners
- Modified block schedule
- UDL focusing on access to learning and relationships
- Ongoing data review: Grades, Attendance, State tests, AP tests, Discipline, and Surveys

# Positive Behavior Intervention and Supports (PBIS)

SHOW YOUR  
**HORNET**

*Classroom/  
Smart Period*

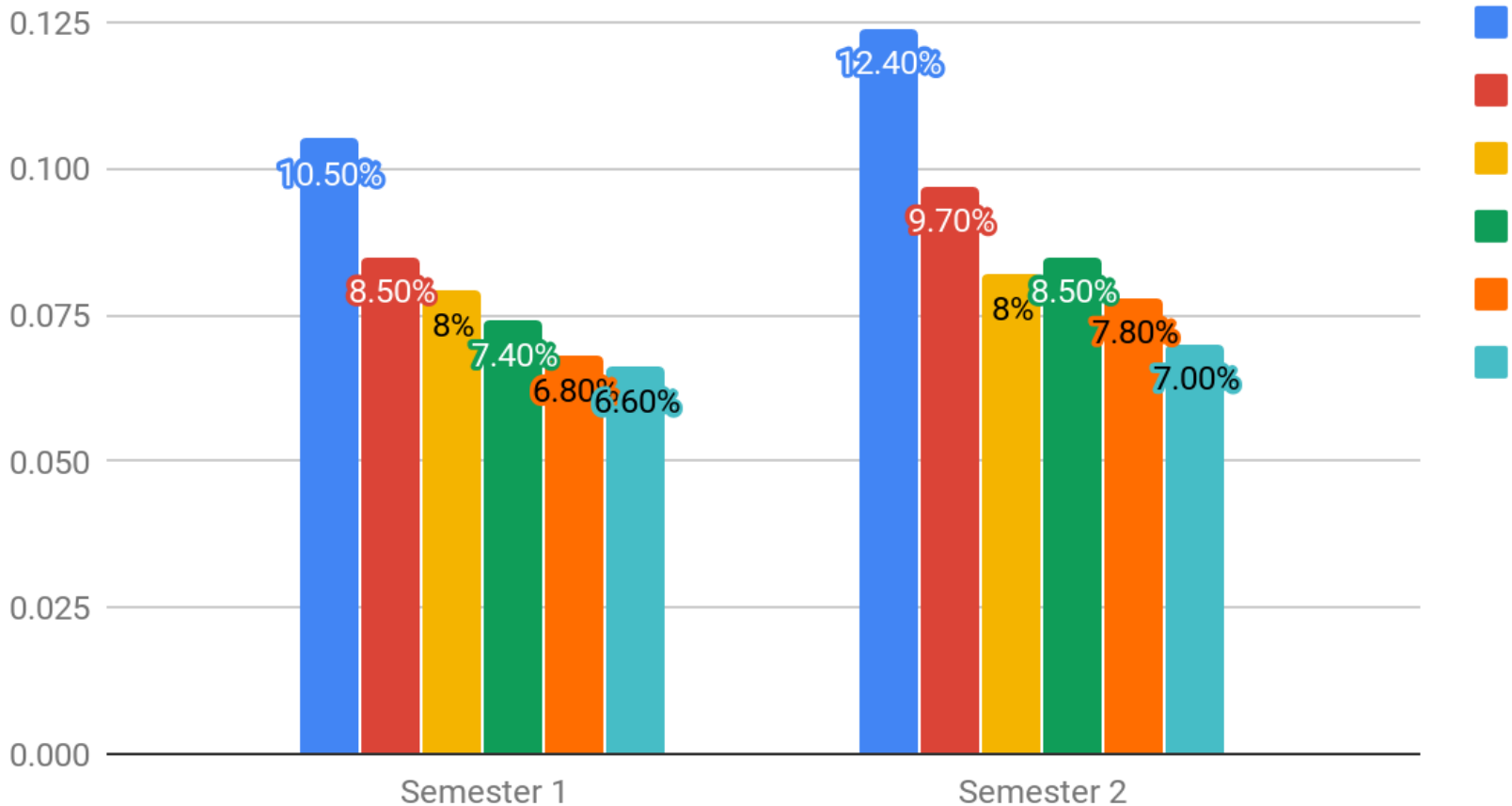


<b>P</b> repared	<ul style="list-style-type: none"><li>• Be on time to class</li><li>• Have required materials for class</li></ul>
<b>R</b> espectful	<ul style="list-style-type: none"><li>• Attend regularly</li><li>• Respect school property and the property of others</li><li>• Follow classroom rules and expectations</li></ul>
<b>I</b> nclusive	<ul style="list-style-type: none"><li>• Help others around you who need help or are confused</li><li>• Respect each individual's differences</li></ul>
<b>D</b> edicated	<ul style="list-style-type: none"><li>• Stay on task</li><li>• Finish work and assignments</li><li>• Use gym equipment or classroom supplies appropriately</li></ul>
<b>E</b> ngaged	<ul style="list-style-type: none"><li>• Be an active participant in class</li><li>• Listen to the teacher during instruction</li><li>• Listen to peers during group work/activities</li><li>• Take notes</li><li>• Utilize SLANT daily</li></ul>

# What have the results been?

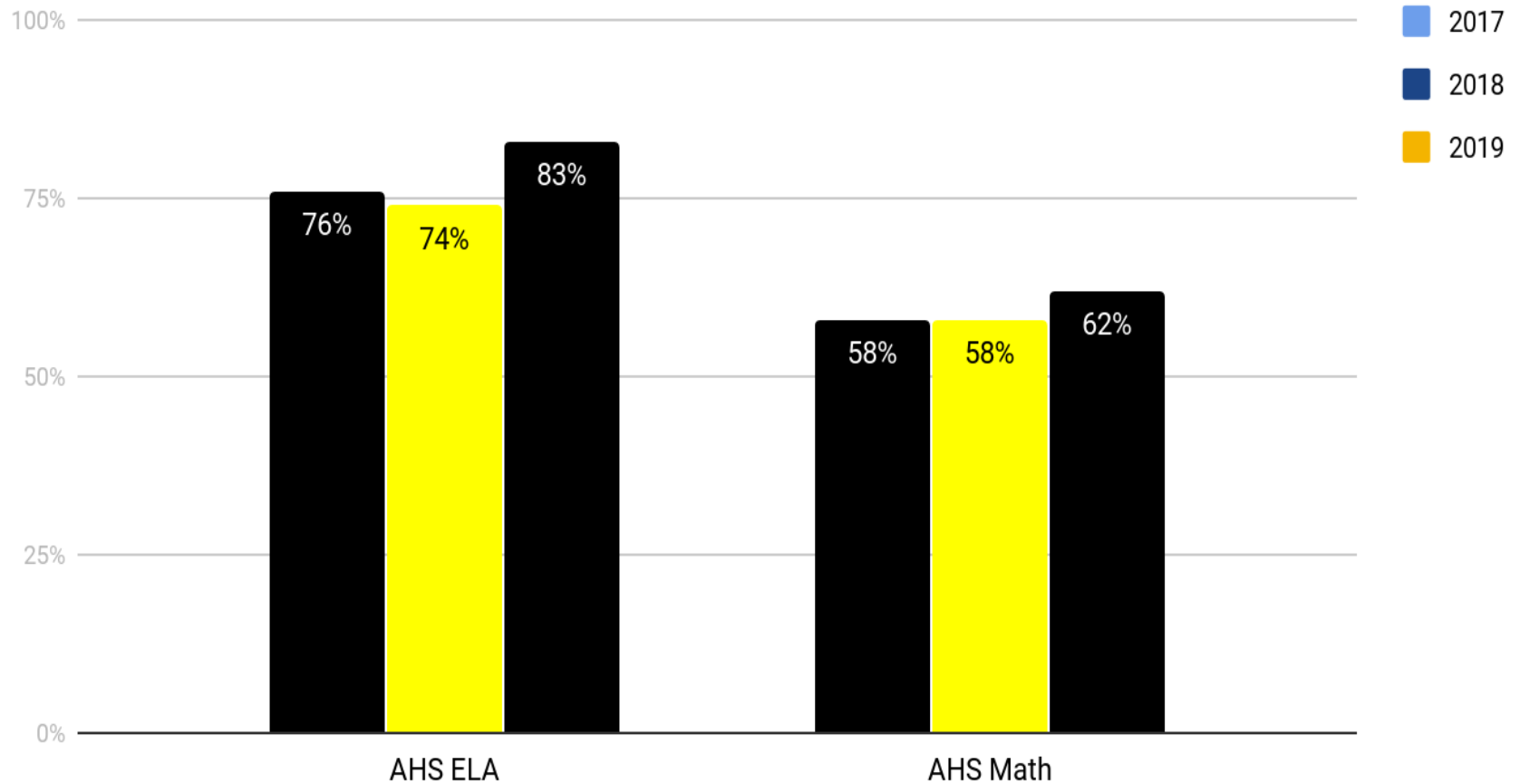
# AHS Semester Grade Rates

## D/F Totals



# State Results

## CAASPP 2017 - 2019





# English Learner (EL) Program

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- 1813 students at AHS
- 125 English Learners; 7%
- 66 are Long-Term English Learners; 53%
- 83 English Learners have been redesignated in the last 3 years, with 11 (5 LTELS) scheduled to be redesignated in the coming weeks
- 410 RFEPs at AHS comprising 23% of the student population
  - **All students designated as ELL are encouraged to enroll in a period of ELD.**
  - **All teachers teaching ELD classes have been trained in utilizing Systematic ELD.**
  - **LCFF funds have been used to create a section of college prep English that has two credentialed teachers serving the class. Enrollment in these classes includes both intermediate ELL and non-ELL students.**
  - **All ELL students served with an IEP are in targeted ELD, Academic Strategies classes.**
  - **AHS maintains 1 section of Sheltered U.S. History for Level 1 ELL students.**

# Parent/Guardian Engagement

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AHS maintains an active PTSA membership of approximately 570 members.

Our ELAC committee meets monthly but struggles to get more than 2-3 families to attend. This year, we are using LCFF funds to support an AHS certificated staff member in working to improve this.

AHS has multiple Booster organizations serving our sports, music, and drama programs.

PTSA sponsors monthly parent education presentations on a variety of topics. Topics from the past have included: depression, college application process, the effects of substances on the developing brain, navigating the oversight of social media, and programs and opportunities offered by the School Based Health Center.

Parents receive communications: weekly via the Principal's newsletter, through AERIES emails, robo-calls from the school, PTSA Google group, the AHS Web Page, the student weekly newscast, teacher emails, and individual student meetings with teachers, counselors, and/or administration.

# Opportunities for Career Readiness

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## 21<sup>st</sup> CENTURY CAREER TECH (CTE) PATHWAYS

- Multimedia (7) – Andrea Szeto, Nancy Read, & John Dalton
- ICT/Computer Science (3) – Nancy Read
- Digital Filmmaking (4) – John Dalton
- Sports Medicine (5) – Anderson Zhang

### New Pathway this year

- Biotechnology (3) – Alissa Hoeft

# Department Focus for Increasing Access to Student Learning and Improving Relationships

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- **English:** Student reflection on their writing and reading based on a uniform rubric.
- **Math:** Developing a better mathematical thinking through a variety of projects, questions, etc.
- **Physical Education:** Use of self-reflection forms.
- **Science:** Utilization of graphing and data interpretation to improve understanding.
- **Special Education:** Teach the following through modeling: metacognition, task initiative, self-reflection, error monitoring, and community interactions.
- **Social Studies:** Increasing access for students using sentence starters to teach academic language for discussions and seminars. (How to interject an idea, agree/disagree, critique other's reasoning, ask for clarification, etc.)
- **VAPA/CTE:** Community building for the purpose of developing student agency, communication, leadership, and a culture of inclusion.
- **World Language:** Implementing consistent use of Total Physical Response in language instruction.

# Anything else new at AHS?

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Why yes, yes there is!

- 39 New academic classrooms
  - 10 new science lab classrooms
- 5 new conference rooms
- New administration wing
- New counseling wing
- New beautiful school front
- Biotech program
- Marching Band
- Wrestling team (possible)
- Great new group of students, families, and staff

# Hornet Pride!

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## Alameda High School 2019 - 2020



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# Questions?