

## Chapter IV: Quality of the School's Program

### CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

**A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?**

**To what extent is the school's purpose supported by the governing board and the central administration and further defined by the expected schoolwide learning results and the academic standards?**

Eisenhower's Vision Statement, Mission Statement, and Expected Schoolwide Learning Results have been published in numerous ways, such as posting in each classroom. These messages emphasize instruction that satisfies explicit, highly detailed standards and expectations. Students and faculty have consistently adhered to a standards-based instructional model. There is consistency in the classrooms with regard to implementing national, state, and local curriculum standards. The self-study does not include the level of family understanding of the standards-based instruction that guides the school's program, such as ESLRs, graduation requirements, and college entrance requirements.

The school's vision is supported at the district level by a collaborative culture that encourages school and district staff to share data, analyze school performance, and brainstorm strategies to address the school's needs. The school's vision is further supported by the governing board in the various district professional growth opportunities provided to all staff in which the curricular and instructional goals are the main emphasis of training.

The District provides Data Director for compilation, reporting, and analysis of state and benchmark exam results. The District has established benchmarks in core academic areas and provides ELA and Math coaches.

**A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?**

**To what extent does the governing board delegate implementation of these policies to the professional staff?**

**To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?**

District policies and bylaws are communicated between the principal and board and then to staff and students through handbooks. The school district uses Data Director to provide teachers with a tool to better enable them to make informed instructional decisions that address the ESLRs and academic standards. Teachers are encouraged to implement modifications to reach each student's instructional needs.

Some students enter the school without demonstrating readiness for the core EHS academic program. The enrollment of those students at EHS has led to the establishment of a variety of programs to meet their needs. Enrolling students in a program focused in large part on success in

high stakes exams, when some of those students have not satisfied the standards for the completion of 8<sup>th</sup> grade, has led to some distractions from the district's goal of having EHS prepare students for college and career.

Counseling, course scheduling, and transcript data are compromised by difficulties associated with E-school software.

Eisenhower has a well articulated governance structure with a clearly defined hierarchy. Board, faculty, staff, and students have confidence in leadership of the professional staff. There is frequent and effective staff communication and understanding of school policies.

District policies and/or resources are needed so that the professional staff can address challenges associated with inadequate parent participation in supporting student achievement, as demonstrated by the absence of a parent organization.

Increased District policies and/or resources are needed so that the professional staff can successfully address attendance challenges facing the school.

The governing board has direct, frequent, and clear communications with the EHS professional staff and the LEA. The board has experienced limited success in engaging families in the accomplishment of the school's action plan; automated messages from the board and school have led to limited family uptake and response.

**A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?**

**To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?**

In monitoring results, there is excellent data from most exams that measure academic skills. Academically demanding courses, such as Advanced Placement classes, is an area that the school recognizes needs more emphasis.

The School has created intervention programs such as *I Can Learn* algebra lab, READ 180, A+, Accelerated Math, and Language!

There is little data about the students' paths in post-secondary education and work. While faculty report student outcomes based on anecdotes, there is no uniform process for collecting and analyzing information about the students' longer-term (2 year, 4 years, etc.) post-secondary careers. Data about initial post-EHS outcomes as well as longer-term outcomes would provide a sounder basis for assessing accomplishment of ESLRs. There is no data in the self-study about the extent to which non-graduates have different outcomes from graduates. The District Office has begun to use CalPass to monitor alumni.

The schoolwide plan is reviewed and revised every school year by the leadership team, instructional leaders, and district personnel. There is no measurement of staff uptake on annual changes – the extent to which staff practices reflect changes in the action plan. As in other areas, there is an emphasis on establishing orderly habits and cooperative behavior at the school. The administration views this emphasis as a key foundational step toward the accomplishment of the school's instructional objectives.

**A4. . To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?**

The school staff is “highly qualified” by NCLB standards. The faculty and staff’s clearly evident enthusiasm for the school and its students promotes a high level of student engagement with the school’s objectives. There are numerous advancement and continuing education programs offered to EHS staff; there are no data on staff uptake of these opportunities or the extent to which those who take advantage of these opportunities are more successful in accomplishing ESLRs.

**A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?**

Staff development programs coincide with identified student learning needs, particularly the needs of limited English students. Collaboration across and within departments is uneven. Some departments (physical education, math and social studies) demonstrate a high level of consistency and communication from teacher to teacher and class to class; in other departments (ELA), there is evidence of some coordinated planning focusing on identified student learning needs.

**A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?**

The outstanding feature of the students’ relationship to the school is their sense of pride, safety, and commitment to its continuing development. The students are convinced that the school is embarked on an improvement program that focuses on their needs and interests.

EHS maintains a physical environment that is conducive to student learning and achievement. The resources devoted to providing a safe and clean environment have resulted in the intended outcome of making the school a place in which students feel safe, welcome, and connected.

The school has emphasized increasing the numbers of students passing the CAHSEE and increasing scores on the CSTs; resources have been devoted to these efforts. Fewer resources have been devoted to promoting a culture of academic striving among students.

The school’s approach to assuring student continuity of enrollment, attendance, and uptake of tutoring and other support services combines reactive efforts and outreach to families. Efforts to reach families whose home language is not English have included automated outreach. Person-to-person contact has been more successful in accomplishing the school’s communication objectives.

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.**

- Confidence in the Principal’s leadership and vision for the school.
- Consensus among district directors and staff, and the EHS leadership team, regarding the school’s improvement program
- Establishment of a campus and school culture that embraces positive inter-group relations and respect.

- Standards-based instruction has created consistency in vocational education, physical education, math, and social studies departments from class to class and from teacher to teacher.

**Key issues for Organization: Vision and Purposes, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.**

- Challenges affecting family support for student academic progress.
- Schoolwide strategies for boosting the students' overall level of academic rigor and ambition
- Continued adjustment to school-size issues due to the opening of Carter HS.
- Errors and deficiencies in student records associated with E-school software.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Mission Statement
- ESLRs
- 4-year plan document
- Flyer for district Buy Back days inservice opportunities
- Staff handbook
- Student handbook
- Data Director training schedule
- Master Schedule

**CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

**B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Expected Schoolwide Learning Results? [Through standards-based learning (i.e., what is taught and how it is taught), the Expected Schoolwide Learning Results are accomplished.]**

All teachers participated in professional development on a common lesson plan format utilizing backward design and the explicit direct instruction. All classes are standards based and core courses utilize scope and sequence/pacing guides developed by teachers in a coordinated district effort. All textbooks are standards-based. An array of curricular tools is utilized to differentiate instruction. The Accelerated Math program supports classroom instruction in all math classes through Algebra II including special education. Using the Accelerated Reader program, each student reads silently for at least thirty minutes each school day. Every Friday, every student writes reflectively about his/her accomplishment of the ESLRs. Two schoolwide collaborative writing days per year have been implemented in which students compose and write to CAHSEE writing prompts. The final product is completed during the students' last class of the day and scored using CAHSEE rubrics. All teachers received training in the use of holistic scoring following CAHSEE rubrics for evaluating the writing samples. The writing days are relatively new and a system of monitoring student progress has not been fully implemented. Expository writing is taught at the senior level to prepare students for CSU entrance requirements. The effort to increase student writing is clear. However, a regular program of writing activities embedded in the curriculum of every class was not evidenced in all departments. Students are recruited for Advanced Placement and honors classes by teacher recommendation and referral from the PSAT AP Potential program. All EHS courses are open enrollment. Eisenhower High School has implemented a highly successful Internship Program that enables students to gain job skill experience at specific job sites keyed to curricular offering and career pathways. Additionally the Internship Program provides increased access to scholarships.

The revised ESLRs are comprehensive in nature and focus on overall character development. There is one academic ESLR (Academic Skills) and three non-academic ESLRs (Personal Skills, Interpersonal Skills, and Transferable Skills). The academic ESLR is addressed in the context of the curriculum presentation. For example, all students engage in weekly reflective writing about their achievement of the ESLRs. The non-academic ESLRs are addressed specifically in AVID and Freshman Seminar so that all 9<sup>th</sup> grades are involved. All departments value the ESLRs. Physical education and athletics promote the ESLRs through their emphasis on teamwork and fair play.

**B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?**

All students create a 4-year plan with their counselors, but inaccuracies in the current Internet based records and management program make it difficult to update individual student plans on a regular basis. The school reports great emphasis on RSP and ELD students with IEP meetings, collaboration between RSP and core-curriculum teachers, assignment of bilingual aides, and sheltered instruction. Although students are encouraged to follow an established scope and sequence, all classes are open to every student. The College/Career Center provides students and parents with information about school-to-career opportunities, college recruitment visitations, and financial assistance. All freshmen and sophomores at Eisenhower High School are placed in houses or small learning communities. Students are able to select a career academy in the junior or senior years. The small learning community program is currently being modified so that all students select a career pathway in the freshmen year. Abundant opportunities exist for every student to participate in clubs, activities, and athletics.

**B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

There are remediation programs in place to help struggling students including A+ Credit Recovery/Independent Study classes, Language Arts Remediation, CAHSEE support classes and tutoring, ELD tutoring, Read 180 and Language! Programs, and the *I Can Learn* math lab. Individual teachers are available to help students before and after school and during lunch although staff reports few students seek help at these times. From 2002-2006 the percentage of freshmen completing their senior year has dropped from 94.3% to 83%. This rate has been influenced by such factors as declining enrollment, the state's graduation requirement of a passing CAHSEE score, and changes in the rate calculation method. Every entering freshman is now included even though the student may not attend this school at the end of his/her senior year.

**Areas of Strength:**

- Staff dedicated to student success and graduation
- Classroom pacing guides
- Standards based textbooks
- Career Center
- Career/College Fair
- Strong clear focus on CAHSEE tutoring
- Bilingual assistant

**Key Issues:**

- Parental involvement with four year planning
- Need more counselors

- API not being met
- Increase accessibility of technology
- More advanced courses in science
- More students in advanced courses

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Self-study
- Textbooks
- Master schedule
- Pacing guides
- Career center sign-in sheets
- 4-year plan

**C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?**

**C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

Through a collaborative effort, teachers from all subject areas at Eisenhower high School are in the process of implementing scope and sequence/pacing guides that have been developed to align instruction to the content standards. Although it is evident that the math department has embraced to a collaborative model for implementing the scope and sequence and developing common lessons and assessments, the rest of the departments are in the beginning stages of this process. Currently, classroom instruction is aligned to the academic standards and driven by the ESLRs. Alignment to state standards is emphasized as evidenced by posted standards, goals, and objectives in most classrooms.

The school staff has focused on writing through the implementation of two mandated schoolwide writing days along with the use of the California High School Exit Exam (CAHSEE) writing rubric that has been adopted schoolwide. The focus on writing is evident in some classrooms through posted student work samples and the staff development's focus on the implementation of the Jane Schaffer writing model. Through this schoolwide writing expectation students practice the writing process across all content areas, allowing them to improve their writing skills and achieve competency. However, the emphasis on writing does not appear to be consistently embedded in the instructional process. Teachers in the mathematics department have also focused on algebra and geometry by meeting out of the classroom to develop common lessons using the Backward Design Model in combination with the Direct Explicit Instruction (EDI) lesson templates. In addition, the department has also implemented intervention programs, such as Algebra 1 Restart, to support student learning.

The implementation of Smaller Learning Communities (SLCs) for 9<sup>th</sup> and 10<sup>th</sup> grade students has also provided teachers the opportunity to collaboratively work during a common-conference period to take part in cross-curricular lesson planning. As a result, some SLCs are beginning to work toward implementing interdisciplinary planning to more fully develop standards-based curriculum maps, however not all teachers are participating in this process. Likewise Professional Learning Cohorts within the mathematics, science, and social sciences departments

process and/or protocol to follow and ensure all are working toward the same goal, with the exception of the mathematics department.

The use of various research-based strategies and resources to support student learning is also evident in some classes. Classroom observations reveal learning environments that are print-rich and supportive of student acquisition of academic vocabulary through the use of word walls.

Additional strategies include the usage of the inquiry method, graphic organizers, primary source documents, cooperative group learning, and higher level Bloom's taxonomy questioning to guide students in their learning. Although, these strategies are used in some classrooms, they do not appear consistently practiced throughout all the departments.

Also, there was evidence of differentiated instruction in some classes, specifically in special day and intervention classes. There was constant interaction between the teacher and students, manipulatives were used to target vocabulary words, reading alouds along with visual support through overhead projector was available, and the use of auditory support as well.

Technology is also present in the classrooms to support student learning, through the use of LCD projectors, the internet, eChalk, instructional videos, PowerPoint presentations, graphing calculators, and overall computer use to work on research projects. Nevertheless, the use of technology as an instructional strategy is not strongly evident in all departments.

Educational field trips, guest speakers and after-school tutoring are also available along with support groups like: Link Crew, ROP, AVID, ELL, Peer Counseling, and Gear up, but students indicated they are not aware of any specific after-school schoolwide tutorial program for students in grades 11 and 12. On the other hand, students did confirm that many staff members make themselves available at lunch and after-school to tutor and collaborate with students.

**Areas of strength for Standards-Based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students.**

- Standards-based instruction is evident in most classrooms.
- To support writing in all content areas, faculty members have implemented the use of a schoolwide writing rubric.
- The staff uses state adopted standards-based textbooks.
- There is a schoolwide implementation of intervention programs to support student learning like Accelerated Reader, Accelerated Math, and *I Can Learn* Lab, Read 180, Language!, and double-block ELD courses.

**Key Issues for Standards-Based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students.**

- The staff has not uniformly implemented specific research-based strategies to support struggling students, specifically English Learners schoolwide.
- A clearly defined process must be established for teachers to collaboratively work on developing (common) lessons to support student learning.
- Evidence of higher level Bloom's taxonomy is not evident in all classes.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Student work samples (posted in class)
- Classroom observations
- Student and staff interviews

**D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?**

The CST and CAHSEE data is given to the school by the District office and disseminated to the school for analysis. District-mandated, standards-based benchmark assessments are administered three times a year, and used within the core subject areas of English language arts, math science and social science. These three benchmark exams help prepare students for the CST; and in the spring, the administration of the CST is used as a fourth benchmark to show student academic growth.

Results of the benchmarks are made available through Data Director, a web-based assessment tool. Teachers are able to access individual students' scores, class data, as well as whole school data and item analysis of each assessment. Time for teachers schoolwide to work together on assessments is scheduled every other week on Collaboration Days. Algebra and geometry teachers meet regularly, after school, to create and analyze unit assessments for more frequent feedback on student learning.

Assessment results are communicated to parents and other stakeholders through various means, including e-chalk, weekly progress reports, and notices generated by teachers.

**D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?**

**To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

Assessment strategies used to promote student learning range from standards-based assessments, such as the District-provided benchmarks; a schoolwide grading rubric for essays; projects, labs, daily and weekly quizzes, common unit tests, student presentations, and class discussions. Intervention classes utilize assessments specific to their programs, such as computerized feedback in the *I Can Learn* math lab, and comprehension quizzes in READ 180 and Language! classrooms. Accelerated Reader, the schoolwide reading program, uses the Accelerated Reader STAR test data for initial placement of students.

Implementation of a schoolwide, systematic approach for using information gleaned from summative and formative assessments has not begun. The math department uses multiple measures, including CST scores, to determine placement of existing students, as well as incoming freshmen.

Students within the core subject areas who need additional support are referred for tutoring. Classes, such as Diploma Math and Diploma English are offered within the instructional day for students with low summative test scores.

**D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?**

The District supports the school by funding three content coaches who facilitate the collection, analysis and dissemination of benchmark assessments. The District provides the school with



Data Director, which gives staff feedback on summative test data, such as CST and CAHSEE, as well as the core subject benchmarks. At the site level, CELDT scores are shared with the staff and ELAC members; advance placement scores are disseminated to AP teachers; and CAPA results are provided to Special Education students.

**D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

Instructional Leaders, content coaches, and teachers utilize assessment data to make modifications to classroom instruction. Core departments collaboratively analyze disaggregated data, for the purpose of identifying which standards may need to be re-taught, however, frequent collaborative time, for teachers to reflect on and adjust teaching practices, is not common practice throughout the school.

It is evident that instruction is standards-based in the core curricular areas. Using the following assessment data: District benchmarks, CST, CAHSEE scores and class grades, underachieving students are served through various intervention programs, such as READ 180 and Language! for ELA and the *I Can Learn* Lab for Algebra. The school offers the A+ program and independent study for students in need of credit recovery.

**Areas of strength for Standards-based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

- Data Director is used by staff to make important decisions about student progress.
- All core textbooks are standards-based. They include multiple forms of assessment, which are also standards-based.
- Use of District-wide benchmark assessments in English, Math, Science and Social Science.
- Teachers use a variety of assessment strategies.
- Data is used in Professional Learning Cohorts (math, English, social studies, science, and ELD)
- With addition of math, ELA, and EL support coaches, more students are accurately placed in the appropriate class.
- Assessment data is used for placement of students in intervention programs.

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

- Teachers need more time for collaboration to analyze data and create common strategies to address deficiencies.
- Data Director needs to be utilized by more teachers to identify student needs and adjust instruction accordingly.
- More emphasis on frequent, formative assessment to guide instruction.
- Strategies that elicit simultaneous feedback from all students in formative assessment.
- Communication on assessment results with parents (eChalk)
- More teachers need to take advantage of on-going professional development for staff on Data Director.
- More teachers need to make better use of eChalk (online posting of grades).
- Technical difficulties with eChalk need to be addressed at the district level.
- Consistency within departments with respect to grading practices.

- Use of differentiated assessments, based on student need, should be increased in all subject areas.
- Power standards should be identified and non-essential standards taught secondarily to better allow for remediation.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Benchmark exams in the core subject areas.
- PE grading card
- CST results
- CAHSEE results
- CELDT results
- CAPA results
- Data Director print outs
- Schoolwide writing rubric

**CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

Strategies to foster parental and community involvement include communication through eChalk, an internet-based tool that allows teachers to post grades, list homework assignments, give summaries of class work, or send notes. The school does mass phone calls to the community via ConnectEd, as well as personal phone calls, and the school uses its marquee to communicate information. Phone messages are left in either English or Spanish, depending on family preference.

Parents are encouraged to participate in the school’s learning process and operations by attending the school’s Parent Institute, ELAC and School Site Council meetings, Booster Clubs, Back to School Night and Parent/Teacher conferences.

**E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?**

**To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?**

There is recently revised discipline policy that includes a school-wide demerit system. A tardy policy, with period-by-period tardy sweeps, encourages students to be prompt to classes, or spend the period in a tardy room. Campus security helps maintain a learning environment by being visible throughout the campus and being proactive in regard to negative community issues that may spill over onto campus. There are also security cameras throughout the campus that are monitored by the District. Students expressed feeling safe on campus.

The principal builds relationships by being a constant presence, walking the campus and talking with students and staff. Students stated that the principal, as well as many of the teachers, is “down-to-earth,” caring and concerned about their academic and personal growth.

The school is up-to-date on maintenance issues; the campus is cleaned throughout the day, and well-maintained overall. Custodial cleaning schedules are adhered to and if graffiti is found on

campus, it is removed in a timely manner. Buildings are neat in appearance, and show minimal need for maintenance.

Students reported that they feel supported by teachers and counselors, and indicated that there are staff members they could go to with issues of concern. They also reported that they felt academically challenged in most of their classes. Both students and faculty stated that positive relationships exist among the student body and staff, and the current principal was instrumental in making that happen.

In years past, separate assemblies, given on different days, were used to represent the various cultures and ethnicities present on campus. Currently, the school holds one multi-cultural assembly. Students explained that this has helped with appreciation and understanding of other ethnic groups, and helped improve multicultural relations.

High expectations for student growth are characterized in classrooms by the following:

- Daily objectives and academic standards posted
- Expected Schoolwide learning results are posted
- Standards for behavior are posted in most classrooms
- Every teacher provides students with a course syllabus
- Students are encouraged to follow A-G requirements

Additionally, several systems of support are offered including: a four-year plan for all incoming ninth graders, an Intervention Pyramid, Link Crews for ninth-graders, the Legacy Program for African-American and Hispanic males, GearUp, and after-school tutoring.

**E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?**

All students begin with a four-year plan that covers their freshman through senior years at Eisenhower. Counselors meet periodically with students to discuss the student's academic needs and program changes. Students have access to the College Academy, GearUp, and community internships. Other support services offered to students include FAFSA workshops, CST chats with teachers, CAHSEE prep classes, a staffed career center and Freshmen Seminar.

**E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

A counselor and an administrator are assigned to every student to guide them along their high school journey. A four-year plan, graduation requirements and career pathways are discussed with students on a quarterly basis. The A+ Credit Recovery and independent study programs are available for students needing to make up credits.

In addition to teachers, personnel available to help students are inclusive of the following: school psychologist, an at-risk counselor, deans, and a college counselor. Within the community, students can participate in internships, work with children at Bethany Christian Learning Center, and do hospital duty at Catholic Healthcare West Southern California.

The ASB (student government), peer counseling, and peer tutoring allow students to support one another. Annually, the school holds a College and Career Fair, and the school is an official SAT site.

The school has a system to identify and help solve **problems** for students in the areas of academic, personal and behavior concerns. This process may lead to referrals for peer counselors, administration or academic support programs. Parents are encouraged to become involved through many means, such as parent/teacher conferences, councils and clubs, eChalk, ConnectEd, and lastly, through the “open-door” policy of the school.

**Areas of strength for School Culture and Support for Student Personal and Academic Growth**

- Positive relationships between staff and students
- Well-maintained campus supports learning
- Effective discipline plan
- Acceptance of cultural differences and ethnic diversity
- State standards, ESLRS, and daily objectives posted in classrooms

**Key Issues for School Culture and Support for Student Personal and Academic Growth**

- Standards-based instructional practices based on what is posted in the classroom
- Increase effective use of communication to parents and community

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Student interviews
- Student, staff, and parent surveys
- Classroom observations
- Brochures for student support groups

**Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up**

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Through the FOL Chapter 4 categories, Eisenhower High School has demonstrated that the entire learning community is committed to an educational program that focuses on the improvement of instruction and student learning, resulting in increased student achievement. Currently there is confidence in the Principal’s leadership and vision for the school; the staff is dedicated to student success and graduation; standards-based instruction is evident in most classrooms; teachers use a variety of assessment strategies; and there is a well-maintained campus that supports student learning.

To continue improving the school program it is important to address schoolwide critical areas such as the challenges affecting family support for student academic progress; effective use of communication to parents and community; the consistent implementation of specific research-based strategies to support struggling students, including English Learners; and the need for more collaboration time for teachers to analyze data and create common strategies to address deficiencies. Although there are schoolwide critical areas for follow-up, it is evident that Eisenhower High School will continue to strive for excellence in meeting the Focus on Learning criteria as established by the Western Association of Schools and Colleges.

**Schoolwide Areas of Strength**

1. Positive student morale and a feeling of school pride pervade the campus
2. Strong administrative leadership and a commitment to a comprehensive program of school improvement is recognized throughout the school community

3. Increased use of data that drives instruction and student learning in some classes.
4. The hiring of a fulltime ELD Resource Specialist and the utilization of a bilingual community liaison reflects the stated priority of improving ELL student achievement.
5. ROP/Vocational education course offerings provide EHS students with a focused pathway to a future career or higher educational opportunities.
6. Student conduct adheres to school expectations and values
7. Standards-based instruction is evident in most classes.
8. Standards-based benchmarks are established in core curricular areas.
9. School environment is well maintained and conducive to a positive learning atmosphere
10. Staff and students are mutually supportive and committed to a school improvement program.
11. Commitment to math, EL and ELA coaches.

**Schoolwide Critical Areas for Follow-up**

1. The leadership and school staff should continue to improve communication within the school, and with parents, the community, and feeder schools.
2. The leadership needs to increase parent involvement in student achievement with an emphasis on increased parent participation.
3. The leadership and instructional staff should continue to develop, implement, and review common curriculum and assessments.
4. Increased interventions for students at-risk for failure.
5. Implement on-site staff development programs that:
  - a. focus on frequent formative assessments to guide instruction;
  - b. increase frequency and diversity of approaches to assure student engagement and understanding;
  - c. promote constructive academic interactions involving students and teachers
6. Develop a staff development program that would focus on research-based strategies to support student achievement of literacy skills for students at-risk, particularly English learners.
7. Continue with implementation of SLC and Career Pathways.
8. Design and implement a sequence of instruction that prepares and encourages students to attempt advanced rigorous courses.
9. Allocate time and resources for teachers to collaborate during the professional day.
10. Design procedures for teachers to understand how to use assessment data to inform instruction.