EAST SIDE UNION HIGH SCHOOL DISTRICT
ACADEMIC MASTER PLAN (AMP)

FINDINGS AND RECOMMENDATIONS

Draft: 28 November 2007

Introduction:

These findings and draft recommendations will be used to develop the final ESUHSD Academic Master Plan. It is intended that the Academic Master Plan will provide focus for all district efforts until the Plan has been fully implemented, or until such time that it is determined that adjustments to the Plan should be made.

There is a overabundance of research on the necessary ingredients of successful schools and school districts. For our purposes in this report, we are using The Correlates of Successful Schools, based on the research of Dr. Lawrence Lezotte. These correlates are used in conjunction with the Board and District Goals for 2007-2008 which have provided a laser-like focus on closing the achievement gap and improving student achievement. The order of the report represents what appeared to follow logically.

Please note that this is a preliminary report as surveys and other data continue to be collected and analyzed. Exhibits are included which represent surveys, data collection tools, reports, interview questions and answers, and other instruments used to gather information.

As you read this report, keep in mind that the strength of this great district truly is the people. The commitment of the adults to the young people they serve is genuine and pervasive. Eleanor Roosevelt said, "Never underestimate the power of a group of thoughtful, committed people to change the world. Indeed, it is the only thing that ever has." The thoughtful, committed people of the East Side Union High School District are changing the world – one student at a time.

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SECTION I – EFFECTIVE SCHOOLS CORRELATE

Effective Schools Correlate: **Effective schools have a clear and focused mission.**	**Rationale: Deep and meaningful school reform requires leaders at all levels who understand the direction in which the district needs to go. Leaders must be able to steer and facilitate the evolving direction of reform measures on a daily basis. A clear and focused mission is the first step to ensuring that the direction of ESUHSD is understood at all levels.**
Findings: 1. a. The District has a clear and focused mission statement, as well as excellent goals. b. The mission and goals have not been widely articulated to stakeholders, including sites, parents, staff, and the community. c. Some campuses have adopted a mission statement different from that of the District. They are good mission statements, sometimes posted and clearly visible at the sites, but the mission is not necessarily tied to the District mission statement. d. District goals have sometimes changed on a yearly basis	**Recommendations:** ▪ A one-page document should be created, copied, laminated and distributed widely – to sites, to departments, to parents and students, and to community organizations. ▪ This document should be shared with all district office and site leadership teams with conversation about how it should be communicated to staff and to each site's community. ▪ District goals should become the goals of all District departments and sites with action plans developed to demonstrate how the goals will be addressed. ▪ Current goals, as identified in the Academic Master Plan,

and have not been measured or reflected upon.	should guide the District and District employees until implementation is complete. ■ Periodic progress reports should be provided by each site and department. For example, near the end of second semester, principals and district office leadership present to the Academic Master Planning Committee and School Board about their progress in accomplishing the District goals.
2. a. There is much to celebrate at each of the schools and in the District. b. The District bears the burden of unfortunate incidents of years ago that detracted from the District's reputation. There is limited evidence that the excellent accomplishments of District staff and students are being widely disseminated in the community. c. There is a need for a District slogan that reflects the commitment to its students, as reflected in District goals.	■ A marketing/public relations position should be added to the District's staff, a job description developed, and recruitment begun. ■ Mission, vision and goals should be prominently featured in all literature that is distributed to sites and community members. ■ A marketing/communications plan should be created with outcomes that are specific and measurable. ■ With a representative committee, the Marketing/ Communications Coordinator should create and publicize a slogan that reflects the mission and goals of the ESUHSD.
Exhibit(s): #1. Mission, vision and goals statement	

Exhibit #1: Mission, vision, goals and core values statement

The VISION of the East Side Union High School District is to provide an educational experience that enables all students to reach their greatest potential.

The MISSION of the East Side Union High School District is to educate students and prepare them for the future in a safe and engaging environment, in partnership with families and the community.

The GOALS of the East Side Union High School District are as follows:
1. **To close the achievement gap while improving overall academic performance.**
2. **To develop and implement an Academic Master Plan that includes the following elements: programs and services, workforce and facilities.**
3. **To maximize all funding opportunities while being fiscally responsible.**

The CORE VALUES of the East Side Union High School District that drive our decisions and actions are as follows:

RESPECT

DIVERSITY

EQUITY

OPEN COMMUNICATION

COMMITMENT TO EXCELLENCE

PROFESSIONAL DEVELOPMENT

RESPONSIBILITY

SECTION II   **CLOSING THE ACHIEVEMENT GAP:**

SUPERINTENDENTS' ACHIEVEMENT GAP TASK FORCE/BOARD SUB-COMMITTEE

While not specifically called out as goal number one, the first goal listed on ESUHSD mission and vision documents should be the centerpiece of all work done in the district; that is, *To close the achievement gap while improving overall academic performance.*

<u>Findings:</u> A number of findings support the creation of a Superintendents' Achievement Gap Task Force/Board Sub-Committee.   Perhaps the most challenging issue in the findings is related to K-12 articulation when the feeder schools are in different and separate districts. Currently, seven different elementary school districts feed into East Side Union High School District.

Interviews with principals, teachers, and district office personnel indicate that K-12 articulation has improved significantly during the past two years. Still, challenges exist. For example, data is uploaded from feeder districts in January leaving a gap between the information provided in January and the changes that occur, particularly students who withdraw from school, before the students actually attend the first day of school in ESUHSD.   Important vertical teaming collaboration is extremely difficult.

A second important issue within the greater community is that the California High School Exit Exam (CaHSEE) is seen as a secondary school issue. Because the exam is first given in the sophomore year of high school and the exam must be passed in order to receive a high school diploma, it is easy to assume that the secondary schools must carry the burden of ensuring that all students pass this important exam.

In reality, the CaHSEE is truly a K-12 issue. The California standards tested on the CaHSEE math exam are 7th and 8th grade standards. The standards on the CaHSEE English/Language Arts exam are 9th and 10th grade standards. It is unrealistic to think that students will be successful on an exam without prerequisite skills having been mastered pre-high school.

Good K-12 articulation provides the opportunity to track the progress of each of the feeder school's students to determine how they fare in high school. In addition, awareness on the part of the high schools and their feeder districts of each other's programs and expectations can only help all students.

<u>Recommendation:</u> To create an Achievement Gap Task Force/Board Sub-Committee composed of the Superintendents of ESUHSD and all Superintendents of the feeder districts.

- **Co-chaired by Superintendent Bob Nunez of ESUHSD and a Superintendent from one of the elementary school districts.**

- **Publicize widely; big kick-off!**

- **Agree on the anticipated outcomes as well as on very specific and measurable goals. (For example, by 2014, 100 % of our high school graduates will pass the math portion of the CaHSEE.)**

- **Develop an action plan for achieving the goal.**

- **Commit resources for the implementation of the action plan.**

- **Share data with each other regularly.**

- **Commit to improved articulation and vertical teaming.**

- **Celebrate the progress!**

SECTION III – EFFECTIVE SCHOOLS CORRELATE

Correlate: **Effective schools are safe and orderly environments.**	**Rationale:** Safe and orderly schools are the result of the commitment of all partners in education to respect others and assume responsibility for their schools. Without a safe and orderly school environment, students will be unable to concentrate on learning and student achievement will suffer. Particularly in light of today's safety challenges at the secondary level, nothing is more important than the safety of our students and staff.

Findings:
 	
1. a. Campuses were orderly and there were very few students out of class during instructional time.
 	
   b. Resources are being provided to sites for safety use and sites have safety teams, as well as safety plans.
 	
   c. With the exception of W.C. Overfelt HS, adult presence on campuses between classes was not observed. There was little or no adult presence outside the classrooms during the passing periods, before and after school.
	Recommendations:
	
	▪ Increase the adult presence on all campuses during those times when students are not in class.
	
	▪ Campus Supervisors should be recognizable to staff and students, have transportation to enable them to circulate around the campuses easily, and ensure that outsiders do not come onto campuses.
	
	▪ Safety committees at the sites should meet regularly and a district safety committee with one representative from each site should meet regularly. (This may already be

d. There are many ways for outsiders/intruders to enter campuses without ever being approached by a staff member.	happening.)
e. Because of their openness and lack of adult supervision sites might be vulnerable.	
f. On some campuses, lanyards with identification were worn by students and staff; on others they were not evident.	
g. Evacuation plans were posted in classrooms and site-wide.	
2. a. Although not pervasive, incidents of disrespect between students were not always addressed by the adults who witnessed the incidents.	• Provide character or values education for students, perhaps starting with the District Core Values. (For example, as vocabulary, as morning announcements, for extra credit, etc.)
	• Promote the District Core Values as the "East Side Way." (For example, the East Side way is to show respect to others, to yourself and to the environment."
	• Investigate training in "Capturing Kid's Hearts" presented by the Flippen Group for some or all sites.
3. a. Surveys collected to date indicate that an average of 83.7% of ESUHSD teachers feel safe at school.	• Continue to survey and get feedback from all stakeholders about their perceptions of safety on the campus and in the district.
b. Interviews with parents indicate that there is some fear about student safety on campuses. Parents expressed concern that	• Publicize the efforts of the District and the Sites in regard

students can walk off campuses without permission or intervention by school staff.
 	
    c. Surveys collected to date indicate that only 46.3% of classified staff feel safe on campuses.
 	
    d. Student interviews and quick writes indicate that most students feel safe at school
	to the strong safety procedures in place.
	
	▪ Additional adult presence and character education measures suggested above could significantly increase perception about safety.

Exhibits: Surveys, interview results, ESTA safety survey, sample site safety plan

SECTION IV - CLOSING THE ACHIEVEMENT GAP: A LOOK AT PROGRAMS

The following findings relate directly to closing the achievement gap and improving student achievement. Report findings are based on campus and classroom visits; test scores and data reports; interviews of teachers, principals, students and district office personnel; and staff development information. Findings are report in three different categories, as specified in the District goals: programs and services, workforce and facilities.

Findings:	Recommendations:
1. **Data and Assessment PROGRAM:**	
a. Access to data is exemplary. Without data, there can be no direction to action plans to achieve the District goals.	▪ Increase the resources (perhaps including number of personnel) in Testing and Assessment division.
b. The Department of Testing and Assessment is a great resource to staff in terms of making data available in order to drive decisions and in terms of knowing how to use data to improve student achievement.	▪ Create a vehicle that allows Jane Baldi to work more closely with site leadership teams. Site principals must be able to access data and use data to drive individual site decisions.
c. While achievement data varies from school to school, it is evident that the greatest gaps in achievement are demonstrated by special education students, Hispanic students and socioeconomically disadvantaged students.	▪ Work with site leadership teams to develop site-specific SMART goals based on baseline student achievement goals.
	▪ Create a vehicle for district and site leadership teams to

d. It is evident that site leaders use data to inform their decisions and action plans. Best practices of individual site leaders are not shared in a formal way. e. There is some confusion about how calculations regarding drop outs and graduation rates are made. It is imperative that we have a clear definition of both terms. f. The extent to which achievement data is driving decisions about policy, resources, funding, facilities and staffing is not clear. g. Site Principals demonstrate exceptional commitment to improving student achievement and quality of life for their students.	annually reflect on student achievement goals, share progress and collaboratively address obstacles to achieving set goals. ▪ Always include time spent discussing student achievement, sharing data, and sharing best practices in every meeting with site leadership. Site principals need structured time to collaborate with each other about student achievement. ▪ Ensure that we have a clear definition of what a "drop out" is, especially in terms of the "no shows" from our feeder districts. ▪ Create opportunities for Testing and Assessment personnel to share data with The Achievement Gap Task Force, with the Board, with Cabinet, and with the Academic Master Planning Committee. It is critical that the data be widely understood by decision-makers and by those implementing the Academic Master Plan. ▪ Provide Site Principals with the support, resources and professional development that they want and need in order to drive change.

Findings:	Recommendations:
2. **Magnate PROGRAMS:**	
a. Magnet programs were started in the late 1980's as a federal mandate to improve racial integration.	▪ The term "magnate" is outdated. Eliminate the term, but not necessarily the programs.
b. Magnet programs have become a vehicle for students to flee low-performing schools, called by some "brain flight" or "economic flight."	▪ Gather data to determine whether magnate programs are working or not working. This could be as simple as asking the principals about enrollment, staffing and funding.
c. Criterion for getting into magnate programs is not closely monitored with the result being that students apply as ninth graders for programs that do not begin until the tenth grade year and students apply for programs in which they subsequently do not participate.	▪ If programs are working at one school, it might be that they should be duplicated at other schools. If they are not working, they should be eliminated.
	▪ Determine whether current magnate programs would sustain themselves without transfers from other schools.
d. Some magnate programs are very strong and heavily populated with students; others have low enrollment and are not working.	▪ Develop Board policy regarding intradistrict transfers that will not further the flight from low-performing schools. Such policy should include site capacities that cannot be compromised by intradistrict transfer without significant review and justification.
e. Site principals, under the direction of Dan Moser, are looking at the magnate school model and the issues are well known, as are the benefits of these special programs.	
	▪ Because International Baccalaureate is only offered at Andrew Hill High School, it should be the exception.
f. Magnate programs impact the demographics of schools, both positively and negatively. Capacity should not be compromised because of students transferring into a magnate program.	▪ Investigate the re-structuring of one or more low-performing schools to be "Destination Schools" but with a

Findings:

3. Alternative Education PROGRAMS:

   a. Small But Necessary Schools (SBN's) and Charter Schools are mostly quite good. They are definitely a strength of the District, perhaps not as well understood as they should be.

   b. This year's addition of a Community Day School is being praised as a much-needed service to the students of ESUHSD.

   c. SBN's and charter schools could serve a greater population of students who are not being successful at the large comprehensive high schools.

   d. Alternative programs demonstrate evidence of good teaching and a strong commitment to their students.

   e. SBN's do not have adequate facilities, restrooms, running water, technology, counseling support, or inclusion in district leadership meetings.

   f. The facilities at Pegasus are particularly sub-standard and need immediate attention. There are no restrooms, no running water, three classrooms for four teachers, limited teacher prep and storage space, in addition to a relocatable building that has been deemed unsafe and unusable.

   g. SBN's have waiting lists of students who want to leave the

very strong academic focus, such as *math and science* or *technology and the arts*.

Recommendations:

- Bring the SBN's into leadership meetings; provide a vehicle for them to be heard by District leaders in regular meetings; and honor their work with our most challenging students.

- Set aside resources to level the playing field for the SBN's, specifically in regards to technology, professional development and facilities.

- Increase and improve options, facilities and staffing so that students on waiting lists can be served, thus improving graduation rates and drop-out rates.

- Pegasus HS needs immediate attention because of safety concerns and to best serve the student population.

- Develop options for alternative locations that might better serve the SBN's and the Charters, as well as the large comprehensive high schools on which those schools currently reside.

- Investigate, evaluate, expand, discontinue and/or create new opportunities for students based on student

larger comprehensive high schools.

   h. SBN's and Charter Schools serve an important purpose in the District, but the placement of them on large comprehensive high school campuses impact the demographics and enrollment at those already large, busy and challenging schools.

   i. Student interviews indicate that students are happy in the alternate education programs. Students said that they now feel that their teachers really care about them and that they are away from the influence of gangs. They even praised the uniforms!

   j. The following issues were raised in interviews with district staff as needing further study: an Opportunity program for ninth graders, more strategies for reducing the drop-out rate, a SBN for 9th and 10th graders who have not yet turned 16 years of age, a program for pregnant teens, and a review of the decision to limit Foothill HS students to 40 credits which prohibits them from graduating.

performance data.

- Explore program options for the following expressed concerns: reducing the drop-out rate, 9th-10th grade Opportunity, SBN for 9th and 10th graders, pregnant minor program, credit limit at Foothill High School.

Findings:

4. Professional Development PROGRAM:

   a. The ESUHSD Professional Development Plan for 2007-2008 is extensive and exemplary.

   b. The 2007-2008 Professional Development Plan demonstrates a commitment to including all district staff in professional development; i.e. classified, certificated and administrators.

   c. Being a Program Improvement District with three Program Improvement Schools adds an additional required layer of Professional Development.

   d. Professional Development Department staff, are keenly aware of and sensitive to the demands on everyone's time and energy. To their credit, they believe that we need to work smarter, not necessarily harder.

   e. The one addition to all professional development in the district is a systematic and systemic focus on supporting student learning. The essential question is: How does professional development in ESUHSD help us close the achievement gap and improve student achievement?

Recommendations:

- Expand staffing in the Professional Development Department.

- Provide an opportunity for district and site leadership to reflect on the current professional development plan and assess what is working well and what is not.

- Begin planning for next year's Professional Development with an increased *focus on learning*; thereby closing the achievement gap and improving student achievement for all students.

- Integrate the administrator's professional development focus with the certificated focus to ensure that they are receiving the same information and training.

- Add a focus on teaching and learning with more research-based instructional strategies training for both groups and improved monitoring [not evaluating] of those strategies by administrators.

- Continue to assess what all staff members want and need in order to best serve the students.

f. Visits to over 700 teaching stations in the District showed evidence of teachers working very, very hard. It is important to note, though, that students were not always authentically engaged in the lessons presented. Student surveys indicated that, although they love their teachers, teaching methods could improve. g. Additional professional development focused on the use of high yield, research-based instructional strategies will provide the impetus to ensure that the students work harder than the teachers and that they are authentically engaged in their learning. h. Each site has a professional development mentor who helps with the development of site plans.	▪ Allow structured time for site and district reflection on achievement data and whether it supports the success of training and professional development plans.

Findings:	Recommendations:
5. <u>Instructional Technology PROGRAM:</u>	
a. The District has an excellent three-year educational technology plan that covers three years, from July 1, 2006, through June 30, 2009.	▪ Update the technology plan to reflect technology use and accessibility in the current school year.
b. The vision of the ESUHSD Technology Plan is to create an educational environment where access to technology is universal and used as an integral tool for teaching, learning, conducting business, and communicating with the community.	▪ Re-visit key curricular and professional development goals to determine progress towards accomplishing goals.
c. The Information Technology Services personnel have been on the cutting edge of educational technology for many years and helped create the popular Computers Users in Education (CUE) organization years ago.	▪ Ensure that all administrators have mastered basic technology functions and can model those for their departments and/or staff.
d. Data charts included in the plan are from the 2004-2005 school year.	▪ Encourage staff members to attend computer use trainings and conferences with the goal that they come back to sites and share what they learned. (For example, the CUE conference in Sacramento.)
e. Disparity was evident from campus to campus in terms of the age and accessibility of computers. Some sites reported having all the technology they want or need; others were using old computers that needed constant attention.	▪ Include Andrew Hill and James Lick in the computer access charts.
f. Technology predominately seen in classrooms was use of	▪ Form a District Technology Team composed of representatives from every site and the IT Director and meet regularly to ensure two-way communication about the needs of the sites.

the overhead projector and use of the digital projector.

    g. Teachers expressed great enthusiasm for the Technology Carts available at sites. Again, there was disparity from site to site regarding the availability and the condition of the computers on the Technology Carts, but evidence showed that teachers want and need more access to Technology Carts.

    h. Current Technology Access charts in the District Technology Plan were not available for Andrew Hill HS or James Lick HS.

    h. One Computer Technician is provided for each site without regard to the size of the campus or the student population.

    i. Computer support is not readily available to the SBN's.

    j. Teacher leaders and technology mentors are providing necessary staff development and training to staff members.

    k. School Loop and TeleParent are excellent resources that are used widely by sites and district office personnel to communicate with parents and students in their homes.

- Investigate the technology needs and implications of moving the District Office. The phone system is a particular concern.

- Publish an Executive Summary of the District Technology Plan, including a site and district footprint for technology.

- Develop a standard classroom technology equipment list in order for classrooms to become "classrooms of the future."

- Develop a formula for a Computer Technician to student or perhaps teacher ratio at all schools, including the SBN's.

- Continue to provide professional development for all staff in order to meet the vision of universal access and technology used as an integral tool for teaching, learning, conducting business, and communicating with the community.

Findings:	Recommendations:

6. English Learner PROGRAM: (Under Construction)
 	
    a. As a District, English Learner students have consistently met their AMO targets.
 	
    b. Projections indicate that additional services and focus will need to be provided to ensure that English Learners continue to meet AMO targets.
 	
    c. With that said, not all individual sites are meeting their AMO and API targets for English Learners.
 	
    d. A Master Plan for English Learners was presented to the Administrator Academy on August 9, 2007.
 	
    e. The Plan is clear, comprehensive and student-centered. It includes two parts: information about identification, assessment and program placement and information about the instructional program for English Learners.
 	
    f. ELD teachers expressed great satisfaction with ELD textbooks and curriculum.
 	
    g. Because of the multitude of different home languages of our students, primary language teachers are difficult to find, as are	

resources in the primary language and qualified Para-professionals. d. QTEL (Quality Teaching for English Learners) professional development is being provided at some campuses. Evidence indicates that teachers and administrators like the training. Data will need to be examined to determine its effectiveness.	

Findings:	Recommendations:
7. **Special Education PROGRAM:** **(Under Constructions)** a. The lowest performing students district and site-wide are our special education students. *It should be noted that this is not unique to ESUHSD but is a national trend.* b. There is a local, state, and national shortage of highly-qualified special education teachers and of qualified Para-professionals to assist in special education classes. c. Turnover in special education positions is high which creates staffing difficulties that are usually the last to be resolved. d. Special education classroom visits showed evidence of more substitutes, more movies, unrealistically low expectations and lack of identifiable instructional strategies, as well as some of the best instructional strategies, patience, and commitment to students. There was little or no "middle ground."	

Findings:	Recommendations:
8. Other PROGRAMS that deserve attention in terms of closing the achievement gap.	
a. AVID:	
▪ AVID is evident on most campuses in the District. ▪ AVID teachers are well-trained and students in AVID classes are particularly engaged and aware of their purpose in school. ▪ AVID is not extensively implemented in the district or at any site.	▪ AVID classes should be expanded on all campuses. ▪ Some campuses could benefit from becoming completely "AVID-ized schools" ▪ Send additional site teams and teacher leaders to AVID trainings. ▪ Help all teachers understand and appreciate how AVID helps students by allowing time for discussion and presentations at staff meetings.
b. Advanced Placement:	
▪ Research published by AVID indicates that students are more likely to attend and complete college if they take AP courses, whether or not they pass or even take the AP exam. ▪ Some campuses have limited AP offerings.	▪ AP course offerings should be expanded across the campuses, but especially at low-performing schools. For example, schools with large numbers of Hispanic students could be offering AP Spanish Language and AP Spanish Literature and encouraging Hispanic students to enroll in the classes.

▪ Instructional strategies in AP classes demonstrated more rigor, more higher level questioning, and more student-to-student feedback than non-AP. c. **Others program to be considered:** ▪ **MESA** ▪ **GATE** ▪ **AP Support**	▪ More information is needed to assess the role of these programs in closing the achievement gap and improving student achievement.

Exhibits: Data reports, Professional Development Plan matrix, student survey results, AVID research on AP courses, Technology Plan summary, Mr. Moser's magnate programs transfer in/out data.

SECTION V – EFFECTIVE SCHOOLS CORRELATE

Correlate: **Effective schools develop a climate of high expectations for all students.**	**Rationale: The issue of teacher expectations and student achievement is receiving much attention in current educational research. Examples of how teacher expectations can positively and negatively impact student achievement are thought-provoking and gut-wrenching. While sometimes difficult to define or plan for, effective schools researchers cite a climate of high expectations as absolutely imperative to the success of students, schools and districts.**
Findings: 1. Teacher surveys indicate that an average of 78.7% agree that their school has a climate of high expectations for student achievement. 2. TESA (Teacher Expectations and Student Achievement) professional development is being provided in the District and is being received quite positively. 3. Though not pervasive, adult behaviors were observed and adult comments were heard to and about students that	**Recommendations:** ▪ Discussion among district and site leadership should focus on strategies for creating a culture where all stakeholders have high expectations for all students. ▪ Define what "high expectations" would look like on our campuses. ▪ Publicize widely the importance of high expectations for parents, teacher, support staff, substitute teachers, and the students themselves.

demonstrated low expectations for some groups of students. 4. Data suggests that there is inequity in the number of Latino students in Advanced Placement classes perhaps reflecting a lower expectation of the Latino student. 5. Teachers expressed inequities in the number of females in upper level math and science classes.	▪ Disaggregate data through the "climate of high expectations" lens to determine where inequities exist, determine to what extent expectations create the inequity, and then develop strategies to address low expectations for groups of students.
6. Student quick write responses indicated the following in priority order: ✓ students want to be prepared to go to college ✓ students want to be prepared for the real world ✓ students are in school because they want a good education	▪ Build on these responses.

Exhibits: Student quick write responses; achievement data; enrollment in challenging class data disaggregated by gender, ethnicity and socioeconomic levels.

SECTION VII – EFFECTIVE SCHOOLS CORRELATE

Correlate: **Effective schools have administrative teams who are committed to being instructional leaders.**	**Rationale: Effective schools research repeatedly points out that leadership at the site level is crucial to success. It must be note, though, that administrators have traditionally been trained as managers; i.e. classes in school law, budget and finance, facilities and master schedule development. The notion of being an instructional leader is new and increasingly difficult to implement because those managerial tasks also demand attention. For this district or any other district to be successful in today's world of high stakes accountability, principals and site leadership must be provided time, training and resources to demonstrate instructional leadership. This requires powerful new system forces but is imperative.**
Findings: 1. Administrators are mostly new to their positions in the District. 2. The District has provided administrative mentors to work with new administrators.	**Recommendations:** ▪ All administrators must be seen as instructional leaders and they must have the time necessary to be in classrooms working with teachers and students. ▪ Goals should be set with all site administrators regarding the number of classroom visits that should be made daily and the "lens" through which classroom instruction should

3. Administrative team members expressed repeatedly that they do no have the time to be in classrooms as much as they would like to be. 4. A.P.E.D.'s are sometimes perceived as the leaders of instruction on campuses, rather than the principal. 5. Professional Development for administrators should include a focus on classroom instruction and how to help them become better instructional leaders, as well as on time management to allow them more time to be in classrooms.	be viewed. ■ Research what innovative schools are doing to free administrators from managerial tasks. ■ Investigate other structures for district and site administration that would better reflect our goal of closing the achievement gap and improving student achievement. (Examples include co-principals, addition of an administrator at each site that handles all non-instructional tasks, expanding the secretary's role or increasing the number of administrative assistants to the principal to free time for classroom visits.) ■ Encourage principals to attend state and national secondary school principal conferences; have them share what they learn then at principal meetings. ■ Provide ample time for principals and instructional leadership teams to meet together to talk about teaching and learning. ■ Provide ample training for administrators focused on their instructional leadership.

The following sections are Under Construction:

Section VI	**Closing the Achievement Gap: A Look at Facilities**
Section VIII	**Closing the Achievement Gap: A Look at Staffing**
Section IX	**Correlate: Effective schools are committed to providing students with authentic opportunities to**
	learn with time allocated to these tasks and to frequent monitoring of student progress.
Section X	**Closing the Achievement Gap: A Look at Funding**
Section XI	**Correlate: Effective schools are committed to involving parents/home in the process of education.**
Section XII	**Exhibits**
Section XIII	**Summary**

(Under Construction)

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