

## Chapter V: Ongoing School Improvement

Eisenhower's entire staff met to discuss the school's demographic and academic performance data presented in the Student/Community Profile. As a whole group task, a list of 20 areas in need of improvement was generated. Eisenhower's administrators, WASC self-study coordinators, Focus Group Leaders, Instructional Leaders, and members of the WASC Parent committee then met to choose the school's three critical academic needs and one behavior need. The four critical areas of need are:

- To improve student reading comprehension
- To improve student performance in math classes.
- To improve English Language Learner student performance on the California Standards Test (CST), California High School Exit Exam (CAHSEE), and the California English Language Development test (CELDT).
- To improve attendance rates of students.

In addition to the four critical areas of need identified, the groups listed above added:

- To provide improved assistance to students in the development of a 4-year plan for high school and the transition to post secondary endeavors.
- To improve communication among all stakeholders.

The focus groups verified that these areas of growth were consistent and supported by the School Site Plan. This became the basis of the FOL Chapter 5 Action Plan. Five goals are listed below to address the critical areas of need.

### **1. Improve reading comprehension.**

Student achievement in English Language Arts need to improve, including increasing the literacy level of all students, especially English Language Learners.

Rationale: Data indicates that students are not achieving their full potential in the areas of reading and writing.

ESLR(s) Addressed: ACADEMIC SKILLS that meet or exceed content standards as articulated by CELDT, CST, and the CAHSEE, and demonstrate competency in reading, writing, math, and health/fitness.

### **2. Improve student performance in math classes and on standardized tests.**

Rationale: Data indicates that students are scoring below proficient in the area of Algebra 1

ESLR(s) Addressed: ACADEMIC SKILLS that meet or exceed content standards as articulated by CELDT, CST, and the CAHSEE, and demonstrate competency in reading, writing, math, and health/fitness.

### **3. Improve communication among all stakeholders.**

Rationale: The WASC Parent Committee report indicates the need for improved communication between the school and homes of Eisenhower students.

ESLR(s) Addressed: PERSONAL SKILLS that develop and demonstrate self-discipline, make informed decisions, set goals, take action and evaluate results, and communicate effectively.

### **4. Provide improved assistance to students in the development of a 4-year plan for high school and the transition to post secondary endeavors.**

Rationale: The WASC Student Committee and WASC Parent Committee reports indicate the need for improved counseling services provided to students.

ESLR(s) Addressed: TRANSFERABLE SKILLS that develop a coordinated 4-year plan for high school and the transition to post secondary endeavors, explore interests and requirements for a

variety of career options, incorporate technology in all areas of life, and develop technological literacy.

#### **5. Improve student attendance rate.**

Rationale: Self-study findings indicate a need to increase the performance levels of all students. Data indicates the need to improve the attendance rate at Eisenhower High School in order to improve student performance.

ESLR(s) Addressed: PERSONAL SKILLS that develop and demonstrate self-discipline, make informed decisions, set goals, take action and evaluate results, and communicate effectively.

Six areas of emphasis addressed by the action plan focus on critical areas of growth have emerged. These areas resulted from discussion focused on the five criteria categories from Chapter 4 of the self-study.

The Visiting Committee validates the Eisenhower High School action plans. Evidence has been provided to the visiting team that the accomplishments of all areas that need improvement and that were addressed in the action plans will result in increased student achievement.

These five Action Plans have been studied and analyzed by the Leadership team and the school's cooperation and commitment to these plans are evident. They appear to be "user-friendly," practical, meaningful, and should be able to be evaluated in a practical manner.

The educational community of Eisenhower High School is committed to the development and implementation of Action Plans that will enhance instruction and student learning. The school is commended for a collaborative and positive professional approach to focus on programs that will improve student achievement.

Members of the Leadership Team will coordinate the initial implementation of the schoolwide Action Plans. The Principal, members of his administrative team, instructional leaders, counselors, academic coaches, and other members of the Leadership Team will be responsible for the monitoring and final implementation of the Action Plans.

The Visiting Committee recommends that a *progress assessment report* is to be developed, monitored, and provided for the school community at the conclusion of each year. Adjustments and changes are to be made as necessary.

In summary, EHS has demonstrated to the Visiting Committee that it is committed to a professional development program which is focused on the improvement of instruction and student learning, resulting in increased student achievement. It is evident that EHS will continue to strive for excellence in meeting the Focus on Learning criteria established by the Western Association of Schools and Colleges.

**Goal #1: Improve reading comprehension**

**Student achievement in English/Language Arts needs to improve, including increasing the literacy level of all students, especially English Language Learners.**

**Rationale: Data indicates that students are not achieving their full potential in the areas of reading and writing.**

**ESLR(s) Addressed: ACADEMIC SKILLS that meet or exceed content standards as articulated by CELDT, CST, and the CAHSEE, and demonstrate competency in reading, writing, math, and health/fitness.**

Action Steps	Persons Responsible	Staff Development/ Resources Needed	Means to Assess Improvement	Timeline
1.1 English Teachers will implement one new research-based reading strategy from Marzano’s research-based instructional strategies (e.g. identification of similarities and differences, and summarizing and note-taking). Literacy coach will provide training and input on implementation.	Administration English Inst. Leaders English Teachers Literacy Coach EL Support Teacher	Additional Marzano Training/Marzano Books  Site funds, SI	Increased teacher usage of research based reading strategies.	Quarterly 07-08
1.2 Teacher will effectively use SDAIE teaching strategies using such methods as: visuals, TPR (total physical response), Word of the Week, and checking for understanding.	Administration Literacy Coach Inst. Leaders All Teachers	SDAIE strategies West Ed Literacy plan Jane Schaffer Analytical Writing Methods CASLE trainings for freshman houses. CSU Expository Reading and Writing Course CAHSEE and CSU writing rubric training  LEP, Site funds	Increased teacher usage of SDAIE teaching strategies.	Sept. 07-08
1.3 All students take the STAR reading assessment for placement and use Accelerated Reader to improve their literacy level.	AR teachers Career Center Technician Computer Lab Technician	AR training  Site Funds	Zone of Proximal Development established for all Eisenhower students. Increased number of Accelerated Reader quizzes taken by all Eisenhower students.	Ongoing

1.4 Multiple assessments are given and evaluated to determine modifications needed in classroom instruction or overall program. These assessments include the district Embedded Assessments, Benchmark Tests and the California Standards Test.	Administration	CST and ELA benchmark Assessment training  Site Funds	Improved student scores on district Embedded Assessments, Benchmark Tests, and the California Standards Tests	Ongoing
1.5 All teachers follow the district English/ Language Arts Pacing Guide which is aligned to the ALS Benchmark assessments and the California State Standards for English/ Language Arts	English department Instructional Leader Literacy Coach All English teachers	English/ Language Arts Pacing Guides Benchmark Assessments	Improved student performance on benchmark assessments from year to year and quarter to quarter	By Oct 08
1.6 Students are offered tutorial opportunities (before school, after school, and summer school) so students can improve CST, CAHSEE, and CELDT scores	Administration All Teachers Project Coordinator	CAHSEE CELDT CST  LEP, GATE funds	Improved student performance on CST, CAHSEE, and CELDT exams	Beginning Oct 07

**Goal #2: Improve student performance in math classes and on standardized math tests.**

**Rationale: Data indicates that students are scoring below proficient in the area of Algebra 1.**

**ESLR(s) Addressed: ACADEMIC SKILLS that meet or exceed content standards as articulated by CELDT, CST, and the CAHSEE, and demonstrate competency in reading, writing, math, and health/fitness.**

Action Steps	Persons Responsible	Staff Development/ Resources Needed	Means to Assess Improvement	Timeline
2.1 All math teachers will follow district timelines, ensuring that students are prepared for each Chapter Test, Benchmark Exam, and the California Standards Test	Math Instructional Leader Math Teachers Math Coach	No professional development needed  Site Funds	Improved student performance on Chapter tests, Benchmark Exams, and the California Standards Test	Sept 07

2.2 Accelerated Math will be utilized in all math courses (Algebra II and below). Emphasis will be placed on increasing the Accelerated Math Implementation Index	Math Teachers Math Coach	AM Training  Site & District Funds	Increased number of students meeting Accelerated Math goals. Improved percentage correct on Accelerated Math assessments.	Sept 07
2.3 Math Professional Learning Cohorts will analyze CST, CAHSEE, and Benchmark sub-cluster results and will collaboratively plan for effective teaching strategies/interventions	Administration Math Coach Math Teachers	CST, CAHSEE, & Benchmark Rubrics Data Director District funds	Math teachers working collaboratively to plan instruction based on assessment results	Sept 07
2.4 All math teachers will identify students in Algebra I who performed below Proficient level on the California Standards Test Instruction will be modified to meet the needs of these students. Students will be referred to available tutorials.	Math Teachers	Data Director  District funds	Improved student performance on the math California Standards Test	Ongoing
2.5 Students who have not passed both semesters of Algebra I will be reenrolled in an Algebra I class for the semester they failed	Counselors Math Teachers Math Coach	No professional development needed  Site Funds	Increase in the number of students passing Algebra I	Ongoing
2.6 CAHSEE tutorials will be offered to students who have failed to pass the math section of the CAHSEE	Administration	No professional development needed  CAHSEE reimburse	Students who attend CAHSEE math tutoring will pass the math section of the CAHSEE	Ongoing
2.7 Gear-Up tutors will be utilized in all Algebra I classes to assist students	Gear-Up Tutors Administration Freshman Seminar Teachers	No professional development needed  Gear-Up funds	Increased number of Freshman students who are assisted by Gear-up tutors	Sept 07- June 08
2.8 Cross-age tutors will be utilized in all Algebra I classes.	Administration Math Coach Counselors	No professional development needed  Site funds	Increased number of students will be assisted by cross-age tutors	Oct 07

**Goal #3: Improve communication among all stakeholders.**

**Rationale: The WASC Parent Committee report indicates the need for improved communication between the school and homes of Eisenhower students.**

**ESLR(s) Addressed: PERSONAL SKILLS that develop and demonstrate self-discipline, make informed decisions, set goals, take action and evaluate results, and communicate effectively.**

Action Steps	Persons Responsible	Staff Development/ Resources Needed	Means to Assess Improvement	Timeline
3.1 The Principal, site leadership team, and all staff will maintain a proactive strategy to improve parent communication and increase opportunities for parents to become more involved with the school. This will include Connect Ed, regular SSC and ELAC meetings, available translations, SLC comunicués, eChalk, etc	Administration staff	No Professional Development needed  Site funds	Increased number of parents who participate in parent committees and Booster clubs. Increased number of parents who attend school events	Sept 07 Ongoing
3.2 Parent trainings will be expanded to include CAHSEE/CST results explanation, homework help etc.	Administration	CAHSEE & CST training  Site Funds LEP GATE	Increase in parent attendance at parent trainings	Nov 07 Ongoing
3.3 All staff will respond to parent contacts within 24 hours.	ALL	Phone Instructions  Site funds	All contact made within 24 hours	Jul 07 Ongoing
3.4 All staff will insure that all parents are informed about their students' assessment results and content standards through progress reports, and the dissemination of CST and CAHSEE scores	Administration Counselors Teachers	Site funds	Increase in the number of parents who are informed of their student's assessment results	Nov 07
3.5 School/parent committees will schedule school functions at parents' convenience	District Office Administration	GATE LEP Site funds	Increase in the number of parents who attend school functions/ meetings	Ongoing
3.6 Automated Ed Connect telephone calling system is used to provide means of high volume telephone calling to keep parents informed of site/district sponsored events	Administration Teachers	Connect-Ed training  Site Funds	Increase in the number of parents who attend school functions/ meetings	Ongoing
3.7 The school's web site is to be updated with current relevant information about Eisenhower High School.	Administration Computer Lab Technician	Site Funds	Increase in the number of students, parents, and staff who	Ongoing

			browse the school's website	
3.8 Parent Institute will train parents on how to help student be successful.	Administration Parent Institute	Site Funds	Increase in the number of parents who attend and "graduate" from the Parent Institute	June 07 Ongoing
3.9 Parent conferences and/or SSTs will be held with parents when either academic or behavioral interventions are needed.	Administration Counselors Teachers	Site Funds	Reduction in the number of academic or behavioral interventions needed	Ongoing
3.10 Two-way communication will increase with all stakeholders through email, eChalk, career center communiqués/newsletters, parent meetings, teacher notes/phone calls, progress reports, report cards, etc.	ALL	EChalk Inservices to parents/Staff  Site funds	Increase in the number of phone calls, emails, newsletters, and memos sent home	Nov 07 Ongoing

**Goal #4: Provide improved assistance to students in the development of a 4-year plan for high school and the transition to post secondary endeavors.**

**Rationale: The WASC Student Committee and WASC Parent Committee reports indicate the need for improved counseling services provided to students.**

**ESLR(s) Addressed: TRANSFERABLE SKILLS that develop a coordinate 4-year plan for high school and the transition to post secondary endeavors, explore interests and requirements for a variety of career options, incorporate technology in all areas of life, and develop technological literacy.**

Action Steps	Persons Responsible	Staff Development/ Resources Needed	Means to Assess Improvement	Timeline
4.1 All students will have a 4-year plan	Administration Counselors	Additional counselors  Computer software that will ease the implementation of student 4-year plans	All students having a working 4-year plan	Nov 07 Ongoing
4.2 Counselors will provide Grade Level Guidance Lessons	Administration Counselors Grade level teachers	Additional Counselors Cafeteria Career Center Classrooms	Increased number of guidance lessons provided by counselors	Nov 07 Ongoing
4.3 Small group classroom presentations will be made by counselors to discuss graduation requirements	Counselors Teachers	Additional Counselors	Increased number of classroom presentations made by counselors	February 08 Ongoing

and monitor 4-year plans				
4.4 Individual student/parent meetings for 11 <sup>th</sup> grade and 12 <sup>th</sup> grade students who have failed to pass the CAHSEE will be held. 11 <sup>th</sup> grade meetings to be held by Dec 31, 12 <sup>th</sup> grade meeting to be held by March 2008. Day and evening meetings.	Counselors Parents Students	Additional counselors Include Juniors in the October CAHSEE testing	Increase the number of students passing the CAHSEE	11 <sup>th</sup> grade meetings by Dec 31 <sup>st</sup> 12 <sup>th</sup> grade meetings by March 2008
4.5 All students will review semester transcripts with counselors via classroom presentations or large group guidance lessons	Counselors Teachers	Additional Counselors	All students having semester transcripts to review	Annually
4.6 Counselors will send letters to the homes of all Seniors and Juniors to inform parents/ guardians of student's progress	Counselors	Additional Counselors Site funds	All parents/ guardians of Junior and Senior students receiving informational progress letters	Each semester Ongoing

**Goal #5: Improve student attendance rate.**

**Rationale:** Self-study findings indicate a need to increase the performance levels of all students. Data indicates the need to improve the attendance rate at Eisenhower High School to improve student performance.

**ESLR(s) Addressed:** PERSONAL SKILLS that develop and demonstrate self-discipline, make informed decisions, set goals, take action and evaluate results, and communicate effectively.

Action Steps	Persons Responsible	Staff Development/ Resources Needed	Means to Assess Improvement	Timeline
5.1 Outstanding Attendance Assemblies will be held each quarter to reward students with outstanding attendance.	Administration Attendance Office personnel ASB advisor	Site funds ASB funds	Increase in the number of students rewarded at quarterly Outstanding Assemblies	December 2007- Ongoing quarterly
5.2 The Attendance Office will work in connection with counselors and administrators to	Counselors Attendance Office personnel Administrators	Site funds District Support	Decrease in the number of students recommended for SART and SARB	November 2007- Ongoing



identify SART and SARB candidates.				
5.3 The Attendance Office will make contact with the parents/ guardians of students who have un-cleared absences	Attendance Office personnel	Site funds	Decrease in the number of un-cleared student absences	Ongoing
5.4 Truancy and absence verification letters are mailed home daily to clear student absences	Attendance Office personnel	Site funds	Decrease in the number of attendance verification letters sent	Ongoing
5.5 Counselors will provide parents with attendance printouts for their student during all Parent/ Teacher Conferences	Counselors Attendance Office personnel	Counselors Site funds	Decrease in the number of absences of students who attend Parent/ Teacher Conferences	Ongoing
5.6 Attendance Cards/Contracts and Sign-In Logs will be used to track the attendance of individual students	Attendance Specialist	Attendance Site Funds	Decrease in the number of absences of students who are assigned Attendance Cards/ Contracts	Ongoing
5.7 Disciplinary action including demerits, community service and citations will be assigned in a progressive manner for individual students with recognized attendance problems	Administration School Resource Officer	Site Funds Administration SRO	Decrease in the number of absences of students who are have been disciplined for attendance problems	Ongoing
5.8 An Attendance Liaison Aide will work collaboratively with parents in the community to improve student attendance	Attendance	Site Funds	Improved student attendance rate	Daily