The Report of the
Accreditation Visiting Team

East High School

840 South 1300 East
Salt Lake City, Utah 84102

April 7-8, 2009

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

THE REPORT OF THE
VISITING TEAM REVIEWING

East High School

840 South 1300 East
City, Utah 84102

April 7-8, 2009

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF
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Salt Lake City, Utah

TABLE OF CONTENTS

Foreword ii
Utah State Board of Education iii
Salt Lake City School District Board of Education and District Administration 1
East High School Administration and Staff 2
East High School Mission Statement, Belief Statements, and DRSLs 4
Members of the Visiting Team 5
Visiting Team Report 6
Chapter 1: School Profile 6
    Suggested Areas for Further Inquiry 7
Chapter 2: Northwest Association of Accredited Schools (NAAS)
    Teaching and Learning Standards 7
    Mission, Beliefs and Desired Results for Student Learning (DRSLs) 7
    Curriculum 8
    Instruction 9
    Assessment 11
Chapter 3: NAAS Support Standards 12
    Leadership and Organization 12
    School Services 13
    Facilities and Finances 13
Chapter 4: NAAS School Improvement Standard 14
Chapter 5: Community Building 15
Chapter 6: Major Commendations and Recommendations of the Visiting Team 16

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 7-8, 2009, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of East High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Paul S. Sagers is also commended.

The staff and administration are congratulated for their desire for excellence at East High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at East High School.

Patti Harrington, Ed.D.
State Superintendent
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12/30/2008

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EAST HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Paul S. Sagers, Jr., Ed.D ..... Principal
MaryLane Grisley ..... Assistant Principal
Martin Yablonovsky ..... Assistant Principal
James Yapias ..... Assistant Principal

Counseling

Gil Alvarez (Ro-Z) ..... Counselor
Tony Casillas (J-O) ..... Counselor
Angie Donahue (9th Grade) ..... Counselor
Larry Eldracher (LEAD) ..... Counselor
Susan McKelvey (A-C, Pf-Rn) ..... Counseling Dept. Chair
Mark Unruh (D-I, P-Pe) ..... Counselor

Support Staff

Custodial Staff
Erik Adams
Daniel Alvarado
Florencio Gonzalez
Angel Guillen
Angel Guillen
Erin Lee
Mark Lucus
Oscar Martinez
Travis Olsen
Marcos Orozco
Dwight Owens
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Gilbert Vialpando

Child Nutrition
Yendris Alzola
Victoria Apadaco
Tara Bott
Alma Cendejas
Gloria Cortes
Ruth Flores
Melanie Galindo
Alma Gutierrez
Cristina Linschoter

Community Education
Julia Balcom

Computer Technicians
Martin Bobb
Brandon Stephens

Library ParaProfessional
Kimberly Nolan

Office Clerks
Tesse Arce'
Alisa Kearl
Kassie Keen
Lindsey Lloyd
Dori McClelland
Lynette Russell

Pre-School Assistant
Candace Estey

Resource Officers
Travis Morgan
Kevin Schofield

Para Professionals
Brett Bergstrom
Kyler Bingham
Ingrid Boveda
Lee Ann Cotter
Richard Groth
Luseane Hoko
Ana Langi
Finau Latu
Richelle Ohumukini
Skyler Schultzke
Tamra Sheppard
Cortney Shewbart
Tony Siciliano
Shaun Thomas
Jami Vigil
April Winter

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Kristy Johnson
Barbara Matkin
Ayme Paredes
Kim Powell
Fabby Schmidt
Carolyn Smith

Student Support
Vanessa Hildebrand
Ahmed Hussein
Sean Knox
Kristi Martin
Funaki Mateaki
Kyle Nelson
Jimmie Pryor
Marisol Ramirez
Sallie Robinson
Teresa Rdoriguez
LuAnn Roundy
Richard Seals
Jan Vanderbeek

Faculty

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Neil Andersen
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Kathleen Dibble
Matt Dimick
Nikki Dinas
Matt Dixon
Qiongying Du
Larry Eldracher
Rosemary Emery
Nate Felt
Cheryl Funston
Susan Furubayashi
Derrin Gardiner
Colin Haakenson
William Hair
Terry Harward
Judy Hatch
Metiline Havea
Lindsey Hazelwood
Selinda Henderson
Sharlene Henderson
Gregory Hilton
Susan Imai
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Carter Jensen
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Thomas Kemp
Fenn Ketchoyian
Suzan Lake
Laila Lamani
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Skip Lowe
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Anne Martin
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Vicky Mayall
Kevin McClellan
Jen McCoy
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Julie Parkin
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John Peterson
Nancy Peterson
Blair Porter
Cate Praggastis
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Rebecca Richardson
Steve Schwemmer
Joan Selles
Tuesday Siciliano
Beverlee Simpson
Todd Slade
Jeff Spencer
Myra Spencer
Anne Story
Carrie Szumnarski
Roy Talk
Elaine Turner
Robert Tyrrell
Leigh Vandenakker
Karl Wagstaff
Tyla Walton
Holly Weidauer
Lois Wolking
Jim Yates
Paige Yi

EAST HIGH SCHOOL

MISSION STATEMENT

The Mission of East High School

To enable all students to read their maximum potential through:

- A well-rounded curriculum emphasizing life skills and academic achievement to prepare students in setting and achieving their current and future goals
- A safe, caring environment that provides mutual respect, values diversity, and acknowledges the importance of individual responsibility
- A spirit that creates an enthusiasm for lifelong learning
- A cooperative learning community that creates the conditions for all students to succeed

BELIEF STATEMENTS

East High School exists to develop the intellectual, emotional, and social understanding of all students. This purpose is accomplished by providing a system of aesthetic, physical, and cognitive education that enriches the individual lives of students, prepares them for the world of work, and promotes the common good of a democratic society.

In addition, each student is expected to develop skills in the following seven domains:

- Thinking and Reasoning
- Social and Civic Responsibility
- Character
- Aesthetics
- Communication
- Systems Thinking
- Employability

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

OUR STUDENTS WILL BE:

1. Effective Communicators
2. Creative Problem Solvers
3. Empowered Leaders

Date of visit: April 7-8, 2009

MEMBERS OF THE VISITING TEAM

Christine Huley, Department of Teaching and Learning, Granite School District, Visiting Team Chair

Missy McKay-Whiteurs, Salt Lake School of Performing Arts, Charter School

Jennifer Myers, Karl G. Maeser Preparatory Academy, Charter School

Katie Sorte, Hillcrest High School, Jordan School District

VISITING TEAM REPORT

EAST HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

East High School is a place where every student is given the opportunity to create a future filled with success and stability, a culturally diverse school in a culturally diverse neighborhood. East High School has been in operation since 1914, which brings strong traditions to the school culture. Parents and grandparents who have attended East High School continue to support the school in a myriad of ways. In 1988, boundary changes created a diverse school community that brings in students from east to west in a narrow strip across Salt Lake City. The school has 2,319 students in grades nine through twelve. Today, 53 percent, or the majority of the students, come from diverse ethnic backgrounds, and 47 percent are Caucasian. The academic programs at East High School are varied and diverse. There are also a variety of extracurricular activities, fine arts events and socially diverse events that help students to identify with their school.

East High School operates under the leadership of shared governance. There is strong parent and community involvement in school-based decisions, and the leadership of the school is dedicated to knowing the students and providing personnel and research-based programs that address the unique needs of each student.

a) What significant findings were revealed by the school's analysis of its profile?

East High School's Hispanic population has increased from 29 to 32 percent, and the percentage of English language learners has increased from 32 to 34 percent. At the aggregate level, students learning English tend to score at a lower proficiency. The percentage of economically disadvantaged students is 53 percent, and this group may be underrepresented due to decreasing numbers of students requesting free and reduced-price lunch status. During the past three years, East High School has remained stable in terms of its percentages of economically disadvantaged, non-economically disadvantaged, English language proficiency, and students with learning disabilities. The Caucasian population has steadily decreased, while the Hispanic population has increased. Of the 791 ELL students being served at East High School, the percentage of students in levels A, B, and C has increased 2.5 percent, while the D, E, and O levels have decreased by the same percentage. In the area of special education, East High School compares with the national percentage of students identified for these services, indicating that East High School is properly identifying these students. East High School students are proud to be members of this high school, and parental support is strong. In addition, the teachers believe that they make a significant impact on

student learning, and they adapt instructional strategies to meet the diverse needs of the student body.

b) *What modifications to the school profile should the school consider for the future?*

East High School should continue to use data to drive interventions and programs for all students, particularly the ELL population. Being aware of the diverse learning needs and monitoring and revising research-based interventions will be an ongoing need at East High School.

c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

East High School has examined the needs of its students and described strengths and areas to address based on parent/student/staff surveys. The leadership team undertook the accreditation process with integrity, and staff members were very willing to be transparent about the learning needs of the school and how they are addressing these needs, as well as about the strengths of the school.

Suggested Areas for Further Inquiry:

- Examine the degree of parental involvement among ethnic subgroups, and identify outreach strategies to better engage these parents and families in the life of East High School.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

a) *To what degree were the school's mission statement, beliefs and DRSLs developed and/or revised collaboratively by the school community that define a compelling purpose and vision for the school to support student achievement?*

The revised mission statement of East High School reflects the commitment of the administration, faculty and parents to using the professional learning community model as a way to include all members of the East High School learning community in the process of making decisions that ensure high levels of learning for all students. The mission addresses the learning needs of the students, and during the accreditation process students of a variety of different backgrounds were included.

b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

The leadership team, students, parents and faculty revised the DRSLs, and these align with the mission of East High School. The DRSLs were narrowed from six to three, and address students in the area of becoming effective communicators, creative problem solvers and empowered leaders. These align well with the mission statement, which focuses on students becoming lifelong learners, being a part of a learning community, and importance of a well-rounded curriculum. The students use a writing assessment tool in each content area, and are realizing the importance of writing in every aspect of their lives.

c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs?*

A writing rubric was designed by the faculty to address one area of effective communication. The writing principles measured include main ideas, connections to background knowledge, logical organization structures, accurate factual knowledge and/or analysis, fulfilling the requirements of the assignment, good word choice, and absence of mechanical errors. These principles are measured according to the following guidelines: Excellent, Proficient, Progressing and Not Meeting Standards. For each of these categories there are clear indicators.

Curriculum:

a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills?*

East High School facilitates the development of standards both within and across curricula. The school implements a curriculum based on clear and measurable expectations for student learning. Teachers use proven instructional practices with systemic implementation across the system. Students are learning proficient writing skills through the use of a common writing rubric.

Adherence to the state standards is evident in the curriculum. The coordination and articulation of the curriculum leads to a shared vision for student learning held by each teacher in each learning community. The Visiting Team commends East High School's teaching staff for its work with the writing rubric, and encourages teachers to continue building collaborative efforts in curriculum development.

b) *To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?*

Cross-curricular units are being developed, and teachers have high expectations for student achievement. Through an increase in course offerings, the needs of the diverse population that exists at East High School are being met. Students' basic skills have improved through reading classes, ESL/ELL classes and AB math classes.

East High School offers a multitude of AP courses, Business Academy, Health Profession Academy and Science Academy and other special programs that provide rigorous college prep opportunities for students.

c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

East High School has worked with all stakeholders to create DRSLs that focus on a school-wide, collaborative effort. The DRSLs are posted in each classroom to help each teacher implement them into their curriculum, instructional strategies, and assessment methods.

d) *How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?*

East High School uses state-mandated and other assessments, including the Utah Basic Skills Competency Test, CRT/CTE tests, the ACT, attendance, and dropout rates. Once the DRSLs are further articulated, it will be evident whether these measurements adequately assess achievement.

Instruction:

a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

As noted in the school's self-study report, teachers are empowered to examine data and make appropriate pedagogical decisions that help to "identify students as individual learners, provide them with a quality learning experience, expose them to quality teaching, and eliminate barriers to success by providing educational support." The results of this approach were evident in many of the Visiting Team's classroom visits and interviews with students.

b) *To what extent has the school and the staff developed strategies for instruction that builds the capacity for explicitly teaching the identified DRSL in every classroom?*

The school's "purpose groups" continue to meet regularly to assess and refine the school's action plan for implanting the DRSLs. Teachers in all departments were

involved in the process of refining and implementing the schoolwide writing rubric; the Visiting Team's classroom visits and interviews with students indicate that the rubric is being used regularly across the curriculum. In addition, the DRSLs have been discussed in depth in the school's parent newsletter in an effort to create ownership throughout the school community.

c) *To what extent is the school's professional development program guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies that support student learning?*

The leadership is committed to providing professional development opportunities that enable staff to individualize education in an effort to ensure that all students reach the intended learning outcomes. The school's programs addressing the needs of its at-risk student population, in particular, are clearly supported through professional development opportunities. The leadership supports the school's departments in their efforts to be progressive and competitive, and encourages collaborative partnerships with nearby universities to enhance professional development and create opportunities for student learning. The school is allocating resources for professional development that directly supports the implementation of its DRSLs.

d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches and reflective of their own practices?*

The school is utilizing a district-level grant in support of lesson planning and instruction to encourage continuing education and professional development. The Visiting Team's classroom observations and interviews indicate a high level of professionalism among the school's faculty, as well as a strong sense of pride in teacher proficiency in both their content areas and instructional approaches.

e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction and assessments?*

The school's action plan emphasizes ongoing efforts to introduce training in appropriate technologies in support of its DRSLs. The leadership allocates resources for technology in the classrooms. Teachers receive training in instructional technology and software programs that enhance and assist student learning in the classroom. The staff is encouraged to continue and expand these efforts, and to develop mechanisms for using technology in assessing student performance.

Assessment:

a) *To what extent has the staff developed classroom or schoolwide assessments with performance standards based on clearly articulated expectations for student achievement?*

The school has successfully implemented a school-wide writing rubric that includes samples of effective writing for use across the curriculum. It is not clear, however, how the data from assessments using the writing rubric are gathered and reported. The school is encouraged to clarify reporting mechanisms for the writing rubric and other assessment instruments, and to develop methods of analyzing and disseminating assessment results.

b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

The Visiting Team is confident that the leadership and staff are committed to fair and equitable assessment of student performance; this is consistent with the school's efforts to create an integrated and inclusive professional learning community. The staff is encouraged to continue to identify and refine a broad range of assessment mechanisms to further guarantee equity and fairness.

c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

The leadership has made an explicit commitment to tracking and using data, both in assessing the success of the school's programs and in informing decisions to make adjustments to the school's action plan when the feedback indicates a need for adaptation or course correction. The staff is encouraged to continue its efforts to disaggregate and analyze this data to inform decision-making.

d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

The leadership has demonstrated a strong commitment to providing professional development opportunities for teachers to collaborate in developing student assessment strategies. In particular, the Visiting Team commends the school for its creation of purpose groups that continue to meet to develop, implement and assess the school improvement plan. The staff is encouraged to continue its efforts to identify and develop a broad range of assessment instruments to provide feedback on the success of the implementation of the school's DRSLs.

e) *To what extent is there organizational agreement on the use of a schoolwide scoring tool to assess the identified DRSL?*

The school has successfully implemented a school-wide writing rubric to assess effective communication across the curriculum. It is evident from several classroom observations and interviews with teachers and students that the rubric is being used regularly and effectively. Interviews with teachers indicate their willing and enthusiastic participation in these efforts.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

East High School's administration has a complete understanding of student needs and promotes the mission of Utah's Life Skills. Students feel valued at East High School, and the teachers truly care about their students.

The Visiting Team commends the administration for the implementation of professional learning communities and purpose groups. These programs have proven productive for the faculty. Both programs help shape their standards for departmental goals as well as school-wide goals.

b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

East High School has established purpose groups that collaborate together on student achievement, improving communication, community building, and teaching. Through East High School's SCC and SIC, students, parents, and teachers are able to work together and implement a number of school-wide initiatives. They have also used the results from the school climate survey and from purpose groups. The leadership has been able to use this data to monitor the effectiveness of the DRSLs.

c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, resources, allocation and use of resources of the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs and school improvement?*

The Visiting Team compliments the leadership team at East High School for its collaborative efforts to provide a safe, efficient, and effective learning environment for the school's diverse population. The school has effectively used its resources by providing opportunities for **all** students by implementing

programs such as the Science Academy, LEAD, AVID, GEAR-UP, Freshman Team, Prevention Specialists, Techniques for Tough Times, and collaboration with Westminster for after-school tutoring.

d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision making process?*

The leadership of East High School has adopted the Salt Lake District's policy of shared governance, since this policy involves the voices of all stakeholders. This governing body oversees the work of the other groups and is able to maintain organization within said groups. Parents and students have made it clear that they share in the responsibility of the success of East High School.

e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide DRSLs?*

It is obvious that the East High School students feel comfortable interacting with most staff members. During student interviews, students expressed they would not hesitate to go to the principal or assistant principals. Through the program Techniques for Tough Times (formally known as School for Success Program), students learn how to advocate for themselves; they feel that the teachers involved in this program want students to be successful.

School Services:

This standard is dealt with in the school's NAAS Annual Report which requires specific responses and information regarding student support, guidance, health, library information, special education and family and community services.

Facilities and Finances:

This standard is addressed yearly in the school's annual report to NAAS which requires specific responses regarding the physical plant, finances, audit, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

a) *To what extent has the school developed and implemented a comprehensive school improvement plan using* Collaborating for Student Achievement*, the Utah accreditation school improvement process that is reviewed and revised on an ongoing basis?*

East High School has made a commitment to continuous school improvement, and provides support for school improvement and professional development. The school's focus groups provide professional development for school colleagues to ensure that each staff member reaches his or her potential. The professional development focus group collects and analyzes data to determine the learning needs of the students, and therefore the learning needs of the adults. Professional development is job-embedded and ongoing. The comprehensive school improvement plan is ongoing and monitored and adapted as the school enrollment changes.

b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

The professional development focus group is responsible for ensuring quality control for the adult learning that occurs. Built into the schedule is a released teacher who is very knowledgeable about professional development that transfers into classroom practice, and ultimately impacts student learning. Time for professional development is embedded in the school day on a regular basis and focuses on the school goals for improvement. Teachers, staff members, and the administration also have the opportunity to participate in national, state, and school-provided workshops. A context for learning is established by fostering an understanding of the change process and providing the resources and support for the learning.

c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up, and is there sufficient commitment to the action plan, school-wide and system-wide?*

East High School's action plan is detailed and addresses the current needs of the students as indicated by data from standardized tests, climate surveys and qualitative information from the focus groups and departments. Time lines are assigned to each item and it is clear as to who has the responsibility to be accountable for each item.

d) *To what extent does the school create conditions that support productive change and continuous improvement?*

The principal of East High School is an effective instructional leader. He knows how to build and support leadership capacity of his faculty, administration and staff. In addition, he models the cycle of continuous school improvement by analyzing data, determining appropriate strategies to meet the needs of the students, incorporating progress monitoring and revising as needed. He facilitates this process with a leadership team and reinforces an authentic culture of collaboration.

e) *What significant progress has been made in implementing the original action plan since the last full visit?*

East High School has made considerable progress in the implementation of the first action plan. The school has formed a professional development committee that took the lead in addressing the issues of curriculum alignment, professional learning communities, and a focus on student data to drive the professional learning for adults and implement interventions that meet the learning needs of the students.

f) *What significant progress has the school made to address the* ***major*** *recommendations of the previous Visiting Team and/or review team?*

East High School is focused on the learning needs of the students. Analyzing data has now become part of the culture, or "the way we do things at this school." There has been an increase in vertical and horizontal alignment of the curriculum, and leadership teams have been consolidated to efficiently achieve the goals as outlined in the action plan.

CHAPTER 5: COMMUNITY BUILDING

a) *To what extent does the school foster community building and working relationships within the school?*

East High School stresses the notion of inclusion in every aspect of the school community—from the students to the parents, teachers, staff, and administration. The entire East High School community knows that in order for students to succeed, a strong identity and inclusivity are nonnegotiable.

b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

There are a myriad of collaborative networks that enable the school community to be involved in the decision making process. Some of these include the School Improvement Committee, School Community Council, focus groups, Community of Caring, and leadership team. At East High School, all stakeholders have the opportunity to be heard.

c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

It was evident that every stakeholder—student, parent, faculty, paraprofessional, administration—had a voice and input into the self-study. This was evidenced through meetings with students, parents, and department and focus group chairs, as well as by the administration. The climate surveys from parents, students, and administration were another indicator that student learning is at the heart of the decision making of the school and that follow-through occurs.

d) *How are results of school improvement identified, documented, used and communicated to **all** stakeholders?*

The results of school improvement are identified by studying the variety of data sources available. There is alignment between what the data indicates and the programs and interventions that are implemented. The data is documented in computer software programs, through community meetings, online newsletters, fliers and parent/teacher conferences on a regular and consistent basis.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the staff for developing and enhancing an inclusive school culture that meets the diverse needs of all students, particularly the programs that meet the needs of the at-risk students.

- The Visiting Team commends the staff for addressing the recommendations from the three-year interim visit in 2006.

- The Visiting Team commends the staff for making the commitment to a culture of continual school improvement, where decisions are data-driven and interventions are research-based and monitored for their impact on student achievement.

- The Visiting Team commends the staff for developing and implementing a reasonable and effective school action plan that is aligned with the data analysis as outlined in the school's self-study report

- The Visiting Team commends that staff for supporting parent and community involvement, knowing that this is a key to student success. In addition, the school is commended for its commitment to the numerous activities that offer every student an avenue for involvement.

- The Visiting Team commends the staff for having high expectations and fostering rigorous and relevant learning experiences for all students and staff.

- The Visiting Team commends the staff for implementing a school-wide assessment tool for writing across the curriculum.

Recommendations:

- The Visiting Team recommends that the staff of East High School institutionalize the school-wide writing rubric and continue to integrate and institutionalize the critical thinking assessment tool.

- The Visiting Team recommends that the staff employ a range of assessment mechanisms and clarify reporting mechanisms for the writing rubric and other assessment instruments to develop methods of analyzing and disseminating assessment results. It is recommended that classroom assessment portfolios be developed and refined to measure the impact of the writing rubric.

- The Visiting Team recommends that the staff continue to implement and monitor the effectiveness of all support programs (Freshman Team, ELL classes, Techniques for Tough Times, Daily Algebra, AVID, GEAR-UP, Tutoring opportunities) that meet the diverse learning needs of all students to ensure that all students are prepared for post-secondary opportunities.

- The Visiting Team recommends that the staff continue to find ways to encourage and sustain parental participation.

- The Visiting Team recommends that East High School continue to implement smaller learning communities such as the Freshmen Team, the Academies, the International Leadership Program, and additional options for smaller learning communities as needs arise.

- The Visiting Team recommends that the staff continue to provide the variety of concurrent enrollment and Advanced Placement classes.

- The Visiting Team recommends that the staff maintain the course of developing a culture of collaboration that focuses on the learning needs of all students and on job-embedded professional learning through the structure of focus and purpose groups