

East High School Improvement Plan 2010-2011

Common commitment across all High Schools: Closing the achievement gap by personalizing each high school environment: Aligned with High School Accreditation and focused on Essentials from the District’s Student Achievement Plan (Curriculum, Instruction, Assessment, Advocacy and Intervention, Community Involvement)

School Mission Statement:

The Mission of East High School

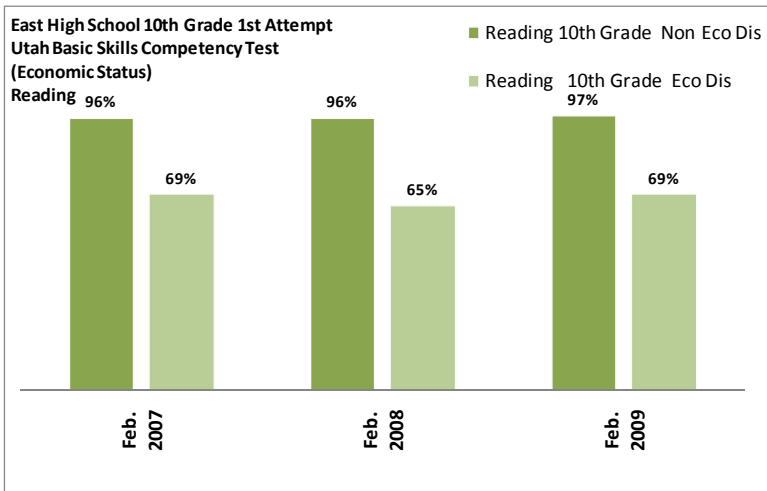
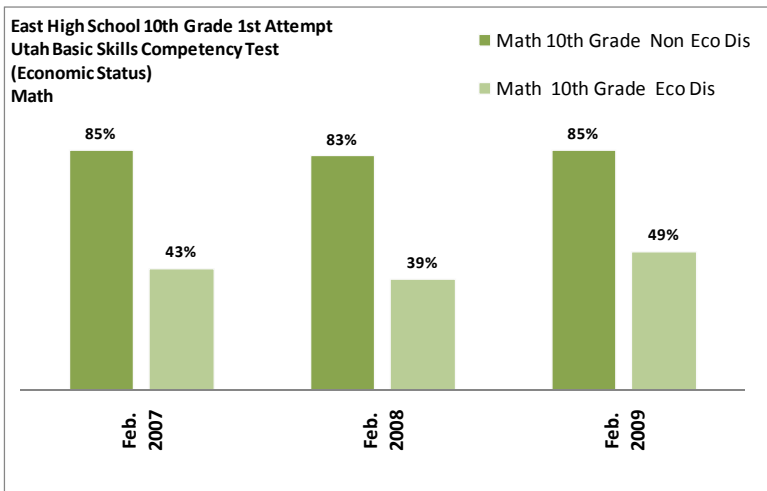
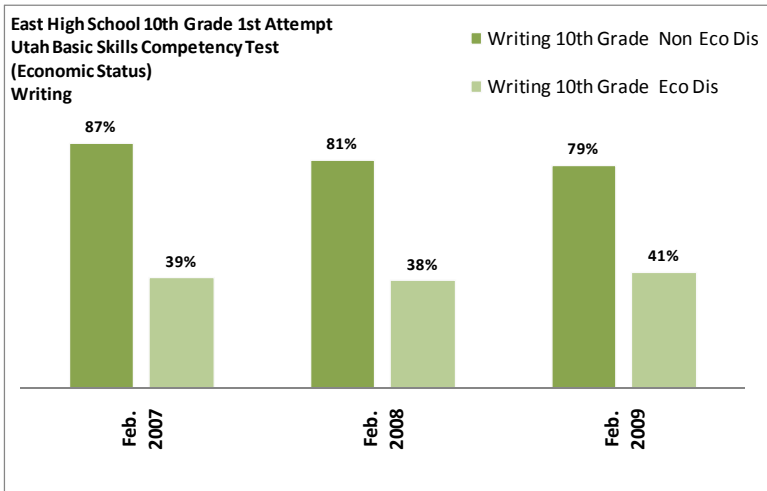
To enable all students to reach their maximum potential through:

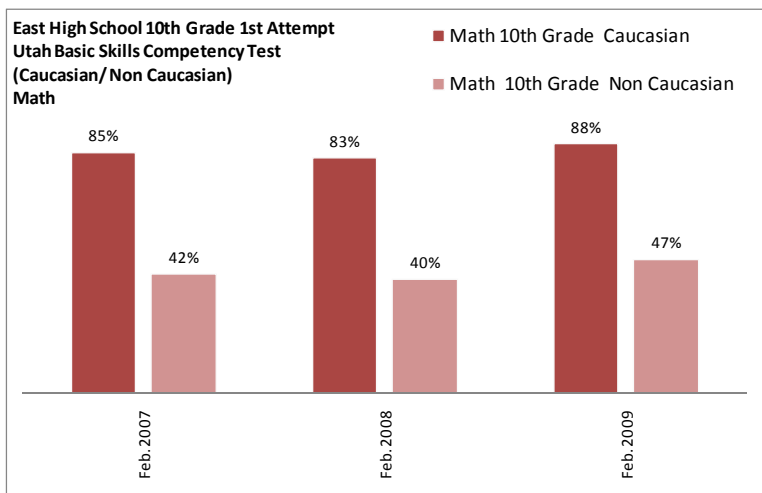
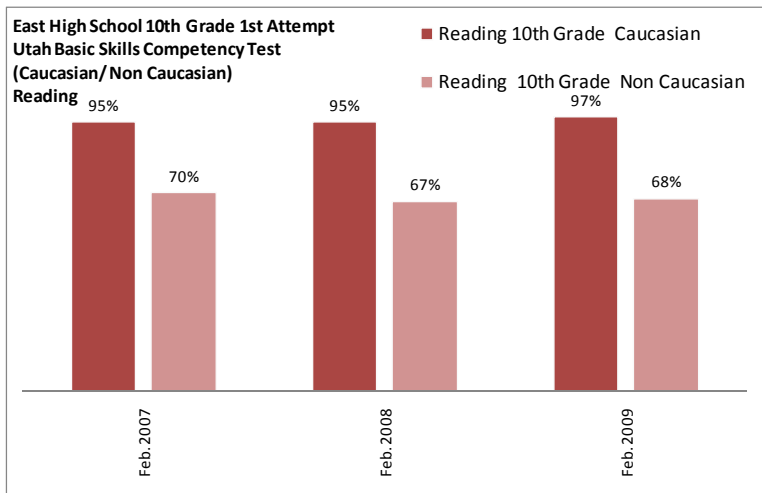
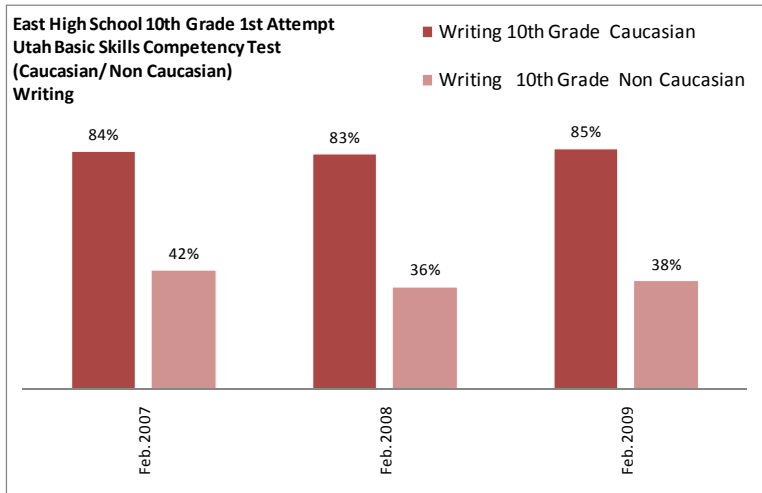
1. *A well-rounded curriculum emphasizing life skills and academic achievement to prepare students in setting and achieving their current and future goals*
2. *A safe, caring environment that promotes mutual respect, values diversity, and acknowledges the importance of individual responsibility*
3. *A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

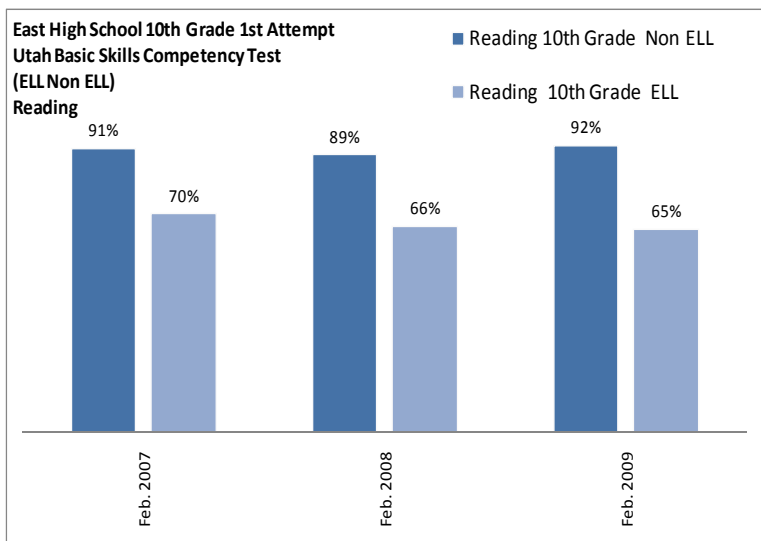
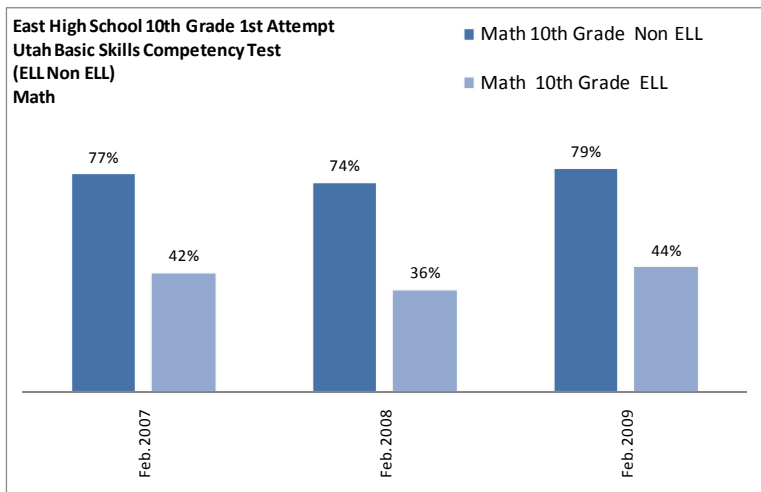
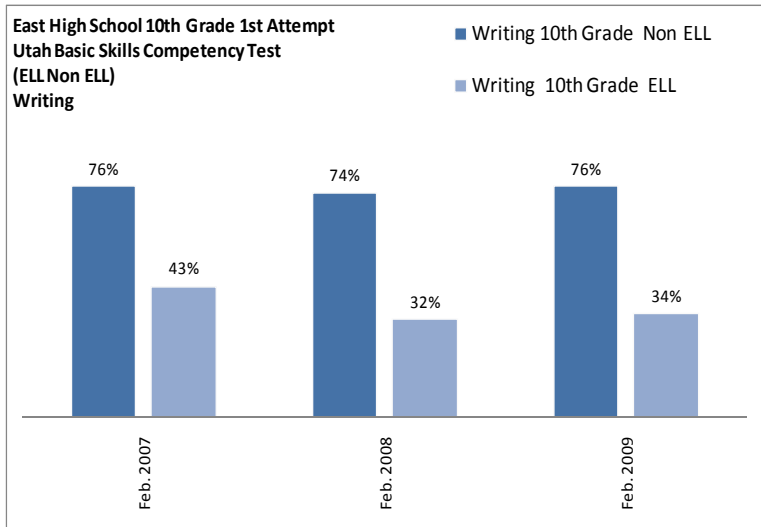
School-wide DRSLs from Accreditation:

Our DRSLs identify qualities we want our students to attain as well the indicators that detail the qualities, and the action plan goals that will help us measure our students’ progress.

DESIRED RESULTS FOR STUDENT LEARNING: Our students will be:	INDICATORS	ACTION PLAN GOALS (To be reviewed each Spring for SL District School Improvement Plan process.)
EFFECTIVE COMMUNICATORS	<ol style="list-style-type: none"> 1. Students will select, plan, and organize ideas to communicate 2. Students will communicate with clarity, purpose, and understanding of audience. 3. Students will integrate and use a variety of communication forms and Skills with an emphasis on technology. 	<ol style="list-style-type: none"> 1. Students will increase literacy skills in: <ul style="list-style-type: none"> • Reading • Writing 2. Students and teachers will share an understanding of what proficient writing looks like through the use of a common writing rubric. (See articulated goals in report.)
CREATIVE PROBLEM SOLVERS	<ol style="list-style-type: none"> 1. Students will acquire, organize and evaluate information to make informed decisions. 2. Students will apply multiple strategies to solve a variety of problems. 3. Students will use inquiry and technological skills to research, expand, apply, and connect knowledge. 	<ol style="list-style-type: none"> 1. Students will increase numeracy skills. 2. Students will develop problem solving skills. 3. Students and teachers will continue to use “Visual Arts” rubric as a way to understand and evaluate the process of developing creative projects.
EMPOWERED LEADERS	<ol style="list-style-type: none"> 1. Students will demonstrate leadership attributes and ability. 2. Students will identify personal goals, organize and maintain information, monitor progress, and engage in self-assessment. 3. Students will exhibit empathy and self-discipline. 4. Students will demonstrate understanding, friendliness, adaptability, empathy and politeness. 5. Students will use the process of self reflection to facilitate personal growth. 	<ol style="list-style-type: none"> 1. Students will have access to a wide variety of interventions designed to help them be successful. (See articulated goals in report.) 2. Members of the learning community will participate in collaborative, differentiated and personalized small groups designed to encourage personal growth and civic responsibility.

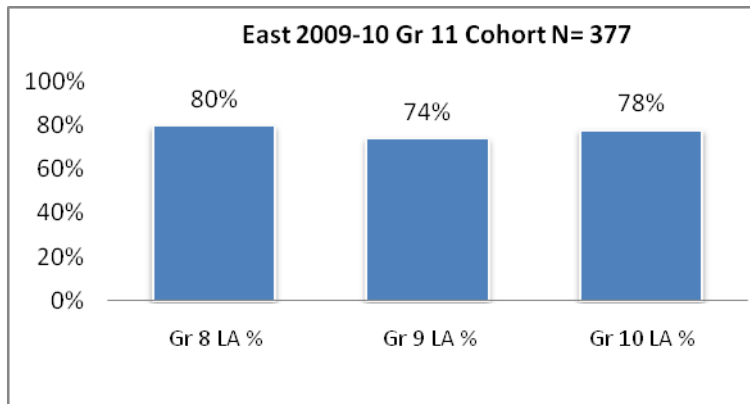
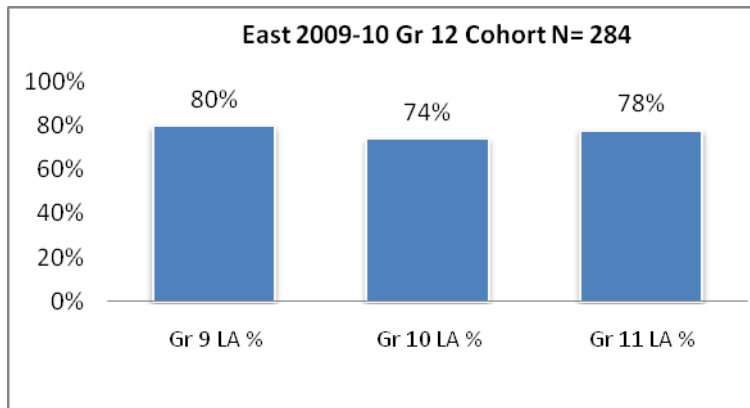






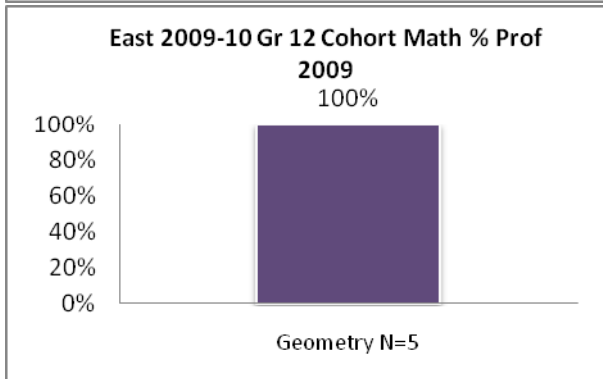
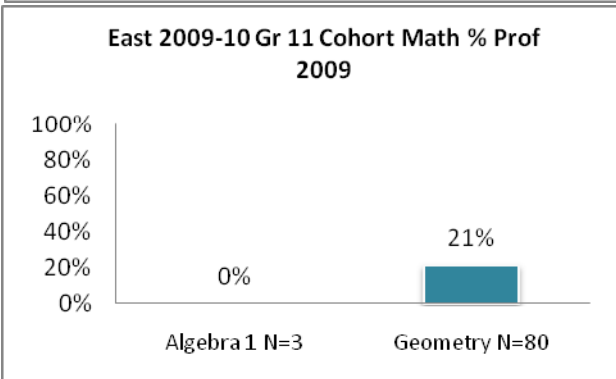
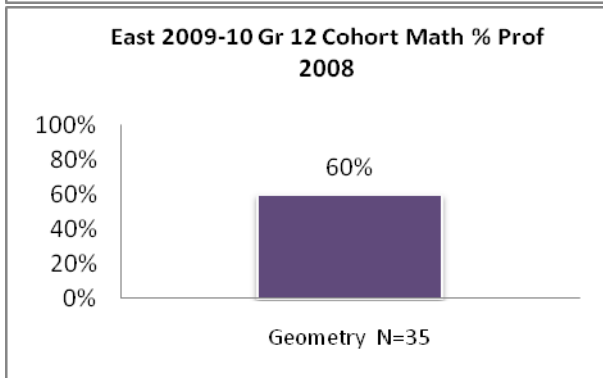
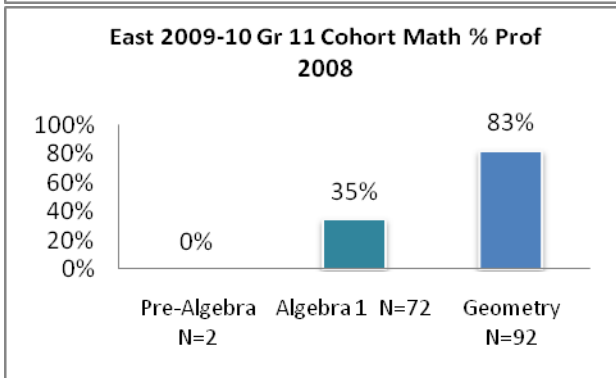
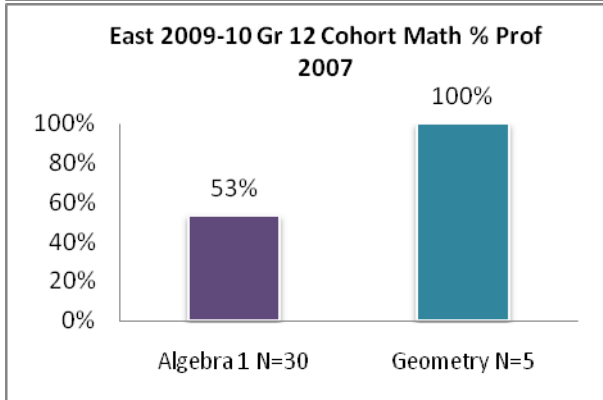
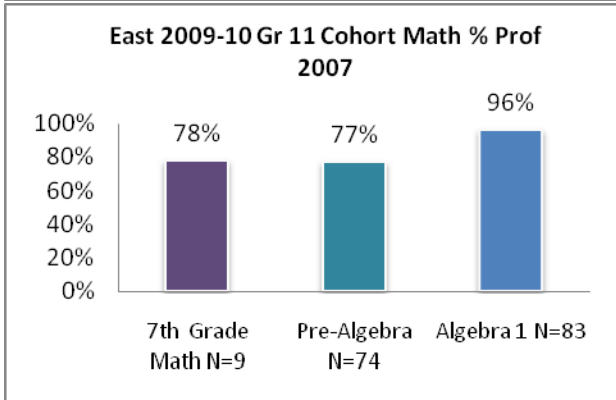
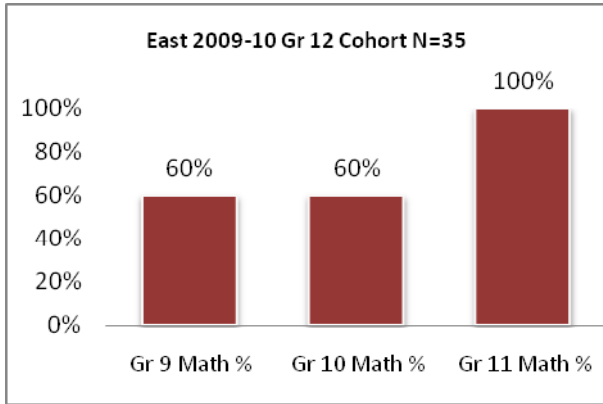
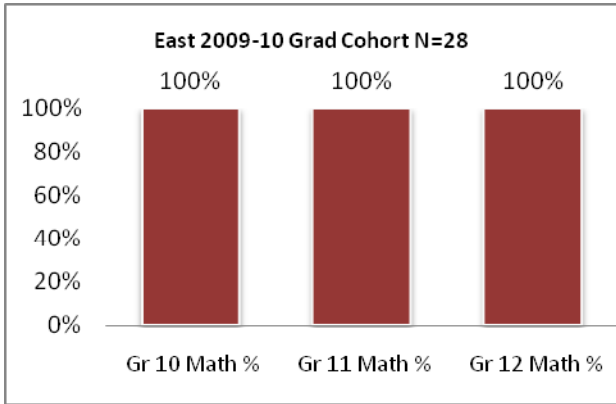
East High School 2009
Longitudinal Data
Language Arts

Longitudinal data show how a cohort of students performed who remained in the school and took the CRT the previous 3 years.

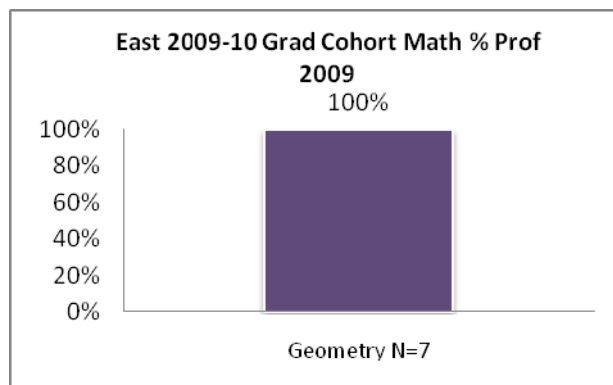
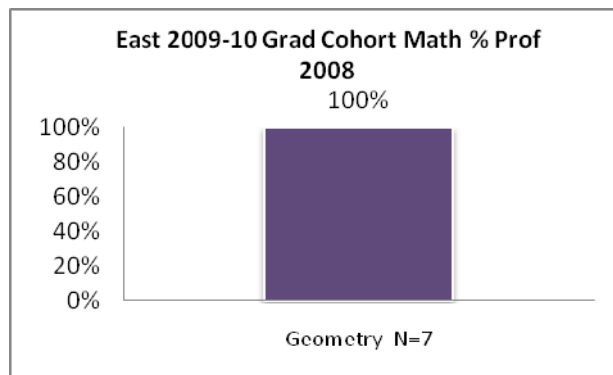
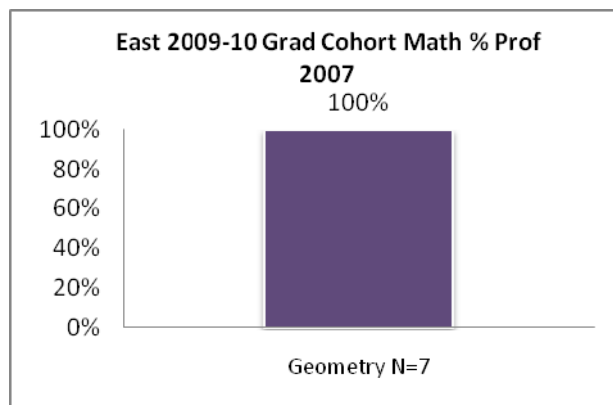
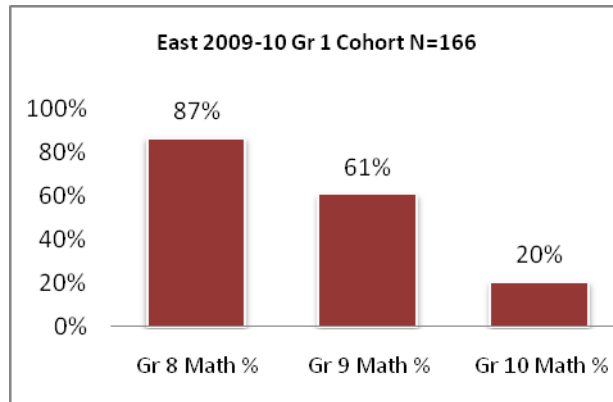


East High School 2009
Longitudinal Data
Math

Longitudinal data show how a cohort of students performed who remained in the school and took the CRT the previous 3 years. Students who re-take a CRT (Algebra in both 9th and 10th, for example) are not included. The State has not given proficiency levels for Algebra 2. As a result, Algebra 2 scores are not reported.

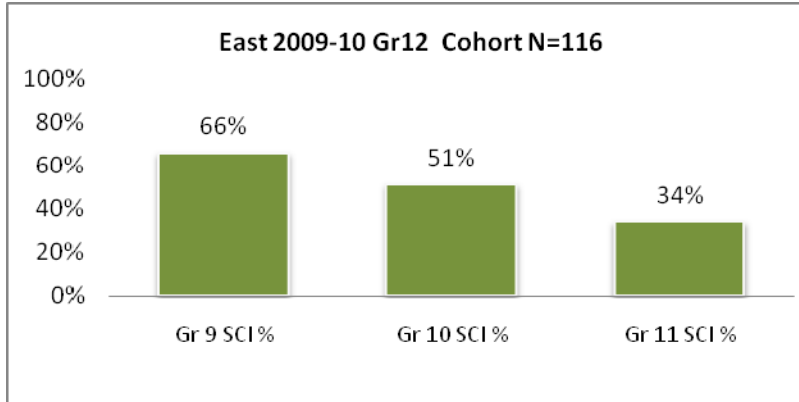
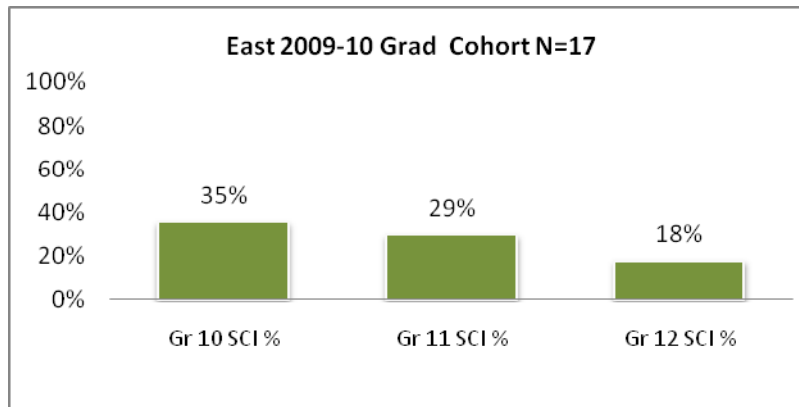


Longitudinal Data Math



Longitudinal Data
Science

Longitudinal data show how a cohort of students performed who remained in the school and took the CRT the previous 3 years.



Departmental Analysis

***Each department will state a goal that relates to a specific area selected by department members for the coming year. This goal can come from the “Essential Questions” provided by accreditation. The idea is that when each department sets a goal, they will coalesce into one umbrella goal, which will guide the school with singular focus (see Accreditation manual with questions for departments to answer).

Math, Language Arts and Science Departments must include an additional goal that relates to CRT and UBSCT as relevant.

Language Arts Goal: ALL Students will increase reading and writing CRT scores annually.

Plan of Action:

Teachers will:

- Refine the cross-curricular writing rubric while continuing to coach other departments in the use of a school wide rubric.
- Collaborate on a regular schedule.
- Continue training in best teaching strategies with an emphasis on ESL support.
- Continue to align curriculum with emphasis on developmentally appropriate scaffold mechanics, literary terminology, etc.
- Begin the process of having each of our seniors complete an e-portfolio with a compilation of their “best” writing representing all four years of high school.
- Support all department members in achieving ESL endorsements.
- Encourage and support reading instruction for students who are not reading on grade level.

Resources Used:

- Our own well-trained members with expertise in ELL, AVID, alignment and standards-based learning.
- CRT results
- We will communicate via e-mail and use National School Reform Faculty meeting protocols.

Mathematics Goal: Students will increase CRT scores annually.

Plan of Action:

Teachers will:

- Incorporate at least one critical thinking open-ended essential question per quarter per class to improve and focus student learning.
- Expose students to technology: i.e. Geometer’s Sketchpad, scientific and/or graphing calculators, etc.
- Incorporate measurement opportunities through real-world applications.
- Incorporate ELL strategies.
- Incorporate collaboration strategies in monthly department meetings.
- Incorporate writing into the classroom and evaluate using the school-wide writing rubric.

Resources Used:

- CRT results
- School-wide writing rubric
- Questions or projects from various publications that incorporate concepts taught per quarter as well as review items
- Classroom sets of lap top computers for Math and UBSCT classes
- Technology tools
- Measurement tools

Science Goal: Students will increase their CRT scores, and the number of students who pass Science courses will be increased.

Teachers will teach scientific testing language (such as “infer,” and “compare & contrast”).

Plan of Action:

Teachers will:

- Promote scientific critical thinking through engaging students in real world problem solving activities.
- Teach the scientific language used on the state CRT test.
- Orient more lessons toward critical thinking rather than recall.
- Design strategies to promote science critical thinking (with a focus on our ESL population).
- Emphasize science literacy and numeracy by the use of writing, reviewing science literature, and problem solving.
- Teachers will include a practical component to support concepts by experiments, hands-on activities and lab performance assessments.
- Continue professional development.

Resources Used:

- Funding and time allocation to support professional development and collaboration
- UTIPS sample test question data base
- Community involvement through visiting experts and field trips
- Partnerships with community businesses and higher education
- Technology necessary to keep up with current scientific trends
- Utilization of skills and knowledge of current science department staff members

Social Studies Goal: Increase the number of students who pass social studies classes with a “C” or higher.

Increase the number of students who take AP classes. Increase the number of students who take and pass the AP exams.

Encourage students to take full years of social studies instruction for all classes offered as parts I and II, and have these students be scheduled for section I and II with the same instructor and in sequence.

Plan of Action:

Teachers will:

- Use the units we currently teach and determine at least **3 goals for each unit**. On late start days designated for department work, we will combine these, thus creating a workable outline for each of the courses we teach throughout the department.
- Address student needs more effectively by adding ESL or LEP classes for all required courses, by using diverse learning strategies to fit various learning styles, etc.
- Develop, with other teachers in the department, a working vocabulary for each course. This will add collaboration between each course, and will add continuity from course to course within the department.

Resources Used:

- Funding and time allocation to support professional development and collaboration over the summer and during the school year

Special Education Goal: RESOURCE: Increase the number of students who pass the CRT test. Achieve and maintain graduation rates for Resource seniors attending high school in May to 80%.

Plan of Action:

Teachers will:

- Use data from CRT test to identify indicators where students are underperforming and

concentrate on teaching those skills.

- Continue to align curriculum and courses to meet grade level standards.
- Continue to align curriculum and scaffold strategies to build skills.
- Be more proactive in identifying and remediating potential gaps in learning.
- Evaluate teaching practices to determine if instructional strategies prepare students to pass the CRT test and meet graduation requirements.
- Complete parent/student transitional planning surveys required for IEP.

Resources Used:

- Study individual student's results on CRT tests and use indicators to address the gaps
- Ensure that appropriate accommodations are made for each individual student on standardized tests
- Funding and time allocation to support professional development and collaboration

Special Education Goal: SELF CONTAINED: Students will increase technology skills in order to pass CRT tests at a higher rate and to transition to college and careers.

Plan of Action:

Teachers will:

- When applicable, IEP goals will be written to incorporate technology. (All IEPs, classifications, notices, age of majority, etc. are being written on the computerized system, "Goalview," this year).
- Integrate more technology into the curriculum. (We are in the process of obtaining Smartboards).
- Continue to increase students access to computers (Students have access to computers in most of the classrooms, Jeff = 6, Terrie = 4, Myra = 0, Susan F. = 2, Shar = 2).
- The Severe Unit has acquired reading software, touchscreen, and Smartboard; other units are using the Smartboard, Utah Write, and Classworks.
- Continue to track test scores and IEP goals.
- Continue to track number of students graduating with diplomas vs. certificates of completion.

Resources Used:

- SL District Special Ed. administration is purchasing software for reading and helping the severe unit access a touch screen on the computer. The speech therapist has access to any special equipment for check-out
- East High administration has purchased equipment, licenses and software as requested such as Smartboards, Utah Write software/license, Classworks, etc. We will continue to request computers for students and to hook up older computers into the school system so we can use programs already on the desktop (i.e. Macrotype).

ESL Goal:

Each ELL (English Language Learner) student will move up one grade level in reading per year. Each ELL student will increase oral and written acquisition by one grade level per year.

Plan of Action:

Teachers will:

- Develop units and lessons that focus on literacy strategies.
- Assure that writing supports reading comprehension and word study.
- Test each student at the beginning of each semester for literacy level.
- Continue implementing standardized writing rubrics.
- Seek additional tools for measuring and evaluating literacy.
- Use common scaffolding strategies to help student access to content.
- Build phonemic awareness.
- Implement note taking as a skill to help students comprehend curriculum (Cornell notes).

- Continue to develop professionally.
- Develop inquiry units that allow students to use multiple intelligences.

Resources Used:

- Technology used to support and sustain literacy (add more computers)
- 2 class periods for ALS coordinating; 2 full time ELL dept. aids for next year
- More bilingual dictionaries
- Start a boys & girls group to provide students with support for real world issues
- AVID training, equity training, professional development training
- Partnerships with other departments

<p>PE Goal: Increase the pass rate of our students by 10%.</p>

Plan of Action:

Teachers will:

Discuss the following teaching and assessing strategies:

- Be consistent with expectations and follow-through
- Make sure that all teachers in the department are on the same page with expectations and open disclosures
- Teach to the state core
- Track attendance and participation and follow through with parents and counselors

Resources Used:

- Utah State Core Curriculum
- Support of administrators, SIC, and district

<p>Fine Arts Goals: Maintain and/or increase our numbers in spite of increased academic courses required.</p>
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Increase the number of students earning a C or above by 10%.

Increase the number of eligible entries in school, district, and state art exhibitions by using Critical Thinking Skills to improve the quality of individual student's work.

Plan of Action:

Teachers will:

- Form an East High Art Council.
- Maintain high quality performances.
- Bring in more speakers from the community
- Continue to incorporate more critical thinking skills into daily assignments.
- Broaden the appeal of our classes to all groups of students (produce a bilingual performance that will attract a wide variety of students.)
- Continue to use the rubric developed by the department for use throughout the department.
- Incorporate more info about art history into assignments.
- Provide more field trips as budget allows.
- Continue to provide good exemplars to help students become more skilled in self-assessment.
- Meet with counselors to explain program.

Resources Used:

- Funding for trips and activities
- Continue to sharpen our skills by attending in-service presentations, classes, workshops, and performances
- Working with the PTSA to start an Art Council
- Department will develop a list of guest speakers
- Keep all equipment updated

World Language Goal: Increase the number of students earning a “C” or above Increase the number of students taking AP courses.

Plan of Action:

Teachers will:

- Dedicate department meetings next year to sharing best teaching practices to foster professional growth.
- On a rotating basis, each teacher will be assigned a department meeting during which he or she will present a teaching strategy/activity/project/game in thorough detail.

Resources Used:

- Funding and time allocation to support collaboration
- School administration support

CTE Goals:

Students will Improve standard area sub-scores, proficiency scores, or performances based numbers on the CTE Skills Certification Tests.

Students will have knowledge of CTE Career Pathways and Employability (Essential Life Skills).

Plan of Action:

- Each individual teacher will evaluate their course testing scores & standard areas, proficiency scores or performance numbers, and put focus towards at least one to increase or show improvement.
- Teachers will incorporate Career Pathways into their instruction.
- Instruction will be pertinent to current job markets and employability skills.
- Curriculum will be taught and critical thinking skills will be evaluated as competency testing is administered.
- Students will be instructed on problem solving skills related to all areas of life.
- Student ability to read and follow directions will be emphasized.
- Curriculum will be geared toward preparing students to follow Career Pathways and apply knowledge and critical thinking to their careers and lives.
- Use CTE Career Pathways and Employability (Essential Life Skills).
- CTE Teacher will become familiar with each of the Career Pathways in their specific program area.
- The teacher will have Posters of the Career Pathways posted in their classrooms.
- CTE teacher will create lesson plans on their specific programs Career Pathways and make sure their students know the “Next Steps”.
- “Next Steps” teachers will know their course sequence. They will share Career Pathways with students, as well as concurrent enrollment course offerings.
- CTE teachers will become more familiar with the district CTE webpage and state CTE webpage and know how to direct students to the web pages for Career Pathway information.
- Teacher class disclosures will include the district OCR statement, Career Pathway Titles, and the school purpose
- Teachers will market and promote CTE Pathways Completer medallion for all students to work towards for graduation.
- CTE teachers will develop and attempt to include lessons in resume writing, career search and job search activities in each of their courses in relation to the Career Pathway in their program area.

Resources Used:

- Career Pathways information

- Utah State Core Curriculum, State Competency Testing, Choices Career Testing
- Community Internships
- E-Choices (career search online program)
- Portfolios
- SLCS D CTE Webpage www.wasatchfront.org/saltlake
- State CTE Webpage www.utahcte.org
- E-Choices (career search online program) www.utahmentor.org
- Department of Workforce Services www.jobs.utah.gov/jobseeker
- State and District Career Pathways posters, charts, door wrap, etc.

Analyzing Instructional and Organizational Effectiveness

Two Areas of Focus****

****School will select two areas of focus from the focus group list (Leadership, Instructional Design, Curriculum Development, Assessment Systems, Community building, Continuous Improvement, and Vision, Beliefs and Mission).

Yearly goal will be set for each area. It will work best if survey/data is collected the year before for the upcoming selected groups so there is recent and relevant information to use in setting useful goals for these two areas. You can use the NSSE rubrics or the USU “Schools of the Future” survey as tools for collecting data. According to Accreditation standards, community members, parents and student should be represented on these committees besides school administration, faculty and staff.

Focus Area #1: ASSESSMENT SYSTEMS
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- Goal for Focus Area #1:

The school-wide writing rubric that was designed and used as a pilot program last year is being refined as an instrument that is “user-friendly” for students and teachers. Next year we will continue to use, refine, and standardize it across all disciplines.

Focus Area #2: INSTRUCTIONAL DESIGN
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- Goal for Focus Area #2:

All departments will continue vertical and horizontal alignment of their curriculum. Departments will continue to collaborate, sharing best practices strategies across the curriculum. Faculty members will be supported in their efforts to earn ESL endorsements AVID strategies are being incorporated in many of the courses. We will also continue to use data to drive our instructional decisions.

Title III

Indicate whether or not you've met this standard by responding Y (yes) or N (no). Schools serving English Language Learners (ELLs) and receiving Title III funds must address all assurances and include more detailed information in relevant sections of plan.

In addition, we assure that:

Yes 1) Research-based language instruction programs and academic content instruction programs for ELL students have been implemented.

Yes 2) Instructional programs implemented ensure that ELL students are able to listen, speak, read, write and comprehend English sufficient to reach the state's academic standards.

Yes 3) Certified teachers who teach ELL students and immigrant children/youth are fluent in English and any other language used for instruction, including written and oral communication skills.

Yes 4) All children who have been in the United States for three or more consecutive years will participate in reading or language arts assessments given in English.

Yes 5) Notification will be sent to parents (in a language and format that is understandable to parents) within 30 days after the beginning of the school year of their child's placement (within 2 weeks if enrolled after the beginning of the school year) in English language acquisition program of

- i. the reason for identification of their child as limited English proficient and in need of placement in a language instruction educational program.
- ii. the student's level of English proficiency, how that level was assessed, and the status of the student's academic achievement.
- iii. the method of instruction (content, goals, English instruction, native language instruction) used in the proposed program.
- iv. how the program will meet the student's educational strengths and weaknesses and how the program will help their student learn English and meet appropriate academic achievement standards.
- v. the exit criteria for the program and the expectations for transitioning into classrooms that are not tailored for limited English proficient standards.
- vi. notification of parent rights including written guidance detailing the parents right to have their child removed from a program upon request and the options parents have to decline to enroll their child in the program, or to choose another program or method of instruction if available

Principal

April 03, 2010

EAST HIGH SCHOOL RECEIVED A SIX-YEAR RECOMMENDATION WITH NO INTERIM VISIT

Commendations:

- The Visiting Team commends the staff for developing and enhancing an inclusive school culture that meets the diverse needs of all students, particularly the programs that meet the needs of the at-risk students.
- The Visiting Team commends the staff for addressing the recommendations from the three year interim visit in 2006.
- The Visiting Team commends the staff for making the commitment to a culture of continual school improvement, where decisions are data driven and interventions are research-based and monitored for their impact on student achievement.
- The Visiting Team commends the staff for developing and implementing a reasonable and effective school action plan that is aligned with the data analysis as outlined in the schools' self study report
- The Visiting Team commends the staff for supporting parent and community involvement knowing that this is a key to student success. In addition, you are commended for your commitment to the numerous activities that offer every student an avenue for involvement
- The Visiting Team commends the staff for having high expectations, as well as rigorous and relevant learning experiences for all students and staff.
- The Visiting Team commends the staff for implementing a school-wide assessment tool for writing across the curriculum.

Recommendations:

- The Visiting Team recommends the staff institutionalize the school-wide writing rubric and continue to integrate and institutionalize the critical thinking assessment tool
- The Visiting Team recommends that the staff employ a range of assessment mechanisms, and clarify reporting mechanisms, for the writing rubric and other assessment instruments to develop methods of analyzing and disseminating assessment results. It is recommended that classroom assessment portfolios be developed and refined to measure the impact of the writing rubric.
- The Visiting Team recommends the staff continues to implement and monitor the effectiveness of all support programs (Freshmen Team, ELL classes, Techniques for Tough times, Daily Algebra, AVID, GEAR-UP, tutoring opportunities) that meet the diverse learning needs of all students to ensure that all students are prepared for post-secondary opportunities
- The Visiting Team recommends the staff continues to find ways to encourage and sustain parent participation.
- The Visiting Team recommends the school continues to implement small learning communities such as the Freshman Team, the Academies, the International Leadership Program, and additional options for smaller learning communities as needs arise.
- The Visiting Team recommends the staff continue to provide the variety of Concurrent and Advanced Placement classes.
- The visiting Team recommends the staff maintain the course of developing a culture of collaboration that focuses on the learning needs of all students and on job-embedded professional learning through the structure of Focus and Purpose Groups.

	School Name:	East High	20010-11	School		Highly	School	Title III	Family
	School #	708	Program Title:	Improvement	Title I	Impacted	LAND Trust	Emerg. Immig.	Involvement
			Program #	& Site Base	2209	4258	4222	2230	2208
		TOTAL PROGRAM ALLOCATION		\$276,277			\$79,194	\$5,000	
		Educator Salary Adjustment		21,550			6,940		
FUN LOC	OBJT	TOTAL PROGRAM REVENUE		\$297,827			\$86,134	\$5,000	
100 708	.0131	Salary, Teacher C		142,946			63,806		
100 708	.0132	Salary, Teacher N/C		40,310					
100 708	.0133	Salary, Substitute N/C		1,100			1,404		
100 708	.0162	Salary, Paraprofessional N/C						1,945	
100 708	.0210	State Retirement		29,909			10,577	149	
100 708	.0220	FICA		14,107			4,989	7	
100 708	.0241	Dental Insurance		2,024			778		
100 708	.0242	Health Insurance		15,663			2,757		
100 708	.0243	Accrued Health & Accident Insurance		2,859			1,276		
100 708	.0254	Accrued Sick Leave		715			319		
100 708	.0270	Workers Compensation		645			228		
100 708	.0280	Unemployment Compensation							
100 708	.0290	Long Term Disability							
100 708	.0320	Contracted Services		6,822					
100 708	.0516	Field Trips		7,600					
100 708	.0582	Meetings & Workshops - Staff Developmer		3,037					
100 708	.0610	Supplies		17,590				2,899	
100 708	.0618	Instructional Materials							
100 708	.0630	Food Purchases - Adult							
100 708	.0641	Textbooks							
100 708	.0644	Library Books							
100 708	.0734	Equipment							
214 708	.0142	Salary, Counselor / Social Worker C							
214 708	.0138	Salary, Quality Teaching (6 days)							
214 708	.0210	State Retirement							
214 708	.0220	FICA							
214 708	.0243	Accrued Health & Accident Insurance							
214 708	.0254	Accrued Sick Leave							
214 708	.0270	Workers Compensation							
214 708	.0241	Dental Insurance							
214 708	.0242	Health Insurance							
240 708	.0121	Salary, Assistant Principal C							
240 708	.0154	Salary, Secretary (office aide or assist.)N/C							
240 708	.0210	State Retirement							
240 708	.0220	FICA							
240 708	.0241	Dental Insurance							
240 708	.0242	Health Ins.							
240 708	.0243	Accrued Health & Accident Insurance							
240 708	.0254	Accrued Sick Leave							
240 708	.0270	Workers Compensation							
240 708	.0320	Resource Officer / Colors of Success		12,500					
240 708	.0581	Mileage							
234 708	.0871	Indirect Costs 2.17%							
100 708	.0610	Unallocated Balance							