

# *Garey High School*

## **Chapter I: Student/Community Profile**

Garey High School was established in 1962. It is located in the southwestern section of Pomona, located approximately 30 miles from Los Angeles. It is the largest of four comprehensive high schools in the Pomona Unified School District.

Currently, the enrollment of Garey High School is approximately 2350 students in grades 9 through 12. The ninth graders, although a part of the total school, are located on another site. Called Garey Village, this site opened in September, 2001, in an attempt to ease the overcrowding of the main campus.

The school is located in a predominately lower middle to lower socio-economic area. Seventy five percent of the student body qualifies for the free and/or reduced Lunch Program. Student mobility rate is an ongoing problem. The approximate ethnic make up of the student body is 84% Hispanic, 8% Asian, 3% African-American, and 1% White. There are approximately 1200 English Learners. There has been an increase in Special Education students, with 272 students currently identified to receive services. GATE identified students have decreased, with a current GATE enrollment of 114 students.

Garey High School has achieved its Academic Performance Index (API) for the past three years. In 2002, the school had an API score of 491. In 2003, the school increased its score significantly by 31 points. In 2004, the school increased its API by an additional 34 points. In 2004, all significant subgroups met their growth targets, with a participation rate exceeding 95%.

The passing rate for tenth grade students on the California High School Exit Exam has been increasing. For all students, the test pass rate has been approximately 60% in Language Arts and 62% in math. The re-designated Fluent English Proficient students had a 96% pass rate in 2004.

The district has in place a Competency Exam that covers mathematics, English/Language Arts and writing. While the pass rate on this exam is in the 90<sup>th</sup> percentiles for math and English/Language Arts, the pass rate in writing is only in the 60<sup>th</sup> percentiles. This has reinforced a school-wide focus on the Writing Process.

Students taking and passing the Advanced Placement Tests has declined during the 2004 school year. In 2003, 142 students signed up to take 209 AP exams, with 111 students passing with scores of 3 or higher. During the 2004 school year, 92 students signed up for 141 AP exams, with 53 students passing. The school cites significant reasons for the number of students signing up for exams declining. These include the end of a 3 year Advanced Placement Grant in 2003, that had reduced the cost of the

exams for the students and the retirement of a veteran teacher who had been instrumental in students taking and passing the Spanish Language exams. For the 2005 school year, Garey High School is using categorical funds to help pay for more students to be financially able to take the exams.

In an attempt to raise all test scores and academic success of all students, the school reviews student achievement data each October to help identify areas of academic focus. Classroom instruction and student learning is monitored by reviewing student interim assessments/benchmarks and percentage of students, by teacher, mastering standards in the core content areas. Structured teacher planning time has been established to review interim assessment data to ensure that students are mastering the standards. Several after school and Saturday tutoring programs have been initiated to help students. Upon entering 9<sup>th</sup> grade, identified students are placed in one of three tiers based on their Content Standards Test scores, grades in middle school, middle school recommendations and proficiency on the District-wide Assessments. Additional criteria for placement includes attendance data, discipline records, retention and social promotion. This intervention program is part of the Pomona Unified School District High School Intervention Program, which is designed to place students at levels where they will receive the most help in areas they are deficient.

The average daily attendance rate exceeds 90% at Garey High School. Based on the latest data for the 2002-3 school year, 14 (.6%) students were identified as dropouts. During that same school year, there was a graduation rate of 92.6%.

Based on the 2001 API, 81% of all teachers were fully credentialed. The staff participates in a variety of ongoing inservice training and professional staff development programs. During the 2003 school year, 93% of all teaching staff were CLAD/BCLAD or SB1969 credentialed, or were completing their CLAD certification.

Parent involvement is fostered through the existence of a Parent Center on campus that is staffed by a full-time Community Liaison. She assists with Title 1 Parent Meetings, English Learner Advisory Committee, and other parent trainings. Through this center, other information is provided to parents such as referral to agencies for parents needing various forms of assistance, helps with teacher “positive letters” being sent home, and encouraging parents to get involved in school activities and committees.

**Academic Performance Index**

The implementation of our action plans has helped the school to see a rise in student achievement. Over the past two years our API has increased by over 60 points.. We are optimistic about the future as we approach full-implementation of our action plans.

**School Wide API**

API Base Data				API Growth Data			
	2002	2003	2004	3.3..0	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percentage Tested	97	98		Percentage Tested	96	98	98
API Base Score	474	501		API Growth Score	491	525	559
Growth Target	16	16		Actual Growth	17	31	34
Statewide Rank	1	1	1				
Similar Schools Rank	4	4	4				

**California High School Exit Exam:**

The passing rate for the California High School Exit Exam has also seen a steady climb. We are anticipating a continued rise due to the implementation of CAHSEE Math and CAHSEE English intervention courses. We have also instituted several after school and Saturday extended tutoring programs to aid our students.

**CAHSEE Pass Rate by Program/Mathematics**

	2002	2003	2004
All Students	18%	29%	62%
Special Education	0%	6%	21%
English Learners	12%	23%	50%
RFEP	37%	57%	96%
Socio Economically Disadvantaged	18%	29%	62%
Non Socio Economically Disadvantaged	18%	35%	66%

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

	<b>2002</b>	<b>2003</b>	<b>2004</b>
All Students	30%	49%	60%
Special Education	14%	16%	24%
English Learners	23%	39%	44%
RFEP	-	91%	97%
Socio Economically Disadvantaged	30% %	47%	59%
Non Socio Economically Disadvantaged	39%	59%	68%

**CAHSEE Pass Rate by Gender & Ethnic Designation/Mathematics**

	<b>2002</b>	<b>2003</b>	<b>2004</b>
All Students	18%	29%	62%
Female	15%	28%	61%
Male	21%	31%	62%
African/American	6%	18%	43%
Asian	25%	34%	83%
Hispanic	18%	29%	61%
White	-	27%	64%

**CAHSEE Pass Rate by Gender & Ethnic Designation/Language Arts**

	<b>2002</b>	<b>2003</b>	<b>2004</b>
All Students	30%	49%	60%
Female	30%	51%	63%
Male	31%	47%	56%
African/American	36%	48%	48%
Asian	40%	65%	76%
Hispanic	29%	47%	58%
White	-	-	82%

Student achievement data for the District’s Competency Exam (graduates of 2005), shows a continued increase in the student pass rate. However, there is grave concern among some teachers regarding test standards. Under District directions, students need only score at the 12th percentile on the English Language Arts or the Mathematics portion to earn a passing score. Additionally, students need only pass with a “2” on the Writing Sample. This is the last year that this exam will be used because of the legitimacy issues that have been expressed.

Notwithstanding, the data continues to indicate that there is a continued student weakness in the Writing portion of the Competency Exam, as the pass rate

is significantly lower than the other two parts of the exam. This reinforces our schoolwide focus on the Writing Process.

### **Competency Exam Pass Rate**

<b>Date of Exam</b>	<b>Total Number of Students Tested</b>	<b>% Passing Mathematics</b>	<b>% Passing Eng/Lang Arts</b>	<b>% Passing Writing Sample</b>
November, 03	91	91% (64/70)	91% (51/56)	60% (37/62)
November, 04	55	94.3% (33/35)	92% (23/25)	69% (29/42)

### **Advanced Placement – 4 Year Study**

Garey High School received a three year Advanced Placement Challenge Grant for the 2000-2003 school year. The monies were used to enhance the Advanced Placement program at Garey.

<b>A.P. Year</b>	<b># of AP Courses Taken</b>	<b># of AP Tests Sign-up</b>	<b># of AP Students Testing</b>	<b># of AP Passing scores(3-6)</b>
2001	12	133	79	56
2002	14	153	86	49
2003	16	209	142	111
2004	11	141	92	53

In looking at the data in the chart above, please note some varying numbers of students taking AP tests at Garey. In year 2003, we had a veteran teacher of 30+ years retire and he wanted to go out with a “bang” and continuing his success record for the Spanish Language students Passing with a 3 or better. Both the students and the teacher displayed remarkable success with 98 students passing out of 103 test takers.

In year 2004, please note a decline in both the number of AP courses and test taken as well as the number of students participating in the AP testing. This may be reflected because of the lack of funding by the state to continue to allow us to offer the AP test (as in previous years) for only \$10.00 to our students because we were a school where more than 75% of the students were on the free and reduced lunch program. Consequently, because the fee’s increase ranged from \$20 up to \$86.00 the students were hesitant to take the AP tests if they didn’t thing they would pass. Our numbers for 2004 were lower than we had expected.

The intention this year is to use categorical funds to help pay for these exams so that more students have the opportunity to take and pass the various AP examinations.

**Attendance & Dropout Rate:**

Although the Average Daily Attendance exceeds 90%, there is still concern among staff members regarding student attendance. Most staff members feel that this percentage is deceiving. Additionally, with a ninth grade population of over 700 and a graduating class of a little over 325, questions continue to arise regarding lack of student attendance. Notwithstanding, teachers incorporate “participation” into their Course Expectations. Intervention meetings are held with parents and a Case Management Team meets bi-monthly to discuss specific strategies to help students with severe attendance problems.

**Average Daily Attendance/Percentage of Students**

<b>Year</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
9th Grade	34.49%	33.61%	33.82%
10th Grade	25.50	26.03	25.90
11th Grade	17.29	19.47	17.93
12th Grade	18.59	16.39	17.93
SDC	4.13	4.50	4.41
<b>Schoolwide/Overall</b>	<b>94.79%</b>	<b>93.87%</b>	<b>94.07%</b>

**Suspensions and Expulsions:**

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year.

<b>Suspensions &amp; Expulsions</b>	<b>School</b>			<b>District</b>		
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Suspensions (number of actual students)</b>	NA	NA	NA	NA	NA	NA
<b>Suspensions (number of incidents)</b>	386	374	345	NA	NA	NA
<b>Suspensions (rate)</b>	16.75	15.75	13.78	NA	NA	NA
<b>Expulsions (number)</b>	NA	NA	NA	22	30	33
<b>Expulsions (rate)</b>	NA	NA	NA	0.06	0.09	0.09

## **Dropout Rate and Graduation Rate**

The Garey High School Graduation Rate also continues to climb. Moreover, the graduation rate for Garey High School exceeds the District's average. Over the past several years we have seen an increase in the number of students who go out into society with a Garey High School diploma in their hand.

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate was (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
<b>Enrollment (9-12)</b>	2266	2304	2373	7627	8164	8591	1703492	1735576	1772417
<b>Number of Dropouts</b>	32	10	14	302	419	369	47282	47899	48454
<b>Dropout Rate (1-year)</b>	1.4	0.4	0.6	4.0	5.1	4.3	2.8	2.8	2.7
<b>Graduation Rate</b>	96.4	89.7	92.6	78.0	77.3	80.2	85.9	86.7	86.9

### **Graduation Rate Change**

<b>2001/02</b>	<b>2002/03</b>	<b>Change</b>	<b>2003/04</b>	<b>Change</b>
89.7 %	92.6%	+ 3.9 %	92.7	-0.4

## **Chapter II: Progress Report**

### Significant Changes:

There have been significant changes at Garey High School since the last full WASC Accreditation. Sixty percent of the staff was not on site six years ago. The majority of teachers have been at Garey less than five years. Two of the vice-principals are new to the school and the principal, although previously on staff, was appointed as principal after the last visit.

In September of 2001, a ninth grade campus was opened to help ease the overcrowding of the main campus. When the ninth grade campus opened, there were 250 ninth grade students. There are now over 600 ninth graders. The AB Prep Program, an intervention program for ninth graders, has been located on the ninth grade site.

Garey High School implemented a Digital High School Grant. Students and teachers are now more technologically literate and use of computers is a major focus of teaching and learning. There is frustration, however, when time is lost due to repair and district networking problems.

The school has been identified as a Title I Program Improvement School and is a Year III School. It has also been identified as a SBIX, IIUSP, and a High Priority School. The district has been identified as a Comite de Padres district based on the large number of English Learners.

Additional changes since that the last full accreditation visit has included the lost of a counselor, assistant principal, custodian and a proctor. Time has also been reduced for librarians, custodian and campus security staff.

To ensure a successful follow-up process, the Focus on Learning Leadership and Focus Group Chairs and Co-Chairs have the responsibility for monitoring the Action Plans, and work to ensure that all stakeholders are given the opportunity to participate. The School-wide Leadership Team meets twice each month and serves as a two-way system of information sharing and decision making. School departments meet to discuss issues and concerns, which are then brought to the Leadership Team by the department chairs. Parent and students bring recommendations and concerns to the various committees and organizations they represent to their meetings, which are then taken to the Leadership Team. Questions and concerns are also presented to the principal through his "open door" policy.

The three year progress report was written with the involvement of the shareholders. A time line was developed through the efforts of Focus Group Chairs, the Co-Chairs, administrative staff and support staff. Once a time line was developed, they met regularly and reviewed the progress being made on the School-wide Critical Areas of Follow-up and on the School-wide Action Plans. Each focus group leader reviewed his/her particular area with input from

the other members of the focus group. The outline for each area was then brought back to the Leadership Team for reviewing and revisions were made as needed. The drafts of each area were then finalized, printed and distributed to the staff.

Most areas of Key Issues/Critical Areas of Follow-up have been incorporated into the schools' three School-wide Action Plans. The action plans and how they have been addressed follows.

### Accomplishment of School-wide Action Plans

Action Plan One----“To ensure that all students meet the ESLR’s, stakeholders will work together to (1) connect current methods of assessment to student mastery of the ESLR’s and develop other methods of assessment as needed (2) make students aware of the correlation between school and an independent, fulfilled lifestyle.”

District-wide assessments are scored at the school sites and student reports are returned to the teachers. Teachers use this information to diagnose students’ areas of strength and weakness. This then allows teachers to facilitate lesson planning, differentiated instruction and remediation. Currently, only ninth and tenth grade math and language arts classes are being administered the district-wide assessments. The district continues to work to expand the assessment tests. Through the districts’ method of electronically gathering and sorting student data, teachers are able to access student achievement data, review it, and design differentiated instruction based on students’ individual needs.

Through several programs and departments, the school continues to make students aware of the correlation between school and an independent, fulfilled lifestyle. The Vocational Education Department is revising the way the Carl Perkins Grant is used to better reflect application to real-world application. Capstone classes, such as Future Teachers of America, involve students in cross-curriculum discipline that includes mathematics, science and English. Field experiences through Head Start and tutoring programs are available to students. Other programs that develop a greater awareness for students are the UC Riverside Outreach Mentoring Program, Cal Poly Upward Bound Program and the MESA Program.

School-wide Action Plan Two----“Redesign the role and function of the Site Curriculum Committee so that (1) it is more responsive to students and teacher needs and so that (2) curricular needs and achievement can be regularly assessed and effectively met and (3) so that student mastery of the ESLR’s can be ensured.”

The School-wide Leadership Team has made every effort to ensure that the school has been more responsive to student and teacher needs. The roles of the Ninth Grade Support Teachers have been redefined to better focus on the instructional needs of the students. A great amount of time is spent training teachers on how to review student achievement data,

aligning instruction to the content standards, and assisting teachers in the classroom with demonstration lessons, materials, and testing.

Several things have been established to help students master the schools' ESLR's and to meet their curricular needs. These programs include Reading classes, Composition classes and Grammar classes. New math textbooks align with state standards, the High School Exit Exam and the districts' Competency Examination. Teachers are attending workshops more than ever before to better prepare their teaching skills. Capstone courses have been developed by the Vocational Education Department for students interested in going into teaching and a Technology Proficiency course has been developed, providing students a strong emphasis on work processing, Excel, spreadsheets, PowerPoint, and Internet research.

**School-wide Action Plan Three----**“To ensure that all students meet the ESLR's, Stakeholders will work together to improve professional development and articulation with the middle schools.”

The Expected Student Learning Results were revised to reflect changes in guidelines for program improvement. District focus has changed to adjust curriculum to align with the state content standards. The school district has been divided into clusters to help provide structure so that vertical and horizontal curriculum alignment is ensured. Clusters hold departmental meetings to address the needs of middle high school students so that they are better prepared to be successful in high school. The district has also established a Parent and Community Involvement Program that trains parent leaders to successfully recruit parents for participation at school, and to work with school staff to enhance student learning. On-site training and district meetings are held to inform parents of the schools' progress and the importance of the High School Exit Exams.

**Key Issues/Critical Areas of Follow-up not directly addressed in the School-wide Action Plans from the last full accreditation:**

1. A system of maintenance for clean and well supplied student restrooms is needed.

Prior to the opening of school each morning, restrooms are checked for cleanliness and supplies. This is done again before morning break and again prior to lunch. Proctors now monitor the restrooms more closely during class time. The School Site Council approved funds to refurbish and update some restrooms. Unfortunately, the newly refurbished boys' restroom was vandalized within a few days of it being refurbished.

2. Perimeter security remains a concern.

Eight security cameras have been installed on the main campus with plans for fourteen additional cameras to be installed. The ninth grade campus has more than eight cameras installed. Additional fencing has also been installed around the west staff parking lot.

3. Partnerships with the local business community and formal alliance with trade schools, community colleges, and universities need to be developed to ensure relevance between high school curriculum and post-graduation plans.

A certificated staff member was given a six-period assignment first semester in order to contact local businesses to ask for support of the PRIDE RENAISSANCE Program. This has helped foster support from the local Burger King, In-n-Out, Toys R'Us, Jack in the Box and the local Kiwanis organization. Alliances have also been formed with the University of Riverside, De Vry Institute, Mt. San Antonio College, Cal Poly Pomona, as well as other UC and CSU campuses. The Future Teachers of Pomona provide opportunities for scholarships to Mt. Sac and Cal Poly. The League of United Latin American Citizens Partnership provides high school and college counseling on campus at least two days a week. The MESA program has expanded from one teacher to five teachers and more academic workshops and after school opportunities are now available for these students.

4. The staff needs to define the meaning of "rigorous" curriculum and come to a consensus regarding the essential outcomes of student learning.

The counselors, working with staff, attempt to properly place students in coursework that challenges the skills and knowledge of each student. Every student is given the opportunity to learn and master those skills needed to meet state and district grade level standards. Students are challenged to achieve grade level requirements and standards for college placement and other post-secondary educational requirements. The school administration meets with every junior and senior student who has failed one or more sections of the Proficiency Exam. It is mandatory that a parent also attends this meeting.

5. There is a need for additional instructional strategies that reflect varying student learning styles while at the same time preparing students for higher-level thinking and performance.

Several new courses that prepare students for higher-level thinking skills have been added to the curriculum. Some of the added classes include AP Composition, AP Spanish Literature, Honors Physics, Honors Economics, and Honors American Government. Science and Social Science teachers use various cross-curricular assignments to improve writing and thinking skills. Teachers in the English Department attended in-services conducted by professors from Cal Poly to learn to write lessons that would help students develop better writing, thinking, and reasoning skills.

6. The staff and administration should vigorously publicize the extent to which student learning is enhanced by support services.

Student success and student activities are published in the districts' "Campus Scenes" and in the Garey High School Parent Newsletter. The PRIDE RENAISSANCE Assembly highlights student achievement in academics, athletics and other activities each year. Twice a year a Parent/Teacher Conference and Grade Distribution Night is held, and at least once a year, the Parent Center hosts "Parent Day" where parents are invited to spend the morning attending classes with their students. During lunch, the Parent Center staff debriefs the parents and asks for input concerning the schools' academic programs. The principal holds a Parent Teacher Forum night where parents are given the opportunity to ask questions, express concerns, and make recommendations regarding the schools' programs. There is also a district website under construction to provide information and help to students and parents.

7. The staff and site administration should continue to explore district support and Funding for the "Garey After Dark" program.

The district has provided no support or funding for this program, although the staff and administration made efforts to continue this program. This Key Issue is out of the control of the site staff to address further.

8. There is a need to address the shortage of PE locker rooms, gymnasium and cafeteria facilities.

The creation of a ninth grade campus has helped reduce the shortage of cafeteria facilities. Additional tables have been added to the quad, adding more seating space at lunch. Food service carts have been added to the quad area at lunch, providing additional opportunities for students to obtain food. A Boys and Girls locker room has been added to the ninth grade campus, helping to reduce the shortage on the main campus. There is, however, a continued need for additional lockers on the main campus.

It appears that all critical areas of follow-up have been satisfactorily addressed, either through the School-wide Action Plans, or through specific areas for follow-up.

## **Chapter III: Self-Study Process**

Garey High School's self-study was written and reviewed with the support of all stakeholders. The self-study process began approximately one and a half years ago with the selection of co-chairs for the self-study process. The self-study coordinators chose focus group chairs. Focus group chairs were a mixture of "seasoned" staff members and staff newer to the campus. One focus group chair was chosen from the ranks of the classified staff, which helped to provide additional by in to the accreditation process. Each focus group chair then chose a co-chair. Staff members volunteered for specific focus groups based on interest, or when necessary, assigned to groups needing a specific areas of expertise. Parents were placed on focus groups through their participation on school committees. These parents then recommended additional parents to serve on focus groups. Title I staff members also called parents by phone providing information about what WASC represented and asked for volunteers.

When the accreditation process began, the Leadership Team, Focus Group Chairs and Department Chairs met monthly to share information and progress among these groups. Several months prior to the accreditation visit, these groups began meeting bi-monthly to share, review and write their specific sections of the school's self-study.

Garey High School staff and stakeholders were involved and collaborated in the support for student achievement in the following manner:

- District-wide assessment tests are administered to all ninth and tenth grade students, with results provided to the school
- District trained, on site Data Team, analyzes and provides assessment results to the staff
- The Data Team trains site staff in the interpretation and use of assessment data
- Assessment results are used to determine student placement in appropriate classes
- Curriculum maps have been developed for the core subjects
- Through student assessment, lessons are designed to tie school ESLR's with state content standards and mandated testing
- District development of an electronics program used to gather and sort assessment data which is readily available to the teachers
- School-wide ESLR's are incorporated into the teaching of content standards and aligned to the school's action plans for student achievement

## **Chapter IV:**

### **Synthesis of School-wide Areas of Strength and Critical Areas of Follow-up**

The staff of Garey High School has shown a commitment to provide a quality educational program for its students. A climate of mutual respect and trust exists among all stakeholders. The staff is highly motivated to help provide academic and social success for their students. They are very proud of their rising state mandated test scores for the past three years. There is a cohesive spirit and camaraderie among the students. Students express pride in their campus and school programs. Parents are welcome and encouraged to participate in a variety of organizations.

Supporting evidence for school-wide strengths and school-wide critical areas of follow-up include Garey High School's self-study, meetings with focus groups, students and parents, observation of classes, samples of student work, discussions with district administrators and staff members, and extensive discussions with the leadership team.

#### **School-wide Areas of Strength**

1. Collaborative efforts of teachers to develop curriculum maps and interim/benchmark assessments, based on the essential learning standards of the four content areas.
2. The implementation of the data team to gather, interpret and distribute student achievement data and teachers' willingness to review that data in order to identify areas of need, plan for interventions, share best practices, and develop lesson plans.
3. Wide variety of educational programs and personal support services available to ensure student success.
4. The creative approach to the implementation of Grade Distribution Night and Parent/Teacher Conferences to increase parent involvement.
5. The development and implementation of a three-tier intervention program designed to provide academic support for at-risk students.
6. The staff's dedication to participate in extra curricular activities that extend beyond the school day in order to promote a climate of caring and nurturing to enhance student learning.
7. Curriculum in core areas and elective programs are aligned with content standards.
8. Collaborative style of Principal and collaboration between the administration, School Leadership Team, Data Team, and Faculty/Staff.
9. Comprehensive Staff Development Plan.
10. The efforts of all classified staff in support of the school vision and goals are commendable.
11. The involvement of the parents in various school committees is extensive. Parents feel positive about the support of faculty and staff for the education of their students.
12. The willingness of the district to use the strengths of the Garey learning community to implement data-based best instructional practices

13. The willingness of the staff to continue to improve the school achievement for all groups and subgroups at Garey High School.
14. The willingness of the staff to continue to build systemic communication practices between the district and the school, and the school with the parents, community, students and staff.
15. The dedication and commitment of the staff to provide a supportive and safe environment to achieve student success.

### School-wide Critical Areas for Follow-up

1. 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.
2. 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.
3. Increase involvement of stakeholders in the development of the Master Schedule and assist in the understanding of the process.
4. Investigate the need for additional technical computer support.
5. Investigate means of addressing additional counseling needs of students.
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.

## **Chapter V: Ongoing School Improvement**

### Brief Summary of the Action Plan

The school's action plan was developed as part of the self-study and focuses on three major components. These components and the rationale for each are:

- I. Standards Implementation: Assessment and Accountability
  - a. Create an accountability system of curriculum, instruction and assessment for all students based on a thorough analysis, alignment and communication of state content, performance and opportunity-to-learn standards
  - b. Plan, implement, monitor and evaluate all district initiatives to assure that all student subgroups receive equal access to a quality standards-based instructional program

Rationale: NCLB requirements, IIUSP requirements

- II. Standards-based Student Learning: Curriculum and Instruction
  - a. All students will reach high standards, at a minimum attaining proficiency of better in reading/language arts by 2013-2014
  - b. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts

Rationale: NCLB requirements, IIUSP requirements, 60% of student population is identified EL

- III. School Culture, Vision and Purpose
  - a. Provide a safe, clean and orderly environment, including maintenance of the facility, implementation and monitoring of site policies (parent visitation, volunteers, etc.) and student pride and awareness programs
  - b. Programs to improve student attendance, develop respect for diversity, and recognition and motivation of students and staff will be implemented.
  - c. Support will be provided to staff, students and parents in maintaining a nurturing school culture
  - d. Review, modify, develop interventions targeting specific subgroups and specific areas of weakness.

Rationale: Review of student, staff and parent surveys indicate these are an ongoing areas of concern.

### **Additions to the Action Plan**

The following critical areas for follow-up need to be incorporated into the existing action plan:

1. 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.

2. The need to address appropriate use of the primary language in the content area classes (PL/SE classes) and effective, consistent use of the SDAIE strategies in all classes.
3. 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.

**Comments on school improvement issues:** The visiting committee's concurrence with the action plans developed by the school represent a validation of the general direction of the reform agenda being promoted at the school. The school will continue its plan of action to improve student achievement, improve the use of data to drive instruction, and further improve the culture of the school. The visiting committee is confident that continuing this plan (including the critical areas for follow-up that are to be integrated as a result of the visiting committee recommendations) will lead to improved school performance in the academic standards and achievement of the ESLRs. There is a high degree of enthusiasm, support and professional commitment by the leadership and staff for this plan.

The follow-up process that the school intends to use for monitoring the accomplishment of the action plan appears to be adequate. The Leadership Team will be the facilitating body to monitor progress.