

**MID-CYCLE VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**EISENHOWER HIGH SCHOOL**

**1321 N. Lilac Ave.  
Rialto, CA 92376**

**Rialto Unified School District**

**Original Self-Study Visit: March 2014  
February 27-28, 2017**

**Visiting Committee Members**

Mr. Chuck Schindler  
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## I. Introduction

Dwight D. Eisenhower High School, opened on November 2nd, 1959, and is the high school with the longest standing tradition of service to the families and community of Rialto, California. One of three comprehensive high schools that serve the Rialto Unified School District, Eisenhower educates a diverse population of approximately 2,450 students. The school ethnicity is: 85% Hispanic, 10% African American, 3% Caucasian and 2% of Pacific Islander and Asian students. The EL population of the school is 18% and the SPED population is 11%.

### Ethnicity

Ethnicity	Number	Percent
Hispanic	2079	85%
African American	244	10.85%
White	66	2.93%
Samoan	12	0.53%
Other Asian	3	0.13%
Filipino	4	0.18%
Other Pacific Islander	3	0.13%
Cambodian	1	0.04%
Vietnamese	8	0.36%
American Indian	2	0.09%
Japanese	0	0.00%
Two or More	19	0.84%
Chinese	1	0.04%
Korean	1	0.04%
Indian	4	0.18%
Hawaiian	2	0.09%

The local community is predominantly Hispanic/Latino, followed by African-American, Rialto's close proximity to the Los Angeles area appeals to those who seek a relatively short commute to work, therefore the guardians/parents of Eisenhower students often work in other communities. The community has experienced a population increase of more than 11% since the year 2000.

The mission statement and vision were updated in the 2015-16 school year. As the district updates their strategic plan and updates their mission and vision Eisenhower High School will revisit their current statements to update them if needed to support the new district statements.

### **Mission Statement**

*Eisenhower High School is committed to equipping each Eagle with academics and personal skills to proudly graduate and confidently face challenges as a contributing member of their community.*

### **Vision Statement**

As a criteria of the Positive Behavioral Interventions and Supports (PBIS) implementation, Eisenhower High School introduced "IKE's Core Values" in the 2015-2016 school year. The staff rewrote the school's vision statement to include the core values and to appeal to the community.

The newly adopted vision statement is:

*100% Engagement, 100% of the Time.*

*100% I.K.E.M.O.B.*

*Live life with purpose.*

### **Schoolwide Learner Outcomes:**

Eisenhower High School will prepare its students to be:

*1. Respectful individuals who demonstrate respectful behaviors towards students and adults and possess the ability to demonstrate respect with individuals and groups.*

*2. Responsible individuals who are responsible for their academic success and demonstrate the willingness to assist others.*

3. *Relevant thinkers who actively pursue understandings of the world around them and apply critical thinking skills to real life scenarios.*

4. *Rigorous learners who apply problem solving processes to evaluate and analyze academic material and approach life with intellectual curiosity.*

#### **Data Analysis:**

Over the last three years, Ike's reclassification rate has gone from 8.75% to 11.75%. Eisenhower has many interventions in place to aid these students in their acquisition of English as a second language; interventions include support classes, professional development for Bilingual Assistants, and a Language Development Coach on campus.

<b>EL Performance Level 2015-16</b>										
	<b>Listening</b>		<b>Speaking</b>		<b>Reading</b>		<b>Writing</b>		<b>Overall</b>	
	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>
<b>Advanced</b>	<b>9.3</b>	<b>48</b>	<b>30.9</b>	<b>160</b>	<b>10.6</b>	<b>55</b>	<b>13.9</b>	<b>72</b>	<b>10.4</b>	<b>54</b>
<b>Early Advanced</b>	<b>36.4</b>	<b>188</b>	<b>36.2</b>	<b>187</b>	<b>22.8</b>	<b>118</b>	<b>36.2</b>	<b>187</b>	<b>40</b>	<b>207</b>
<b>Intermediate</b>	<b>33.5</b>	<b>173</b>	<b>22.6</b>	<b>117</b>	<b>28.8</b>	<b>149</b>	<b>27.1</b>	<b>140</b>	<b>32.5</b>	<b>168</b>
<b>Early Intermediate</b>	<b>12</b>	<b>62</b>	<b>4.8</b>	<b>25</b>	<b>19.1</b>	<b>99</b>	<b>11.6</b>	<b>60</b>	<b>7.4</b>	<b>38</b>
<b>Beginning</b>	<b>9.1</b>	<b>47</b>	<b>5.6</b>	<b>29</b>	<b>18.6</b>	<b>96</b>	<b>11.4</b>	<b>59</b>	<b>9.9</b>	<b>51</b>

The new state CAASPP assessments data shows the percent proficient for English was 48% in 2015 and improved to 55% in 2016. The percent proficient in Math went from 21% proficient in 2015 to 17% proficient in 2016. The percent Not Meeting Standards in English went from 24% in 2015 to 13% in 2016 and for Not Meeting Standards in Math it stayed at 56% for both years.

**ELA:**

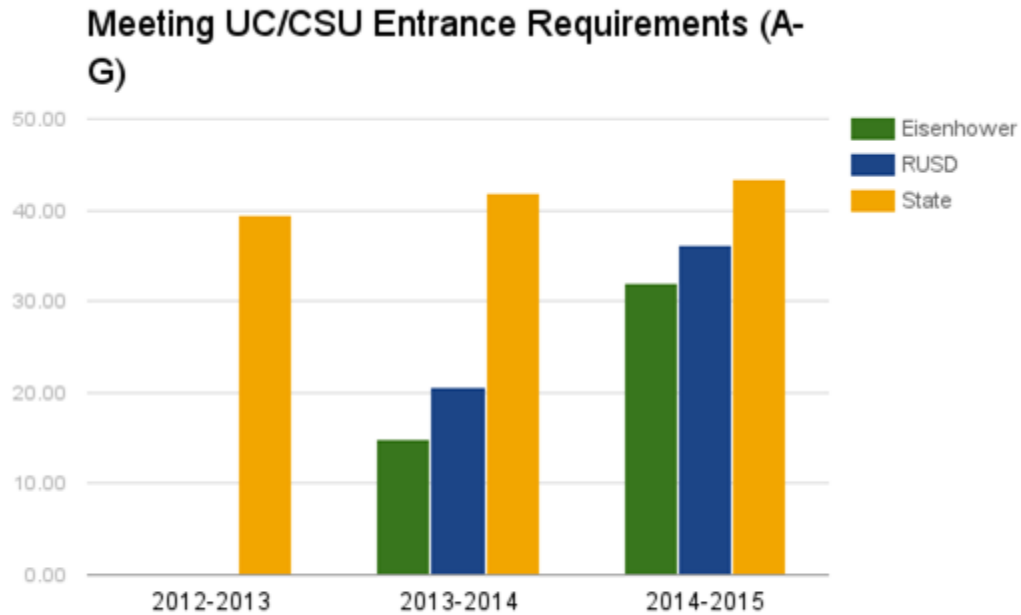
<b>Year</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Total Students With Scores</b>	<b>543</b>	<b>511</b>
<b>% of students exceeding standard</b>	<b>12%</b>	<b>22%</b>
<b>% of students meeting standard</b>	<b>36%</b>	<b>33%</b>
<b>% of students nearly meeting standard</b>	<b>28%</b>	<b>32%</b>
<b>% of students not meeting standard</b>	<b>24%</b>	<b>13%</b>

**Math:**

<b>Year</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Total Students With Scores</b>	<b>535</b>	<b>506</b>
<b>% of students exceeding standard</b>	<b>5%</b>	<b>3%</b>
<b>% of students meeting standard</b>	<b>16%</b>	<b>14%</b>
<b>% of students nearly meeting standard</b>	<b>24%</b>	<b>26%</b>
<b>% of students not meeting standard</b>	<b>56%</b>	<b>56%</b>

Some Math and English teachers utilize CAASPP style questions in bellwork assignments. The newly adopted English textbook, StudySync, includes end-of-unit assessments formatted similarly to the CAASPP. In November 2016, all English teachers were trained in using the CAASPP rubrics to grade short answer and essay questions.

In 2014-2015, Eisenhower increased their A-G completion rate of graduates from 15% to 31.98%. The staff has worked to improve student awareness of A-G requirements. During first semester, the counseling department visits all freshman English classes to present A-G requirements, graduation requirements, and transcript information. At the start of the 2016-2017 school year, the school's administrative team posted signs in A-G compliant classes identifying the letter of the category the course fulfilled.



Since the last WASC visit, Advanced Placement enrollment has steadily increased, almost doubling since 2012-2013. Eisenhower has an open enrollment policy regarding Advanced Placement and honors classes; any student who wishes to try an advanced course is encouraged to do so. As a result of continued participation in AVID, many students are attempting their first honors or Advanced Placement class. In August of this year, the school implemented a workshop to help students manage the increased rigor of honors and Advanced Placement courses. Though the four-hour workshop was geared toward honors and Advanced Placement students, it was open to all interested scholars; 25 students attended the four-hour workshop.

In the 2014-2015 school year, Eisenhower increased its overall graduation rate from 82.3% to 87%. Eisenhower has implemented several programs to help increase the graduation rate, including better communication to parents and freshman students about the requirements for graduation.

<b>Graduation Rates</b>			
Year	2013-2014	2014-2015	2015-2016
<b>EL</b>	75.40%	83.60%	Not yet reported
<b>Hispanic/Latino</b>	82.80%	86.40%	
<b>African American</b>	82.10%	87.50%	
<b>Socioeconomically disadvantaged</b>	83.60%	86.60%	
<b>SPED</b>	56.00%	83.60%	
<b>TOTAL</b>	82.30%	87.00%	

**Significant changes since last full WASC visit:**

Several changes have occurred within the administrative team and support personnel since the last WASC visit, however Eisenhower has been able to retain the principal, Scott Sparks, since the 2013-14 school year. There have been several changes in assistant principals since the last visit, there are currently two new assistants, Mr. Chris Jackson and Dr. Eunice Jackson, were appointed in 2016. Dr. Cuauhtemoc Avila accepted the appointment to superintendent in 2016 and altered the assistant superintendents and made other personnel changes at the district level.

In the 2015-16 school year, Eisenhower's funding changed from the Local Control Funding Formula (LCFF) and the general fund to Targeted Title 1 funding and the general fund with limited access to LCFF funds. The school is currently working to rewrite the Single Plan for Student Achievement (SPSA) to reflect these changes in fund allocation as Targeted Title I requires monies be spent specifically on English and math proficiency rather than more broadly, and all of the LCFF spending must now be approved through the district. In early 2016 the district changed the Title 1 funding from Targeted to Schoolwide for Eisenhower HS. This has allowed more flexible use of the funds for all students. The school is working on reworking the SPSA to reflect this change in funding and is waiting for the district to develop a new SPSA format to include this funding and other changes to the school plan. The district is planning on rolling out this format in March of 2017.

**Follow-up process for Mid-Cycle visit:**

Instructional Leaders and the school leadership team oversee the implementation and monitoring of the schoolwide action plan. Student achievement data is shared and evaluated at monthly Instructional Leaders meetings. The instructional leaders consist of the Principal, all assistant principals, department chairs, the librarian, and the head counselor. They meet monthly to address the next moves for the school so that information can be brought to the departments. The school leadership team meets every Monday and consists of the principal, the assistant principals, the ASB director, the athletic director, the instructional coaches, the lead security officer, the attendance specialist, and the head counselors. Progress on the schoolwide action plan is shared annually with the entire staff.

In May of 2016, Ms. Marie Quiñones-Rezin and Mrs. Jennifer Bailey were appointed to assemble the mid-cycle progress report. They received the document and instructions early in the 2016-2017 school year. Numerous e-mails were sent to various personnel in an effort to acquire necessary data for the student/community profile; by November, most data had been compiled into chapter one and was submitted to the principal and assistant principal for review. In August, data and feedback regarding significant changes was collected from current PLCs and from the Google Doc; which was then compiled into chapter 2 and submitted for review in November. Staff meetings were held which invited all attendees to provide feedback on particular areas of concern including student literacy, student numeracy, PLC effectiveness, and employee relations. From this feedback the school developed the Progress Report for the Mid-Cycle visit.

## II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

### Critical Area #1:

#### ***Increase in Professional Development time and planning time to support teachers in implementation of rigorous instructional strategies for all students.***

Rialto Unified School District hosts multiple professional development opportunities throughout the school year, some mandatory and some optional, both during and after school hours. The school determined they would leave the bulk of professional development to the district's choosing instead of focusing on aspects of school culture that needed to shift in order to secure a growth mindset.

The first mandated staff development required staff members to read the book *Mindset: The New Psychology of Success*, discuss applications of the ideas within the school, and complete and submit focus questions via wiki. Many teachers have since shared their discussions and prioritized growth mindset with their students. Other schoolwide staff developments the school has provided include a poverty simulation to encourage empathy with students and a guest speaker to challenge staff toward innovation and rethinking education.

Over the past three years, Eisenhower has made changes to ensure the efficiency of teacher planning and professional development, to increase the amount of planning and PLC time, and to increase paid and unpaid professional development opportunities. During the 2014-2015 school year, Eisenhower's Collaboration Day meetings were switched from Monday mornings to Tuesday afternoons; this change in bell schedule means teachers can more readily focus on PLC tasks rather than using the time to complete start of the week preparations. Teachers have continued to receive more uninterrupted professional collaboration time each year. This professional development time has been written into the school plan and is supported by the site and district administration. The time would be better served with strategic measurable parameters and clearly defined protocols.

The school has planned a number of strategies for faculty ownership in professional development. The school, however, has yet to develop the means to ensure teachers' accountability in the implementation of strategies from their professional development to further impact student learning.

In summary the Professional Development and time and planning still lacks clearly defined measurable goals and expected student learning results. The administration should provide further guidance to the leadership team and faculty in the expectations for collaboration and sharing of effective strategies in classroom practices.. Continued efforts should be invested in determining the focus of the use of Professional Development and planning time to the benefit of the student learning, their achievement, and school wide learning outcomes.



**Critical Area #2:*****Maintain the stability of the site administration team to support implementation of schoolwide instructional strategies, programs and policies.***

Since the last full WASC visit, Eisenhower has retained Principal Scott Sparks; however, both of the current assistant principals are in their first year as administrators at Eisenhower. The district cabinet administration is new except for the Assistant Superintendent of Business since the last full visit. One of the principal's primary goals is to forge effective PLCs schoolwide so that students might benefit from the increased collaboration of their teachers. Staff indicated that they use Illuminate but have lost faith in the types of questions that are multiple choice and Depth of Knowledge (DOK) level 1 and are hoping to use different curriculum. Staff expressed a desire for common formative assessments that would involve a tracking system and indicated that they are not currently able to access measurable data.

Mr. Sparks has focused most professional developments and staff meetings on challenging teachers to improve their instruction and the efficacy of their PLCs. He also continues to support the instructional strategies promoted by the district by incorporating strategies such as Depth of Knowledge and Sheltered Instruction Observation Protocol (SIOP) into staff meetings, encouraging teachers to utilize them in their instruction, and looking for their use in classroom observations. The incorporation of the WestED Standards for English Learners and SDAIE strategies will help the school site administration and leadership team members in focussing their support across the curriculum.

Positive Behavioral Interventions and Supports (PBIS) has been adopted and continues to expand yearly, creating opportunities for students who are struggling socially, emotionally, or behaviorally to stay in their classrooms and receive instruction. IKEMOB in Training (IMIT), a program developed at Eisenhower, assists students who are struggling academically by providing elective credits for study hall attendance and a designated advisor who calls them in frequently to counsel and encourage them. The staff has also determined that the lack of reading skills is hindering the student success of a significant percentage of students. There is discussion about whether or not EDGE or a similar program would support in the placement process of incoming students.

The leadership team requires clearly defined roles for how they work with the faculty, the monitoring of strategy implementation, and accountability in addressing school priorities relating to the enhancement of instructional practices and the use of data. The guidance provided by the administration will support the teachers in ensuring that their time is focused and strategic. Protocol and time for peer observation are yet to be implemented to further the school leadership's understanding and dissemination of effective instructional practice. Currently, the teachers are informally visiting classrooms at their discretion with no real defined focus, parameters, strategic plan or guide for practical implementation.

In speaking with the students, they clearly indicated that there was a strong push for A-G requirements to be fulfilled and the classrooms showed evidence of posters that support this theme. Student indicated that they do have four year plans in general and that the incoming

eighth graders were going to be on campus to select their pathways. Students commented on the wide variety of tutoring options afforded to them. It was also communicated that there were many clubs to join.

Students indicated that they wanted more pathways and classes that would prepare them for essential life functions. Several students referenced materials that were outdated in their classrooms and would like to see upgrading resources and textbooks that are current. Some students advised that they lack supporting and ancillary materials to enhance the learning experience indicating that this created an impact on labs and other classes. Furthermore, students advised that they would like to see more courses to underpin the STEAM programming and mentioned they they would like to see science and technology courses beyond the engineering courses currently offered. They did however indicate that they enjoyed the various clubs, activities and internship programs available to them. Student communicated that they do find the library useful but also stated that they would benefit from one to one laptop access in support of their academics.

The principal has worked to develop the pathways program; the school currently has six pathways including Patient Care, Education, Engineering & Architecture, Law Enforcement & Justice, Hospitality & Food Services, and AVID. Eisenhower is also in the process of developing an Ivy Scholars pathway. Staff has been encouraged in its efforts to devise a plan to decrease first period tardies. One of the assistant principals has been able to support the implementation and evolution of the tardy policy.

### **Critical Area #3**

***Have one Single Plan for Student Achievement that includes the WASC action plan strategies and the district plan goals along with a monitoring process.***

In 2013-2014, when all money was LCFF and general fund, the school had the flexibility to align SPSA and the WASC Schoolwide Action Plan (SAP); they combined the SPSA and SAP, and by 2014-15, the SPSA was also aligned with the district's goals. In 2015-16, the funding changed to Targeted Title I, so the SPSA had to be altered accordingly. While the school is revising the SAP, Rialto Unified School District is concurrently creating a Unified Single Plan for Student Achievement, with which they are requiring the SPSA to align with. Eisenhower has rewritten the SPSA to include the WASC and Title 1 criteria.

The district is in the process of developing a new strategic plan and the principal will be bringing a team from Eisenhower to work with the district team on aligning their priorities with the district strategic plan. Once this process is completed Eisenhower will rewrite their SPSA to support their identified areas of focus and be in line with the district key focus areas. The district's key areas of focus are STEAM, Literacy and College and Career Readiness. These areas are being embedded through the implementation of Footsteps to Brilliance, a focus on 1:1 technology and Project Lead The Way.

The district is also emphasizing the need for student placement including integrated and designated EL programs. Also, there is a focus on the revamping of the NGSS Next Generation

Science Standards and technology to support the process. The Local Control Accountability Plan is also being devised with a fiscal focus on supporting the implementation of the PLC process. In accordance with the Business Department there is a fiscally solvent plan to support the technology and other components of the WASC action plan strategies. There is a clear plan that allows for an implementation timeline at the onset and the necessary projections that will ensure solvency in support of the expenditures tied to maintaining technological components.

#### **Critical Area #4**

***Further develop the PLC model across the departments that will focus on the analysis of student data and using the analysis to drive instruction.***

The principal has developed a plan to develop PLCs incrementally for the staff. As evidenced by PLC minutes, progress is being made. Many PLCs, including but not limited to, Math, English 10, Earth Science, and Biology, regularly create and administer multiple common assessments, use the data to inform instruction, and provide intervention or extension activities. In Earth Science and Biology, weekly common assessments are evaluated during PLC time and data driven intervention is given to the students the next day. Biology has been consistent and has seen an increase in grade percentages on average. Science has been working with SDC, as well, to follow the pacing schedule and help increase all student achievement.

Over the past several years, the principal has modeled PLC strategies for the PLC leaders and reinforced the PLC model while providing training, support, and feedback as departments work on improving the PLC process. Teachers are working with an online growth mindset in mathematics and other departments. Furthermore, the math department is using their PLC time to work on learning the importance of first instruction. Integrated mathematics curriculum instruction and instructional practices are being used to assess kids in conjunction with the CAASPP testing.

The summer prior to the 2014-2015 school year, administrators Mr. Sparks, Dr. Jimenez, and Ms. Aguilar-Munoz attended the Solution Tree PLC Conference in Las Vegas. The following summer (2015), the principal sent out an invitation to PLC leaders and department chairs to attend the same conference, however, no teachers attended. Since that time, PLC leaders and coaches have been trained in the PLC model for implementation in all departments. During the 2015-2016 school year, a team of teachers and administrators attended a six day PLC training sponsored by Solution Tree. This school year, all PLC leaders and department chairs, as well as an assistant principal, attended three 3-hour sessions to receive an abbreviated version of this training.

During the 2014-2015 school year, district-wide scheduling changes were made to ensure that all three high schools have the same collaboration day schedule. Teachers without a specific PLC on campus are now able to meet off campus and collaborate with their counterparts from the other schools. The World Languages department has made the most progress in this area. French teachers from all three high schools have collaborated as a PLC to write pacing guides for each level of French and the other world languages teachers continue to develop common assessments with their counterparts from the other schools.

Eisenhower High School worked to create cross-curricular instruction and common texts. Plans were made to purchase three texts per grade that would be taught across English and history classes. However, before purchases were made, funding changed from LCFF to Title I, impeding the plan.

### **Critical Area #5**

#### ***Develop an assessment process for the school that focuses on the development of common assessments and analysis of student data.***

Eisenhower is making steps toward an assessment process for the school. PLC leaders have been required since 2014 to submit their weekly meeting minutes to the Principal. Administration reviews them, discusses the PLCs at administration meetings, and sets goals for all PLCs. The site administration regularly observes PLCs, sometimes without advance notice and periodically for the entire meeting. They have been able to observe many teams progressing in various aspects of the PLC process. To standardize the reporting process, the Principal is requiring PLCs to submit their minutes on a uniform template that was sent out to all staff on November 17, 2016.

During the 2015-16 school year, PLC leaders met biweekly to discuss PLC goals and to observe the Principal modeling a true PLC meeting. However, when the change of funding prohibited paying PLC leaders for the extra hours required, the meetings were discontinued.

Another assessment tool that was used at Eisenhower is DigiCoach, a program that allowed the observer to electronically submit feedback to the observed. The principal sought to retain it to be able to provide immediate feedback, nevertheless it could not be paid for through Targeted Title I, and so it too was discontinued. He is currently working toward utilizing Google forms to evaluate teachers individually.

Eisenhower High School has revamped their SPSA to be in line with the district LCAP and developed goals based on their current student data and strategies needed to help all students achieve. The school has become a schoolwide Title 1 funded school since the last full visit and this also necessitated a realignment of the school plan. The school analyzed their progress on the critical areas from the previous visit and some of those continue to be included in the new updated school plan.

The school has not fully developed a common assessment system across all content areas or system for collecting data and completing analysis of the data to drive instruction. The district is working on a system of providing timely data to the school to help with this work and is aware that the two student systems, Illuminate and Synergy, do not communicate with each other. Once the district has worked out these issues they will be able to support Eisenhower High School moving ahead with developing their own system of assessment and analysis.

**The following is a match of the critical areas to the new goals in the schools plan:**

**Critical Area #1: Goal 3:** Communication among all stakeholders- the strategies in this area support professional development opportunities for EHS in the area of AVID, PBIS and Technology. **Goal 4:** Improve the effectiveness of PLC's which supports training for staff on how PLC's can impact student learning.

**Critical Area #2:** The principal remains at EHS from the initial visit. The goals for supporting instruction and programs is covered in all four goals of the new plan with strategies for training teachers, developing common assessments, improving the PLC model and communication with all stakeholders.

**Critical Area #3:** The school has developed a single plan that incorporates strategies that directly address the critical areas left for them. They continue to work with the district on an updated SPSA template that supports the district LCAP and Title 1 expectations but continues to support the WASC areas.

**Critical Area #4:** This is addressed and supported in **Goal 4** of EHS SPSA which focuses on the improvement of the PLC model at the school. The administration has developed and implemented better accountability tools for the PLC and monitors and models for the PLC's at the school.

**Critical Area #5:** This is addressed in Goal 4 of EHS SPSA which provides strategies for the developed and implementation of common assessments and an assessment system for the school.

### **III. Commendations/Recommendations**

#### **A. Commendations:**

The school has maintained the principal who continues to work on developing the PLC's and providing data to the stakeholders. Eisenhower High School has developed a detailed school plan that incorporates the critical areas into the plan. As the district completes their strategic plan and develops a template for school plans Eisenhower will be able to make adjustments to their current school plan to meet these new expectations.

Student data in the area of graduation rates, A-G completion rates, enrollment in AP and honors classes and CAASPP scores continue to improve. Special education has focused on graduation of moderate to severe students by aligning the assessments to the California State Standards.

Professional development is offered to the staff through the district and by the site which some teachers have attended.

The core values of the school as communicated via the IKEMOB program seem to be well received by the students and staff. The core values are also being communicated regularly via a video production that is presented bi-weekly campus wide.

## **B. Recommendations:**

### **Critical Area number 1**

The faculty has participated in a range of professional development trainings. A professional development plan that is both organized and strategic is required to meet their goals and priorities. However, it is not clear how the professional development offerings are connected to the overall goals (priorities) of the school plan for student achievement. Also, it will be critical for Eisenhower to have a process in which the staff attending professional development communicate the learning and demonstrate evidence of implementation.

### **Critical Area number 2**

The school needs to further develop the roles and responsibilities of the leadership team. To be more strategic, the team needs to be given clear and concise direction of expectations. There is a need for further modeling from the team leaders to provide instructional guidance and support in their content areas of responsibility. This would ensure that the information obtained by the staff from the various professional development workshops they attend will result in relevant implementation at the site level.

### **Critical Area number 3**

Once the district completes the strategic planning process Eisenhower must rewrite the school SPSA in alignment with the district plan and embed the WASC critical areas. It is imperative that the WASC components are not disregarded during the process of writing the school SPSA to ensure that all of the critical areas continue to be at the forefront of school planning.

### **Critical Area number 4**

The school needs to continue to work on further developing the PLC model so that the work is driven by student data and focuses on improving learning for all students. Some progress has been made in the last few years. The school culture and staff are very supportive of student achievement and helping students achieve their goals while at Eisenhower and beyond.

### **Critical Area number 5**

The school needs to work on developing a data collection and analysis process that will guide program development and support all students in improving their achievement. From the information gathered it was not clear what the exact process is for collecting and analyzing the information from various sources that do not necessarily coalesce. It would be beneficial to find a way to maintain this information in a manner that is easily accessed and able to be referenced during the implementation process.