Chapter 3
Self-Study Progress

Eisenhower High School's 2002 Focus on Learning Action Plan was categorized into five sections by the school's leadership team:

1) Standards-based instruction, 2) Communication, 3) Assessment, 4) Reading, and 5) Discipline.   Considerable progress has been made on each Action Plan Goal.

2002 Critical Areas of Follow-up Addressed

Alignment of ESLRs, curriculum and Content Standards

Consistent accountability, evaluation, and assessment

2002 Action Plan Goal #1: Improve student performance by aligning instruction to match content standards and ESLRs

Progress
Improving student performance by aligning instruction to match the California State Standards and Expected Schoolwide Learning Results has improved significantly. Six years ago, the Rialto Unified School District had not yet established Scope and Sequence/Pacing Guides for the core curriculum classes. Today all classes taught on campus are strictly standards-based and follow the timelines and curriculum outlines established by the Scope and Sequence/Pacing Guides.

Textbooks adopted and supplementary materials selected for classes must demonstrate a positive correlation with student achievement of the California State Standards. Teacher lesson plans and daily objectives are now designed to assist students in mastering the content area standards.

Changes that have been made have helped Eisenhower to achieve the greatest growth in AYP average percent Proficient and Advanced on both the English/Language Arts and Mathematics sections of the CSTs of the Rialto Unified School District for High Schools. From 2002-2007, Eisenhower's AYP Average % Proficient and Advanced in English/Language Arts grew by 10.3%. During the same five year period, Eisenhower's AYP Average % Proficient and Advanced in Mathematics grew by 21.4%.

2002 Action Plan Goal #2: Improve communication among all stakeholders.

2002 Critical Areas of Follow-up Addressed
Increased communication and participation among all stakeholders
A plan to engage all students and parents
Web-based communication with parents regarding homework assignments and test information

Progress
Communication among all layers of personnel has improved dramatically since 2002. All administrators currently have an open-door policy for all staff and students. All administrators are also dedicated to the district's customer service promise of "District personnel will provide services in a helpful and respectful manner".

Two valuable technologies newly utilized since 2002 have helped to improve communication with parents and guardians and the school's community. The new telephone message relay program, Connect Ed, has made it possible for the school's principal to quickly send mass messages regarding school information, important events. Teachers can also have instant access to up-to-date student contact information.

Also, new since 2006 is the Internet based program Eschool that is used by all district teachers to manage student attendance. Teachers and counselors are directed to return parent/guardian phone calls within 24 hours of receiving the message.

The eChalk website allows parents/guardians and students to communicate through email with teachers, review student grades posted online, and print out homework or class work that might have been missed during the normal school day.

Numerous trainings have been offered to teachers interested in utilizing this technology and changing the way we communicate with our stakeholders. Plans are being made to increase the number of Eisenhower teachers who regularly use the site to post important information pertaining to their classes.

Although, much progress has been made, the school acknowledges more that can be done, and communication continues to be one of its Action Plan goals.

2002 Action Plan Goal #3: Improve student performance by developing and implementing a consistent assessment system for long term and short term accountability.

2002 Critical Areas of Follow-up Addressed
The need for a mechanism with which to collect, process, and report data in ways which are meaningful and useful to all stakeholders

Opportunities for each department to coordinate standards-based assessment strategies, tests, quarter/semester finals

Consistent accountability, evaluation, and assessment

Progress
Six years ago, there was not a consistent assessment program used by all teachers to measure student mastery of the California State Standards. Since the last full self-study, benchmark assessments have been developed for English, Math, Social Science, and Science classes and are administered quarterly. The Scope and Sequence/Pacing Guides for each subject area outline when benchmark tests will be given and what material will be assessed. Once benchmark tests are administered, the results are posted on DataDirector, a new-to-Eisenhower Internet-based program. This program allows individual teachers, instructional leaders, and the school's administration to access and analyze each student's entire standardized testing history. Teachers are asked to use the benchmark assessments results to modify instruction as needed and as a means of preparing students for the California Standards Tests.

However, currently there is not 100% teacher satisfaction with the validity and relevance of the chosen benchmark tests. Benchmark assessments for Language Arts and Math are developed by an external assessment company, ALS, and are felt by some teachers to not be in alignment with the district's Scope and Sequence/Pacing Guides. The Benchmark assessments for Science and

Social Science were developed by a committee of Rialto Unified School District teachers, and many agree that there should be some important revisions made to the tests.

The Visiting Committee recommends that continuing focus on improvement of assessment of student mastery needs to be improved.

2002 Action Plan Goal #4: Improve reading scores by improving vocabulary and reading comprehension skills in all areas.

2002 Critical Areas of Follow-up Addressed
Implementation of the SSR program
Uniform plan for all classes to place emphasis on writing, reading comprehension, math

Progress

Eisenhower High School has developed a program to focus on improving student reading comprehension and vocabulary development. In the past six years, teachers have been trained to incorporate the teaching strategies presented in Dr. Robert J. Marzano's Classroom Instruction that Works. Multiple copies of the book are kept in the teacher professional development section of the library and most teachers have received personal copies of the book. In the fall of 2006, the "Word of the Week" program was implemented, followed by the "Word of the Day" in the fall of 2007. Both programs are designed to promote student comprehension of key academic vocabulary. It is expected that these programs will continue to grow in effectiveness as more teachers "buy-in" to the program.

In 2004-2005 a Schoolwide Literacy Plan was developed and implemented to provide consistency across the curriculum in the development of reading and writing skills. A full time Literacy Coach and a full time English Learner support teacher have been hired to offer teachers assistance with incorporating the steps presented in the Schoolwide Literacy Plan in their lessons.

The duties of Eisenhower Literacy Coach include: In-class coaching, Training, Demonstration Lessons, Classroom Observations, assisting teachers in building interactive environment that focuses on content and learning strategies embedded in the reading/language arts programs; Interpreting/analyzing ongoing data to inform instructional decisions and program design. Serving as a resource for teachers in all areas of the scientifically researched-based English/Language Arts Program:

*Teaching Strategies	*Components of balanced inquiry
*Strategic Learning	*Reading/Writing
*Interventions	*ELD Methodology
*Strategies/Methods for special need students	
*Instructional Technology	
*California State English/Language Arts Standards	
*Assisting in setting goals for improved instruction	

Another change since the last full-self study is the Rialto Unified School District's adoption of the Renaissance Learning Accelerated Reader program in 2002, which includes a thirty minute period each day devoted strictly to reading. Students read books within their Zone of Approximate Development (ZPD) and take quizzes as they finish reading each book. The goal of the Rialto Unified School District is that 95% of students will meet their Accelerated Reader goal, however this continues to be a challenge in most classes at Eisenhower High School.

2002 Action Plan Goal #5: Consistent set of school rules in place that is followed by all.

2002 Critical Areas of Follow-up Addressed

Student Survey indicates a discrepancy in the discipline policy being consistently followed by administrators – this issue needs to be resolved.

Progress

Eisenhower's administration has introduced a structured, progressive discipline plan that has been implemented firmly, fairly, and consistently. In the fall of 2005, a demerit system was adopted by the new administration which assigns demerits to students for various disciplinary infractions. In addition to consequences for misbehavior, the demerit system has a positive component which allows students to lose two demerits every week that they are not referred to the office. This system is easy to follow and enables students to take responsibility for their own behavior. Students are also more aware of the gravity of certain consequences based on different Ed. Code violations. School rules are re-evaluated annually and updates are made if necessary.

Significant Developments since the Last Full Self-Study
The New High School
The most dramatic changes since the last full self-study have been direct results of the opening of Rialto's third comprehensive high school, Wilmer Amina Carter High School, in 2004. When Eisenhower's attendance boundaries were changed to accommodate the new high school, our high school lost approximately 1,000 students. Eisenhower's student population in 2002 was 3,339 and today it is 2,256. The decrease in student enrollment has also let to a decrease in personnel. In 2002, there were 142 certificated teachers on campus, today there are only 115. This decrease in personnel has led to limited course offerings for students to choose from as they complete their 4 year plans. The reduction in staff due to declining enrollment also adversely affected the number of campus clubs and other activities as the school loss personnel who were qualified and willing to sponsor them. The current administration has worked hard, however, to hire more certificated sports coaches in the last 3 years. Our administration is also committed to rebuilding the performing arts programs that suffered as a result of the decrease in student enrollment, particularly the school's music band and choir program. Presently, our band director works with our feeder middle schools to recruit potential high school band participants. However, the program is still in need of more participants.

New Administration
The next most significant development since 2002 has been the changes in the school's administration. The change in administration has led to the implementations of numerous instructional programs aimed at improving student achievement. During the past three years, the overall tone of the campus environment has been positive, proactive, and productive under the leadership of our current administrators.

Smaller Learning Communities
Another significant change since the last full-self study has been the adoption in 2004 of the Smaller Learning Communities (SLC) model for school structuring by the Rialto Unified School District.

While EHS currently does not have any SLC Academies, EHS has plans to expand existing pathways geared towards:
Arts, Media, and Entertainment Industry Sector
Building Trades and Construction Industry Sector
Education, Child Development, and Family Services Industry Sector
Engineering and Design Industry Sector
Fashion and Interior Design Industry Sector
Health Science and Medical Technology
Hospitality, Tourism, and Recreation Industry Sector
Information Technology Industry Sector
Manufacturing and Product Development Industry Sector
Marketing, Sales, and Service Industry Sector
Public Services Industry Sector
Transportation Industry Sector

Problems with the transition to Smaller Learning Communities have been numerous. The difficulties primarily revolve around the creation of the master schedule and the difficulty of placing students into freshman and sophomore houses. The loss of many full-time teachers due to our declining enrollment has also made it difficult to ensure that all house teachers will have a common prep period for collaboration. Another significant obstacle to the implementation of Smaller Learning Communities has been the loss of dedicated teachers who were members of the original Smaller Learning Communities Committee. These teachers participated in trainings and collaboration sessions that made them uniquely familiar with and committed to the Smaller Learning Communities model.

2002 Critical Areas of Follow-up Addressed
- Student and Parent attitude toward school (lack of concern and involvement)
- Expansion of honors classes, interdisciplinary, thematic instruction, concurrent enrollments and co-and extra-curricular activities to engage more students in EHS campus life.

English Language Learners
The most significant change in the past six years with respect to how we have improved our instruction to meet the needs of our English Language Learners has been the assignment of an English Language Learner Support teacher during the 2003-2004 school year.

2002 Critical Areas of Follow-up Addressed
- ESL students may not have the same opportunities as the other students
- Inclusion of SDAIE strategies in LEP students' classrooms
- Correction of the perception of stakeholders that not all students are involved in challenging learning experiences, specifically ELL students.
- ESL students may not have the same access to support services as the general population

Additional Developments Since the Last Full Self-Study	2002 Critical Areas of Follow-up Addressed
Adoption of the Collaboration Day schedule	More time for planning and development of materials
Addition of two new computer labs in the last 3 years	Investigate current budget resources so that the complex and sophisticated technical systems available to EHS students are properly maintained and operational which means there are sufficient printers and an adequate paper supply.
The hiring of a Mathematics Coach	A systematic process for implementing selected data-driven changes to the learning program such as student placement in appropriate courses ; integration of writing, reading comprehension and mathematics into all courses.
Peer-observations by Instructional Leaders, Literacy Coach, Mathematics Coach, and the EL Support Teacher	Develop a coordinated process for Professional Staff Development and the dissemination of conference information.
College Academy program – Eisenhower students are concurrently enrolled at San Bernardino Valley College	Students do not feel that they are being prepared for the rigor of college work. Parents also reported that they want rigorous standards to (ensure) that their children are competitive after high school.
Implementation of a Schoolwide "Writing Day" each semester	Implement schoolwide standards in reading and writing.
Link Crew- Junior and Senior students who are trained to mentor Freshman students	Motivate students.
Gear-Up- California State University San Bernardino sponsored program designed to increase college readiness and success for all students, especially those classified as low income	A plan to engage all students and parents in the educational process.
A+ - Computer-based credit recovery program available to credit deficient Juniors and Seniors	Students want more enrichment opportunities, more books as class sets or locker more counseling about credit deficiencies before it is "too late".
Language! – Language Arts program for students with serious deficiencies in English	Student placement in classes.
Read 180- Pilot program targeting students with poor reading skills.	Student placement in classes
Senior Read/ Write Expository classes- curriculum developed by California State University	Implement schoolwide standards in reading and writing.
"I Can Learn" – Computer-based Algebra I course for students who previously failed Algebra I	There is no evidence that suggests that students are encouraged to consider their assessment results, mainly in the form of grades, to modify personal learning plans.