

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**Introduction**

Although Garey High School worked diligently and conscientiously last year to move out of Program Improvement, unhappily, we did not. Last year we made our Adequate Yearly Progress in all criteria. As a result, we were holding at Year 4. If we had met our Adequate Yearly Progress again, we would have moved out of Program Improvement. Sadly, we met only 17 of the 18 criteria. As we analyzed our results, we realized that we were short by only 13 English Learners who did not meet proficiency on the California High School Exit Exam in English Language Arts.

This year, under the direction of our district, we have revised our School Plans and changed our general focus to incorporate our superintendent's 6 Essentials. These 6 Essentials are:

- ✓ Responsive Instruction
- ✓ Student Work and Data
- ✓ Aligned Resources
- ✓ Family and Community
- ✓ Shared Leadership
- ✓ Professional Development

***Basic Student/Community Profile Data:***

Garey High School is composed of two campuses, the main campus and the Garey Village Ninth Grade Campus. The ninth grade campus was opened in 2001 to help ease the overcrowding on the main campus at that time. There were originally 250 ninth graders assigned to the village; however, there are now over 650 ninth graders attending. Originally, the District had planned that ELD students and Special Education students would remain on the main campus; however, the limitations with the master schedule do not permit this. There are students who move back and forth between the two campuses on the District provided bus.

Last year our District informed us that there were plans to break ground on a new permanent ninth grade, full facility campus. This was scheduled for fall of 2008. However, with the hiring of a new Superintendent, priorities have changed and this will not be happening.

Even though our District is now in a state of declining population, the numbers of our students who participate in special programs seems to have remained constant:

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**Current Total Population:**

Ninth Grade	838
Tenth Grade	691
Eleventh Grade	326
Twelfth Grade	488

**Breakdown of student population by Ethnicity:**

Asian/Indian	4
Hispanic	2,110
Black	81
White	44
Filipino	10
Cambodian	38
Asian/Vietnamese	10

**Breakdown of Student Population by Program Participation:**

Title 1 Disadvantaged	802
English Learners	1154
Special Education	211
GATE	150

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

***Faculty/Staff Demographics***

Over the past few years, the “baby boomers” have been retiring and new teachers have been hired to take their place. This year we hired 12 new teachers, most of them first-year teachers or interns. Moreover, we have hired three new Assistant Principals (last 2 years), a new registrar, and a new Student-Store Manager, and two new counselors. Most of the classified staff who work in the attendance office have been with us less than 3 years.

This same pattern has occurred at our District level and this sometimes leaves our staff in a state of bewilderment. Our Superintendent is starting her second year. Moreover, our District’s Department of Secondary Education has lost its Assistant Superintendent and Director of Instructional Services and a new Chief Academic Officer, Dr. Brent Woodard, was hired. Furthermore, several certificated administrators and teacher specialists who served as support to our school site have retired, changed jobs, or moved to school sites to become principals.

***Schoolwide Student Goals***

Our Expected Schoolwide Learning Results have evolved into our Student Learning Goals and continue to be the driving force that helps to provide us with our direction:

- **G**oal-Setting Scholars
- **A**ctive Problem Solvers
- **R**esponsible and Self-Directed Citizens
- **E**ffective Communicators
- **Y**oung Healthy Individuals

We continue to work uncompromisingly to increase student achievement in order to meet our Academic Performance Index and our Adequate Yearly Progress. After reviewing and analyzing student achievement data, having been visited by the Los Angeles County Office of Education, participating in the Restructuring Plan Process, and a Categorical Program Monitoring visit the

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

following changes were made in order to meet our Adequate Yearly Progress and meet the rigorous requirements of "No Child Left Behind". Improvements have been made in the following areas:

- a) Implementation of an extensive array of support/intervention courses to assist students in mastering the core content standards.
- b) The introduction of the AVID Program.
- c) The use of an Academic Counseling Time that allows for students to review their STAR achievement data and develop a sense of ownership in their education and performance on standardized tests.
- d) Regular, ongoing student tutoring in the core content that supports student learning.
  - o Writing Clinics for English Learners who are on the Reclassification Candidacy List.
  - o Reteaching to students those standards not mastered on benchmark/interim assessments.
  - o Helping students prepare for the CAHSEE.
- e) The training of math and English teachers on the ninth grade campus in the use of Direct Instruction.
- f) Daily schoolwide Sustained Silent Reading
- g) Daily Oral Language initiated on the Ninth Grade Campus.
- h) Staff Development and implementation of Thinking Maps schoolwide.
- i) Student Assistance Program was begun and now has satellite offices on both campuses.
- j) Increased use of technology in math classes to engage students & differentiate instruction that promotes student learning.

***Summary of Achievement Data:***

Garey High School has achieved its Academic Performance Index for the past four years. Our Students reached an Academic Performance Index (API) score of 491 in 2002. A significant increase of 31 points was seen in 2003. In 2004 we increased again by 34 points. Moreover, during the 2006 school year, we increased an additional 46 points. Our 2007 growth was 3 points. Although we did not meet our growth target for last year, we did meet the criteria for making Adequate Yearly Progress in this area. Furthermore, our participation rate exceeded 95%.

The tenth grade pass rate for the California High School Exit Exam remains constant. The pass rate for all students is approximately 60%. In 2007, the Language Arts pass rate was 68% and

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

Mathematics pass rate was 73%. Additionally, our Fluent English Proficient students had a phenomenal 96% overall pass rate.

Each year in October we review student achievement data in order to identify areas of focus. During structured teacher planning time teachers are given the opportunity to review the content standards test data and the annual measurable objective data from the CAHSEE. Based on a review of this data the Language Arts Department will continue their instructional focus in the areas of writing strategies, literary response and analysis, and reading comprehension. The Mathematics Department will focus their efforts on higher order thinking skills and Geometry teachers will provide additional focused instruction on writing Geometry proofs.

Classroom instruction and student learning is monitored by reviewing student interim assessments/benchmark, and percentage of students, by teacher, mastering standards in the core contents, as well as regular walk-throughs by the administrative team. Regular structured teacher planning time has been calendared and teachers review interim assessment data to ensure that students are mastering the standards. Areas of weakness are pinpointed, instructional strategies revised, and best practices shared. Additionally, administrators do classroom walkthroughs to verify that curriculum maps are being followed.

Teachers have direct access to student achievement data through their classroom computers and use of the RxNet and Zangle systems. They are able to view CELDT test data for English Learners and easily view students' language proficiency information; with this data, teachers can easily differentiate instruction for the students in their classrooms in order to meet the needs of all students. Not only do they differentiate the instruction, but also they differentiate the product and sometimes the assessment. Moreover, teachers have access to benchmark data in mathematics, language arts, science, and social science.

The review of student achievement data on our campus is ongoing, sometimes almost fanatical.

**Adequate Yearly Progress (AYP):**

We are a Year 5 Program Improvement School. Our students achieved Adequately Yearly Progress for the 2006 School Year; unfortunately, this past year, we failed to meet all of the criteria necessary to move out of Program Improvement.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

Participation Rate – California High School Exit Exam

English Language Arts

Mathematics

<b>GROUPS</b>	<u>2005</u>	<u>2006</u>	<u>2007</u>			<u>2005</u>	<u>2006</u>	<u>2007</u>
*Schoolwide	97	98	97			97	99	97
African American	100	97	96			97	100	96
American Indian or Alaska Native	100	-				100	-	
Asian	95	100	100			98	100	100
Filipino	100	100	100			100	100	100
*Hispanic/Latino	96	98	97			97	99	97
Pacific Islander	50	-				50	-	100
White	100	100	100			100	100	100
*Socioeconomically Disadvantaged	97	98	98			97	99	99
*English Learners	96	98	97			97	99	97
Students with Disabilities	99	100	97			97	100	93

*\*Significant Subgroup*

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**Proficiency Rate – California High School Exit Exam**

**English Language Arts (22.3%)**

**Mathematics (20.9%)**

<b>GROUPS</b>	<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>			<b><u>2005</u></b>	<b><u>2006</u></b>	<b><u>2007</u></b>	
*Schoolwide	27.2	33.1	33.0			28.3	35.6	46.3	
African American	27.6	45.8	28.6			17.2	32.0	23.8	
American Indian or Alaska Native	-	-				-	-		
Asian	38.2	66.7	48.1			52.9	65.2	70.4	
Filipino	-	-				-	-		
*Hispanic/Latino	25.7	30.3	30.8			27.2	33.9	45.1	
Pacific Islander	-	-				-	-		
White	-	-				-	-		
*Socioeconomically Disadvantaged	25.2	31.3	32.0			27.6	34.6	46.7	
*English Learners	<b><u>19.9</u></b>	22.9	<b><u>18.8</u></b>			23.3	29.2	33.9	
Students with Disabilities	1.9	0	<u>1.9</u>			13.2	8.3	00	

<b><u>API Growth</u></b>	2005	2006	2007
	10	46	3

***\*API Growth Rate of at least “one point” meets the criteria for AYP***

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

<u>Graduation Rate:</u>	2005	2006	2007
	97.3	89.9	94.0

\*A “rate of at least 82.9” meets the criteria for AYP

<u>Adequate Yearly Progress Met</u>	2005	2006	2007
	No	Yes	No

**Academic Performance Index**

The implementation of our action plans has helped the school to see a rise in student achievement. Over the past three years our API has increased by over 60 points.. We continue to revise our Action Plans to assist our students in increasing their academic achievement.

API Base Data				API Growth Data			
	2005	2006	2007		From 2004 to 2005	From 2005 to 2006	From 2006 to 2007
Percentage Tested	97%	98	98	Percentage Tested	98	98	98
API Base Score	567	577	633	API Growth Score	577	623	636
Growth Target	12	11	8	Actual Growth	10	46	3
Statewide Rank	2	1	3				
Similar Schools Rank	6	4	6				

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**California High School Exit Exam:**

The passing rate for the California High School Exit Exam remains stable. We hope for a rise in “pass and proficiency rates” due to the implementation of our support and intervention courses. We have also instituted several after school tutoring programs to aid our students.

**CAHSEE Pass Rate by Program/Mathematics**

	<b>2005</b>	<b>2006</b>	<b>2007</b>
All Students	63%	75%	73%
Special Education	32%	25%	11%
English Learners	54%	63%	59%
RFEP	88%	94%	97%
Socio Economically Disadvantaged	63%	74%	73%
Non Socio Economically Disadvantaged	63%	74%	69%

**CAHSEE Pass Rate by Program/Language Arts**

	<b>2005</b>	<b>2006</b>	<b>2007</b>
All Students	64%	66%	68%
Special Education	19%	14%	18%
English Learners	49%	47%	50%
RFEP	95%	95%	95%
Socio Economically Disadvantaged	62%	76%	67%
Non Socio Economically Disadvantaged	No Data	76%	72%

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**Reclassification of English Learners to Fluent English Proficiency**

Our District has set as a goal that 10% of our English Learners will be reclassified by March of 2008. Although our reclassification rate has risen, we are increasing our efforts by providing English Learners on the Reclassification Candidacy list with Student Writing Clinics prior to the December testing. Moreover, we are keying in on tenth grade students in hopes of also preparing them for the CAHSEE that will be given in March.

Reclassification	Number		Percent
	EL Students	Reclassified	Reclassified
2004-05	1215	19	2%
2005-06	1159	32	3%
2006-07	1103	41	3.7%

**Ninth Grade Promotion Rate:**

Through a review of our student data, we have discovered that only 70% of our ninth grade students earn enough credits to move into the tenth grade. As a result, we reviewed student data to determine the cause for this and have worked to develop strategies to increase the percentage of students moving from ninth to tenth grade. Last year we began implementing schoolwide Sustained Silent Reading and teachers at the ninth grade campus incorporate Explicit Direct Instruction. Moreover, Academic Counseling Time allows students to review their transcripts, achievement data, and work to develop more responsibility toward their education. Likewise, this year the English Language Arts teachers will utilize the Scholastic Accelerated Reader program. Administrators also visit ninth grade classes to discuss with students issues on attendance, credits, GPA, and attitudes and responsibilities regarding testing. Additionally, at the end of the first semester the ninth grade campus celebrated those students with a GPA of 3.0 and above. This past semester over 160 students were honored.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**Promotion Rate from Ninth to Tenth Grade:**

	<b>School Wide</b>	<b>Hispanic</b>	<b>Socio-Economically Disadvantaged</b>	<b>English Learners</b>	<b>Students with Disabilities</b>
2005	70%	56%	80%	64%	65%
2006	67%	67%	74%	62%	63%
2007	70%	69%	71%	78%	60%

**Advanced Placement –**

AP Three Year Enrollment Comparison in AP Courses

<b>Course</b>	<b>2004-2005</b>	<b>2006-2007</b>	<b>2007-2008</b>
Biology	46	21	39
Calculus AB	51	27	55
Chemistry	*n/a	23	29
English Language	*n/a	*n/a	60
English Literature	31	23	42
Government & Politics	*n/a	*n/a	33
Spanish Language	69	43	49
Spanish Literature	12	23	9
Studio Art	0	6	2
US History	37	49	57
World History	*n/a	31	28

\*These courses did not exist at this time.

Four additional AP courses have been added to the Master Schedule in the past three years. Moreover, the numbers of students enrolled in AP courses has remained constant with the exception of Spanish Literature. Discussions with teachers indicate that there are fewer sections of Spanish being offered at the lower levels (Spanish I and Spanish II); so, students are not “gearing up” for this more advanced course, nor are they being encouraged to enroll in the more advanced course by their

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

counselor. However, discussions are now occurring with hopes of adding a rigorous Spanish III course that can help the students' transition from Spanish I and II to the Advanced Placement courses.

AP Three Year Comparison of number of Exam Test Takers:

AP Exam Test Takers	2004-2005	2005-2006	2006-2007
African American	0	2	4
Asian	13	22	25
Hispanic	89	87	87
White	0	2	2
Special Education	-	-	-
Total # of AP Exam Students	102	113	118
Total # of AP Exams Administered	161	189	233

AP Three Year Comparison of Students Scoring a 3 or Better:

AP Students Scoring a 3 or Better	2004-2005	2005-2006	2006-2007
African American	0	0	0
Asian	3	2	7
Hispanic	59	55	51
White	1	0	1
Special Education		-	-
Total # of Students with a 3 or Better	62	57	58

A review of the three-year comparison data indicates that although the number of students taking the AP Exams has increased, the pass rate has not. Moreover, we have found that we have students taking more exams than previously. This past spring and summer (2007), AP teachers participated in rigorous AP Audits through the College Board. Teachers were required to provide detailed course descriptions. Teachers also worked collaboratively with other teachers in our District to develop best

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

practices that were specifically designed for our specific AP population. Additionally, District-wide staff development will provide opportunities for further training by subject matter. Also, next summer (2008) more AP training is planned for these teachers through the College Board. Moreover, additional student tutoring is planned for this year in hopes of increasing the pass rate.

Unfortunately, AP Exam fees continue to rise and our students are hesitant to take the AP tests if they don't think they will pass. However, The College Board and State does offer some additional funding to reduce the cost of the AP tests for our students.

**Staff Development:**

Staff Development is embedded within the body of our Action Plans. Training is primarily driven externally by the state and district; however, each site is allowed some flexibility in participating in additional training and planning opportunities. Most of the English Language Arts teachers have completed the AB 466 training. The Mathematics teachers are completing the AB 466 training this year. Additionally, ELD teachers have participated in Highpoint Training; the Highpoint program is the core curriculum for the ELD I, II, and III English Learners.

Structured Teacher Planning Times are used to train staff on a myriad of topics. The District's Research and Support Team may present topics that focus on increasing the achievement of our English Learners, or individual departments may choose to have members present and demonstrate lessons to the departmental teachers. Time may be used to discuss departmental, as well as school issues for feedback to the Schoolwide Leadership Team or to address content standards in English, math, science, and social science.

The Data Team, composed of key teachers and support staff from most of the content areas, serve as leaders to train other staff members on the process for reviewing student achievement data. In the past they have trained and guided the staff on the utilizing of Curriculum Maps and Pacing Plans, utilization of technology, the development of benchmark/interim assessments, and the Analysis of Student Achievement Data in order to Inform Instruction. This is the fifth year that this team has been in operation; however, lately the District seems to have directed each school site to participate in focused staff development. Moreover, this year our district's focus has been on the Six Essentials. Staff Development Days have focused on the Six Essentials (Responsive Instruction, Student Work and Data,

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

Aligned Resources, Family and Community, Shared Leadership & Professional Development) with staff working to develop specific Smart Goals that are focused and measurable. Furthermore, much training has been provided to staff in the area of Thinking Maps. Staff Development days have been used to train staff on the utilization of Thinking Maps; additionally, teachers are asked to bring samples of student work to share with other teachers utilizing these maps during subsequent staff development times.

As a result of our initial WASC visitation, a visit by the Los Angeles County Office of Education, and a Categorical Program Monitoring and our going analysis of student achievement data, we continue to focus our efforts on the following critical areas:

- ✓ The need for the development of a Master Schedule that meets the needs of all students and the training of all staff members in the District Protocol for placement of students in these classes.
- ✓ The need for adequate support in the repair, maintenance, and upgrade of computer technology on campus.
- ✓ Need to address appropriate use of primary language in the content area classes (PL/SE) and effective, consistent use of the SDAIE strategies in all classes.
- ✓ The need to investigate the means of addressing additional counseling support of students.
- ✓ The need to involve all staff in the development of a progressive classroom discipline policy; all stakeholders need to review selected school discipline and attendance policies and procedures, analyze viability and enforceability, and then change or delete as necessary.
- ✓ The need to provide additional instructional support strategies that extend beyond whole-class, teacher-directed instruction utilizing the textbook as the primary curricular support.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**Significant Developments since our last Visit:**

**Academic Counseling Time:**

The purpose of Academic Counseling Time (ACT) is to help our students become more successful and to empower them to become responsible for their education. ACT time does this through a series of educational, college, and career related topics.

Academic Counseling Time takes place the first 20 minutes of each Tuesday during second period. Each student receives an Academic Counseling Time folder that remains in his/her second period class. Student materials and teacher scripts are distributed to each second period teacher the Friday before the ACT time so that teachers are able to review the materials in advance. If students move or drop from a second period class, then the teacher returns the student's ACT folder to either Ms. Molles or Ms. Douty in the Parent Center; they look up the student's new schedule and forward the ACT folder to the new second-period teacher.

Academic Counseling Time Topics include:

- Student Analysis of STAR Data and setting Performance Level Goals for this year's STAR Testing.
- Graduation Requirements, UC/CSU Entrance Requirements, Financial Aid, & How to Make up credits for graduation.
- How to compute Grade Point Average
- Review of Student Transcripts, Personal Learning Plans, and pre-registration for next school year.
- Planning and Preparing for their Future, Choices & Decisions, and Handling Stress
- Career Center and its Services
- How to Get the Most Out of High School

At the end of the school year, the teachers and students complete a survey. This survey is used to develop the ACT Calendar for the following school year based on needs, desires, and interests.

Moreover, students take their ACT folders home to share with their parents and use as a guide for future endeavors.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**Advancement Via Individual Determination (AVID)**

This year is the first year of implementation for the AVID program. This program is designed to prepare students to succeed in a college and honors preparatory pathway for admission to a four-year college or university upon high school graduation.

AVID is an elective program that students must apply and be accepted into. Middle school students and our ninth grade students can apply for this program in the spring. Students must meet the following criteria:

- Have between a 2.0-3.5 grade point average.
- Have average to moderately high-test scores.
- Score at the Basic and/or Proficient level on the Content Standards Tests.
- Have good classroom behavior and attendance.
- Complete all of their class work and homework assignments.
- Have the potential and desire to work hard to attend a four-year university or college.
- Are committed to enrolling in AVID every semester of high school
- Will be placed in rigorous college preparatory and honors courses.
- Must agree to enroll and sign up for at least 1 Advanced Placement course & exam by the 12th grade.
- Will enroll in Summer School for the summer between 8th and 9th grade.
- Are willing to attend summer school at Garey or summer programs at a college or university as needed to ensure completion of college requirements and experiences.

The Assistant Principal who is facilitating this program has brought together a group of highly trained and highly motivated teachers. Teachers and administrators attended extensive training this past summer and are now participating in ongoing training throughout the school year. Parents play an active part in the success of their student in the AVID program and must attend regular parent meetings. The success of this program will be measured by the percentage of AVID students who are promoted from ninth to tenth grade, students' grades, CAHSEE pass rate, the percentage of students who meet the A – G requirements, and percentage of students enrolling in 4-year colleges and universities.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

This first year of implementation is only for ninth graders on the ninth grade campus; however, each year two additional sections per grade level with the goal of eight sections will be added.



*AVID Tutors working with students in small groups! In the background peer tutoring and demonstration of problem solving using the whiteboard.*

**Administration of California High School Exit Exam:**

The format for testing tenth grade students on the CAHSEE during the March Testing has been revised. Previously, large groups of students were tested in the school gymnasium and in the school cafeteria. We realized that this was not the best climate for our students.

With the proficiency rate needed to make our Adequate Yearly Progress increasing another ten percent on both the English Language Arts and Mathematics sections of the CAHSEE, we knew that quality changes had to be made.

This year students took the CAHSEE within a classroom context creating a more conducive testing environment while minimizing distractions. Campus teachers administered the test to students which helped to reduce the affective filter. Snacks were provided to each classroom and the school schedule was adjusted to ensure test criteria are met.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

The teachers served as test administrators and a specific physical space on campus, the 700 and 500 classrooms, was utilized. Support personnel, such as counselors, resource teachers, proctors, and clerical staff, were used as “runners” to assist with the outside logistics.

**Ninth Grade Promotion to Tenth Grade:**

Concerns regarding a low promotion rate from ninth to tenth grade led to several actions:

- ✓ The addition of a two-period block ninth grade reading intervention program for students with CST scores of Far Below Basic on the ELA portion of the STAR examination.
- ✓ The addition of a two-period block Language Arts program for students with CST scores of Below Basic on the ELA portion of the STAR examination.
- ✓ Small student group meetings with administrators regarding credits, promotion, and graduation.
- ✓ Parent meetings.
- ✓ Ninth Grade training and implementation of:
  - Explicit Direct Instruction
  - Sustained Silent Reading
  - Daily Oral Language
  - Scholastic’s Accelerated Reading Program
- ✓ Expansion of Student Assistance Program (SAP) to the Ninth Grade Campus.
- ✓ Utilization of College Tutors to work in the math classes.
- ✓ Recognition of those ninth graders with a 3.0 GPA.

**English Learners:**

Concerns regarding 60% of our English Learners earning “D’s” and “F’s” in their core content classrooms, especially among students in the ELD classes, led to several actions:

- ✓ Parent Orientation meeting with ongoing contacts to the parents of students who are not achieving.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

- ✓ Running of regular deficiency reports to determine students who are not achieving in order to have individual student and parent contact.
- ✓ Promote teacher conversations with students.
- ✓ Counselors meet with both students and parents.
- ✓ Ongoing regular after school tutoring
- ✓ Utilization of College Tutors to work in ELD and SE classes.
- ✓ Intervention/Support classes –
  - Algebra SE → ELD Algebra
  - ELD I, II, and III classes are all blocked with a second period of support.

Moreover, teacher release days have been scheduled for collaboration to analyze and align the curriculum between English Language Development and SDAIE classes.

**District and Site Staff Development**

As a result of District contract negotiations with the Teachers' Union, three additional days of student-free, staff development days have been added to our school year. Moreover, each department is required to provide a calendar of trainings that will be incorporated into our late-start Fridays. This additional time is used to:

- ✓ Train staff on utilization of technology such as new smart boards and software.
- ✓ Use of Explicit Direct Instruction and Direct Instruction with focus on “Checking for Understanding” on the main campus.
- ✓ Thinking Maps
- ✓ AP Audits
- ✓ AVID
- ✓ Harvard Training for Administrators

**GAREY HIGH SCHOOL**  
***Mid Term Report***  
***Spring, 2008***

**Implementation and Monitoring of the Schoolwide Action Plan**

Implementation and Monitoring of the School wide Action Plan is a school wide effort. Although, the Leadership Team, composed of seven administrators, the activities and athletic directors, eight unit leaders, librarian, nurse, Title 1 Resource Teacher and Focus Group Chairs, takes on the responsibility for ensuring that the Action Plans are implemented and monitored, the ongoing Focus On Learning Process involves our entire school community.

There was continuing two-way communication between the teachers, parents, students, and support personnel and the Leadership Team to guarantee that all stakeholders have had opportunities to provide suggestions related to the Critical Areas and our Action Plans. Moreover, the School Site Council has had an active role in this process and has worked to ensure that the goals and the objectives of the Focus on Learning process are embedded within our Action Plans and that categorical funds are used to support our efforts.

Since our original six-year visit in 2005, the Leadership Team has been regularly reviewing the Action Plans and the School wide Critical Areas for Follow Up. They have been keeping their departments involved in this process by helping to provide valuable insight and evidence to support our implementation plans. There has been two-way communication between the departments, advisory committees, and parent groups. The information gathered, the regular review of student achievement data, and directives from our District were used to revise our Action Plans. New staff members have been infused into this process and a special training session was held for new teachers this year.

Based on school wide contributions, the previous Focus Group Leaders, who also attend Leadership meetings, served as the writing team for this Mid Term Report. Specific attention was given to Schoolwide Critical Areas for Follow up. The Leadership Team and School Site council reviewed the final draft with further comments and contributions. Copies of the final report were distributed to all staff members, the School Site Council, and our District.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**Report on Schoolwide Action Plan Progress:**

**Goal I: Many of the classes observed were characterized by whole-class, teacher-directed instruction, utilizing the textbook as the primary curricular support, without utilizing additional instructional support strategies.**

**Teachers have implemented, on a daily basis, various methods of instruction that extend beyond the use of the textbook and stimulate all students' thinking levels. These include:**

- **Explicit Direct Instruction** – All teachers at the ninth grade campus use this method of instruction as well as others within their classroom. On the main campus the main focus of this strategy is “checking for understanding” model. Basically, teachers and students will be on the same level in terms of subject content, procedures, and expectations.
- **Additional Instructional Support Strategies** – This year (2007-2008) all teachers throughout the district are implementing “Thinking Maps” as a core instructional technique. Three staff development days have been assigned for district wide professional development regarding “Thinking Maps”. Each in-service is divided into district wide subject areas that incorporates professional collaboration amongst the different schools throughout the district. Last year (2006-2007) the district focused on “Direct Teaching” strategies. Then, two years ago (2005-2006) the focus was “Writing Across the Curriculum”. These strategies evidence various methods of instruction designed to stimulate student learning objectives as well as develop Macro and Micro critical thinking abilities.
- **English Language Development I, II, III** – The utilization of technology has been expanded in the English Language Development classes to incorporate key instruction methods to assist in students in mastering the core curriculum. In order to stimulate and engage classroom instruction, ELD teachers utilize smart Boards, class laptop carts, and projection units. Additionally, the ELD department members utilize specific Teacher Planning Time dates to be inserviced on the new technology by the Teacher Specialist of Technology assigned to our school.
- **Technology software included in new textbooks for Social Science department (Prentice Hall)**- The department also received projection units to implement the new technology. The Social Science department utilizes specific dates of Teacher Planning Time to engage in professional development within the area of technology.
- **“River Deep” program in Math department incorporated with Smart Boards**- This program is a computer based instruction/assessment tool incorporated with interactive review activities. This program is aligned with the California State Standards as well as the California High School Exit Exam standards and curriculum. Department members attended in-service trainings at the District office relating to the “River Deep” program.
- **Smart Boards usage in the Science department** -Department members reserve specific days of Teacher Planning Time to participate in professional development relating to technology (specifically Smart Boards).

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

- **A new course for College Prep Seniors in the English Language Arts department** -the Expository, Reading, and Writing course. This course is in conjunction with the CSU system. This yearlong course is divided into 1<sup>st</sup> and 2<sup>nd</sup> semesters worth 5 credits apiece. The class is designed for college-prep students who are not ready for the rigors of college. They have not mastered the writing skills necessary to meet the minimum standards of college English. The ERW (Expository, Reading, and Writing Course) is designed to implement strategies to develop and strengthen students' writing skills.
- **Advance Placement (AP) Audits** – During the 2006-2007 School year the AP courses district wide are involved in an audit conducted by a National College Board Advisory Committee. The audit is to establish and reinforce the criteria and curriculum of all the AP courses offered. Each individual AP teacher submitted his/her course syllabus outlining the curriculum and expectations of their specific course. The National College Board Advisory Committee approved each course syllabus in order for the course to be sanctioned as AP. Garey High School had a 100% approval on our AP courses. The major difference is an approved AP course embodies certain specifications and requirements. Certain determined scores of these assessments are acknowledged with both recognition and the unique opportunity of students receiving National College based credits. Thus, the major importance and significance of the audit conducted by the National advisory board is required.
- **Implementation of the AVID Program for the 2007-2008 school year.** This program is designed to prepare and equip students for entrance and admission to a four-year college or university upon graduation. Entrance into the program is based on certain criteria but mainly targets the in between student (GPA 2.0-3.5). AVID is an elective program. The program is offered only for ninth graders over at the Garey Village (Ninth grade campus), with additional grade levels being added each school year. Moreover, tutoring is offered free to any student Tuesdays and Thursdays before school.
- **Academic Counseling Time (ACT)** - another program developed to incorporate instructional support strategies. ACT occurs school wide once a week (every Tuesday) during second period for twenty minutes. The purpose and goal of this program is to empower our students and make them more individually accountable or responsible for their K-12 education as well as higher learning education such as at Colleges and career related topics. ACT develops interpersonal strategies and facilitates teacher/student interaction.
- **The Accelerated Reader Program-** implemented for ninth grade students on the ninth grade campus. The goal is to equip ninth grade students with the fundamentals and key essentials required to develop and acquire reading skills. This is a web-based program.
- **Mentor Teacher Program-** teachers observing other teachers to increase their use of best practices.
- **Monthly New Teachers Meetings** – are held by one of our assistant principals to provide new teachers with valuable information and share instructional strategies that support student learning.

**GAREY HIGH SCHOOL**  
***Mid Term Report***  
***Spring, 2008***



*Students participate in various activities that extend beyond the use of the textbook.*

**GAREY HIGH SCHOOL**  
***Mid Term Report***  
***Spring, 2008***

**Goal #2 – Address appropriate use of primary language in the content area classes (PL/SE) and effective, consistent use of the SDAIE strategies in all classes.**

Teachers at Garey High School are provided with a myriad of staff development opportunities and training in order to provide the effective and consistent use of the SDAIE strategies in all classes. In every classroom, teachers use focused, standards-based instruction that includes: guided practice that aligns with the learning objectives; *Checking for Understanding* throughout the lesson; and using a variety of strategies to engage all students. In addition, differentiated strategies (including Thinking Maps and Systematic ELD instruction) to make content comprehensible and accessible to all students are used.

Garey High School Special Education teachers also utilize effective research-based teaching strategies, including direct instruction; modeling; thinking maps; student-centered walk-throughs; higher level questioning; differentiation; small group instruction; vocabulary development; think-alouds; review of common assessments; monitoring/evaluation of student work; and re-teaching for all students identified as English Language Learners.

Students identified as English Learners and placed in specific ELD classrooms, via the CELDT, participate in a rotational ELD block and receive at least 45-60 minutes per day of direct instruction at his/her own level. Our teachers team to ensure appropriate placement of EL students. Moreover, students participate in daily structured lessons using Suro's Systematic ELD and Highpoint programs and are monitored and assessed every 6-8 weeks.

Garey High School's English Learners have the opportunity to participate in several support programs of instruction in English language development in order to develop proficiency in English as rapidly and effectively as possible. Examples of these include:

- Student Writing Clinics, offered Monday-Thursday after school on an ongoing basis
- Student tutoring in the core content areas
- The Avid Program at the ninth grade level which prepares students to succeed in college and honors classes, and which serve as a pathway for admission to a four-year college or university upon high school graduation

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

Sixty-percent of our English Learners at Garey earning “D’s” and “F’s” in their core content classes has led to several actions:

- parent orientation with ongoing contacts to the parents of students who are not achieving
- running of regular deficiency reports every six weeks to determine students who are not achieving in order to have individual student and parent contact
- promoting teacher conversations with students
- counseling with students and parents
- ongoing regular after school tutoring
- utilizing college tutors to work in ELD and SE classes
- employing intervention/support classes

School staff uses the Student Teacher Planning Time to process and analyze data – which includes CST, CAHSEE, CELDT and DWA results. Intervention is immediate to accelerate learning for all under performing students. In addition, our teachers use the RxNet to run multiple reports that track patterns in their students’ performance, thus helping to inform and modify their instruction. Moreover, District Teacher Specialists are utilized for classroom observations and feedback; and Teacher Teaching Specialists (TTS) and Academic Coaches are utilized to enhance instructional support.

Our assigned TTS and Academic Coach engage in activities that have a direct impact on classroom instruction; such as modeling, coaching, and observing teachers on the use of best practices; helping with lesson plans; analyzing data; examining student work; and developing common assessments. Additionally, both the TTS and Academic Coach have provided on-going coaching and support to new teachers.

**GAREY HIGH SCHOOL**  
***Mid Term Report***  
***Spring, 2008***

**Goal 3: Increase involvement of stakeholders in the development of the Master Schedule and assist in the understanding of the process.**

- Last year during a staff development day two of our assistant principals provided information to the teachers explaining the process for placement of students into English and math classes.
  
- The School Site Curriculum committee is now reviewing our current course offerings and course descriptions in efforts to institute possible additions to courses being available to students. This committee also serves as a vehicle for communication between the teachers, unit leaders, and the school and District administration.
  
- A different Assistant Principal has been newly assigned the responsibility for the Master Schedule and the staff truly appreciates her high energy and efforts. In addition, she meets weekly with her counselors to keep them apprised of teachers' concerns and classroom needs. What remains to be done is the training of the staff in the placement protocol, as outlined by the District, to ensure that students are properly scheduled in courses before the school year begins.
  
- Scheduling for the Special Education classes remains a concern; due to the fact that in the past, the Special Education department has been an entity unto itself and decisions have been made independently of site administration or any other stakeholders. Scheduling is done by the District office with little or no input from the school site. However, as a result of an audit initiated by the Superintendent last spring, the department is now more accountable to the newly appointed Chief Academic Officer; creating an avenue for input from additional stakeholders.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**Goal 4: Investigate the need for additional technical computer support.**

During the fall of 2006 our District instituted a new web-based process for the installation, repair, and maintenance of computer hardware and software. All staff members have the ability to go into the District's web site and report computer problems and/or printer issues. Then, each request is given a ticket number that both the District and Site computer technicians review, prioritize, and address. When the problem has been solved, then the ticket is closed. This process allows for monitoring by both the person who reported the problem, as well as District personnel and the site principal to ensure that problems are addressed and equipment repaired.

The District has recently provided us with a part-time teacher specialist who visits our campus and conducts trainings for our staff. She initially surveys the staff to determine their areas of need and then sets up specific training dates. Additionally, with the use of Smart Boards in the Algebra and ELD classes, she has assisted with the training of the staff in the setting up, maintaining, and use of the equipment. Examples of other trainings she has conducted include PowerPoint, Excel, and Presentation Pro and other technology specific programs related to the newly-adopted Social Science curriculum. Additionally, she has been a support in the set up and initiation of the Accelerated Reader program at the Garey Village campus.

District content teacher specialists regularly visit Garey's core content teachers and provide technology support and guidance in new software and instructional strategies focusing on their content.

Moreover, over the past few years, we have hired many new, young teachers who are more computer savvy and are able to trouble-shoot and repair their own equipment without having to ask for help.

There continue to be concerns, however; as response to requests for repairs from the Computer Techs can be sporadic and/or delayed in many instances.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

**5. Investigate means of addressing additional counseling needs of students.**

After investigating the means of providing additional counseling support for our students, we have been successful in adding additional counselors to our staff. As a result, the main campus now has four counselors along with a Data Processing Assistant; and our ninth grade campus has one counselor and a Student Resource Assistant, thus greatly improving the counseling needs of our students.

Recently, a state grant enabled us to hire an additional counselor for our main campus; we are currently interviewing for this position.

Additionally, the District wrote a grant and the Student Assistance Program (SAP) began on our Campus. This program has provided one additional peer resource counselor and an assistant. The program provides ongoing assistance to our students and parents in the form of personal counseling and referrals to community resources.

The Student Assistance Program (SAP) receives referrals from Administration, Counselors, Teachers and other Students. Students are encouraged to join support groups such as: Anger Management, Substance Abuse, Grief/ Loss and Incarceration. Currently we also have a person who is in the process of receiving a Masters in Social Work (MSW), working with our students twice a week on counseling matters. SAP currently holds bi-weekly *Core Team* meetings to discuss student cases. The *Core Team* includes a Guidance Counselor, Special Education Teacher, a Physical Education Teacher and our ELD Sheltered Emersion Teacher. The SAP grant is part of the Safe Schools and Healthy Students Initiative.

The Peer Counseling Program and Conflict Mediation program has also been working to provide additional support to our students. Students are trained to provide peer counseling to other students who are in need of assistance. Additionally, the district supports these programs by providing training to our advisors and inservices to the students involved.

This is our third year of implementing the Academic Counseling Time. The purpose of Academic Counseling Time (ACT) is to help our students become more successful and to empower them to become responsible for their education. ACT time does this through a series of educational, college, and career related topics.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

Academic Counseling Time takes place the first 20 minutes of each Tuesday during second period. Teachers receive their folder at the first staff meeting of the year. Included in the folder is a calendar of weekly topics that will be reviewed with students. Topics include: *School Policies, Testing Schedules, Testing Scores and student evaluation of them, Testing Strategies, Computing Students GPA, Review of personal Transcripts and College Requirements*. Each student receives a Garey High School folder that remains in his/her second period class. Student folders are printed with *High School Graduation Requirements; A-G Requirements; and Web Sites for College Admission, Financial Aid and Scholarships*. Students' materials and teacher scripts are distributed to each second period teacher the Friday before the ACT time so that teachers are able to review the materials in advance. At the end of the school year, students take their ACT folders home to share with their parents and use as a guideline for future endeavors. Surveys are distributed to both students and staff at the end of the school year to help determine additional topics for the following year.

**6. Involve all staff in the development of a progressive classroom discipline policy; all stakeholders need to review selected school discipline and attendance policies and procedures, analyze viability and enforceability, and then change or delete as necessary.**

All stakeholders have reviewed the school discipline and attendance policies and procedures.

In April of 2006 a student representative to School Site Council who is also a member of Student Council, met with Student Council to discuss these issues. Overall, the students agreed with the school wide guidelines, but felt that each department should have its own individual policies related to tardiness, attendance, and discipline. The students also felt that the teachers need to serve as role models by enforcing the Discipline Guidelines. Currently, they felt that not everyone enforced the policies consistently. For example, they felt that security didn't really enforce the rules and that the students know which administrators will let them "slide". The students felt that any new rules should start at the beginning of the school. Student council felt that if the rules were not going to be enforced consistently all year, they should not be enforced at all. Moreover, they felt that the students' and teachers' loss of break time might serve to help motivate everyone to follow the school guidelines.

Students receive the attendance and discipline policies in their initial registration packet at the beginning of each year. Then, the students review attendance and discipline policies again during a

**GAREY HIGH SCHOOL**  
***Mid Term Report***  
***Spring, 2008***

session of their Academic Counseling Time that is held once a week, on Tuesday, for the first 20 minutes of class time. Additionally, grade level assemblies were held at the beginning of the school year to reinforce school policies. Moreover, many teachers include these policies in the Course Expectations and have both students and parents sign this document and return it to the teacher.

Parents also receive the attendance and discipline policies in their student's registration packet at the beginning of each year. This information is also included in the Parent Handbook and reprinted and reinforced in the parent newsletter. Oftentimes, students are tardy to class because their parents are dropping them off late in the morning; this seems to be an ongoing problem. However, the school does address this through the automated telephone calling system and written communications sent home. Furthermore, the principal is continually reinforcing the importance of regular school attendance and the importance of being prompt to school during each and every parent activity he attends. This year in an effort to reach out to the community, two Town Hall meetings were held at the school. The purpose of these meetings was to solicit support in order to increase the awareness and foster additional enforceability of school policies; specifically, related to graffiti and cleanliness, availability and general access of restrooms.

Discipline policies are reinforced with the staff in several ways. Examples of this include the opening orientation meeting held with teachers in August and reinforced repeatedly during staff and departmental meetings. Classified staff members meet with the principal and review discipline policies with specific emphasis being placed on the non-use of cell phones by employees during the school day. Ultimately, it is each staff member's professional responsibility to reinforce and uphold the school's policies on discipline, the dress code, and the use of electronic devices such as cell phones and IPODS.

During the spring and summer of 2007, the Tardy Policy was revised to meet the changing needs of our school. The Assistant Principal in charge of Discipline felt that a change in policy was needed because of ongoing tardy sweeps and the use of the In-School Suspension Room; he developed a draft of the new school policy, presented it to the administrative team, it was discussed; and then, the principal approved the new policy. The policy was then revised and printed for all stakeholders. In addition, most teachers have developed their own classroom tardy policy that they use with their students that reinforces the school wide policy.

**GAREY HIGH SCHOOL**  
**Mid Term Report**  
**Spring, 2008**

The school's attendance policy aligns with the District's Policy. The District Policy is based on Education Code Section 48205. This code outlines the reasons for an excused absence from school. Students with excessive absences may be referred to the Student Success Teams and/or alternative programs. As our District is in a state of declining enrollment, it is reticent to withdraw students without proper verification that the students have moved to another District, an alternate program, or returned to Mexico. This is frustrating to our school site as these students remain part of the state's formula for calculating our API and AYP, and determining our accountability. Nevertheless, several teachers have developed their own "participation" grade that they use as part of their Course Expectations and grading policy.

During the course of reviewing the discipline policy, the English/Language Arts Department felt that the students needed a school policy regarding the use of plagiarism. As a result, the Unit Leader has worked with the department members and developed a policy on Academic Honest. This policy also outlines consequences for infractions. Moreover, so that all students understand the definition of Plagiarism, the school Librarian developed a lesson plan that each teacher presents to his/her students during the first two weeks of school. (Leadership- 05/07/07; SSC – 06/07/07)

**Summary:**

We understand that our task is a difficult, ongoing, one! However, we continue to work hard and remain hopeful. Our newly hired teachers and administrators are enthusiastic and full of energy; they bring with them new technology-focused education and exciting student-centered instructional activities. Our English Learners and at risk students are being provided a more comprehensive education, full of new instructional strategies that differentiate instruction based on their levels of proficiency. Moreover, our veteran staff helps to keep our new staff on solid ground by providing them counseling on classroom management and discipline.

**GAREY HIGH SCHOOL**  
***Mid Term Report***  
***Spring, 2008***

**GAREY HIGH SCHOOL**  
***Mid Term Report***  
***Spring, 2008***

**GAREY HIGH SCHOOL**  
***Mid Term Report***  
***Spring, 2008***