

Our Direction

Alexander Central High

Date of Report: 5/1/2025

Vision:

Supporting staff in a way that promotes what's best for students.

Facilitating opportunities for involvement and overall skill development for students and staff.

Supporting students in taking initiative both academically and in extracurriculars.

Cultivating a learning environment where students dream big and envision the positive impact they can have on the world.

Demonstrating kindness and compassion through servant leadership.

Values:

Because we believe all students can and will learn:

- We will challenge each student to reach their highest potential.
- We will provide a caring environment for each student and parent.
- We will expect everyone to be present daily, ready to do their best and be their best.
- We will model and promote the development of strong character and personal responsibility. and
- We will do whatever it takes to meet the needs of every student.

Mission:

Alexander Central High School will continue to be a learning community that will offer all students a diverse curriculum, enabling them to become contributing members of a constantly changing society.

Goals:

- By June 2025, as measured by our annual cohort graduation rate %, ACHS will increase our graduation rate by 3 percent from 81% to 84%.
- By June 2025, as measured by our performance composite scores, ACHS will increase our school performance grade score by 3 points from 70 to 73.
- By June 2025, as measured by the FAMS assessment, ACHS will increase the infrastructure for implementation of MTSS by 5% from 80% to 85%. Specifically, increase needed in Three-Tiered Intervention and Instruction and Data-Based Problem Solving.

Performance Measure(s)

Performance Indicator: Increase needed in Three-Tiered Intervention and Instruction and Data-Based Problem Solving.		
Data Source: FAM-S	Baseline Year:	Baseline:
Target Date: June 2021	Target:	Actual: 66.7%
Target Date: June 2022	Target:	Actual: 57%
Target Date: June 2023	Target:	Actual: 57.1%
Target Date: June 2024	Target:	Actual: 66.7%

Performance Indicator: Overall FAM-S Assessment		
Data Source: FAM-S	Baseline Year: 2023	Baseline: 71%
Target Date: June 2024	Target: 76%	Actual: 80.5%
Target Date: June 2023	Target:	Actual: 55%
Target Date: June 2022	Target:	Actual: 66.7%

- By Spring 2026, ACHS will improve survey results related to managing student conduct by 5% in the following areas, as measured by the NC Teacher Working Conditions Survey: disorder in unstructured areas, tardiness/skipping class, and tobacco product use.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Link CNA Here

[CNA Spreadsheet of Needs Assessment for Indicators](#)

Student Outcome Data:

[CNA Spreadsheet of Needs Assessment for Indicators](#)

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

[All SIT and Faculty Meeting Agendas and Meetings are listed here for the 2021-2022 School Year.](#)

Selected Indicators:

Practice 1A: Prioritize improvement and communicate its urgency

A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)

Practice 1B: Monitor short-and long-term goals

B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)

Practice 2A: Recruit, develop, retain, and sustain talent

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

Practice 2B: Target professional learning opportunities

C2.04 The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)

Practice 3A: Diagnose and respond to student learning needs

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

Practice 3B: Provide rigorous evidence-based instruction

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

A2.17 ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)

Practice 4C: Engage students and families in pursuing education goals

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)