

TWO-YEAR PROGRESS REPORT OF EAST HAMPTON HIGH SCHOOL OCTOBER 1, 2009

SECTION I- DETAILED RESPONSES TO HIGHLIGHTED RECOMMENDATIONS

1. Develop a process for the regular review of the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

CLASSIFICATION: COMPLETED

Response: A procedure has been implemented in which the East Hampton High School faculty reviews the mission statement and expectations for student learning on an annual basis during the last faculty meeting of the school year. The process of reviewing the mission statement was implemented prior to the close of the 2007-2008 school year.

Faculty members read and reflect on the mission statement and expectations for student learning and how well the school is adhering to the fundamental beliefs and values articulated in the mission statement.

Prior to the close of the 2009-2010 school year, teachers will form groups from diverse learning areas to discuss all parts of the mission statement including the narrative and academic, social, and civic expectations for student learning. In addition to utilizing the school's mission statement, the staff will use the district's mission statement, state and national standards, various available objective data including CAPT, AP and SAT scores, and the results of our summative common mid-term and final exams to evaluate the degree to which the school is implementing the mission statement.

To measure the school's ability to meet the social and civic expectations for student learning, discipline records, including expulsions, detentions, bullying statistics, drop out rates and attendance records will be reviewed prior to the close of the 2009-2010 school year. Data on student participation in extracurricular activities, students earning honor roll status, awards and recognition, as well as percentage of students attending post-secondary education will also be compiled and evaluated

Students will also read and review the mission statement and expectations for student learning and participate in appropriate grade level activities which will be expedited through the advisory program. Teachers will continue to include the mission statement in their syllabi; the statement will also continue to be displayed prominently in classrooms, the main office, and in the Student Handbook. For the 2009-2010 school year, a chart of all expectations was included in the Student/Parent Agenda. This chart enables students to record their performances on the academic expectations for student learning using the school-wide rubrics.

2. Create comprehensive curriculum documents that prescribe content, integrate relevant school-wide learning expectations include course-specific learning goals, suggest instructional strategies, and suggest assessment strategies including the use of school-wide rubrics.

CLASSIFICATION: IN PROGRESS

Response: A current goal of the Board of Education is to rework all curricula by grade level and content area over the next three years. The Board of Education established two K-12 Chair positions, one in Language Arts and one in Mathematics prior to the 2007-2008 school year to provide content specific curricular leadership. In addition, the K-12 Science Chair was given additional release time to provide similar leadership in that area.

During the 2008- 2009 school year, the entire district received professional development in how to articulate enduring understandings and essential questions to begin the process of updating the curriculum. Teachers worked in content-area groups across grade levels to write K-12 subject-specific, enduring understandings and essential questions. When combined with data from prior work on curriculum mapping and common assessments, these will inform the reworking of the district's curriculum. Most of the comprehensive K-8 curriculum is finished and the high school has begun the process.

The district has chosen UBD as the model for all curriculum writing. A curriculum template has been distributed to staff. School-wide learning expectations, course-specific learning goals and school-wide rubrics will shape the curriculum. As stated in recommendation #1, the academic expectations and school-wide rubrics will be assessed annually. As the curriculum is a living document, so too will there be ongoing modifications.

3. Ensure that the development, evaluation, and revision of the curriculum are based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.

CLASSIFICATION: COMPLETED

Response: At the time of the site visit, teachers were using Curriculum Mapper[©] to write individual diary maps for specific courses. During 2007-2008, departments collaborated, using these diary maps, to create consensus maps for core courses. The writing of the consensus maps occurred during professional development days and faculty meeting time. Teachers used the consensus maps to create common final exams. During the following year, 2008- 2009, adjustments in instruction and curriculum were realized from the results of these tests. Data from CAPT, AP and SAT scores were also used to make adjustments. That year teachers also created common midterm exams. They spent professional development days writing enduring understandings and essential questions after the faculty was trained in the Understanding by

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Design Model. Also during the 2008-2009 school year, teachers' professional goals were related to addressing students' deficiencies in areas of weakness. These "snapshot assessments" were developed by departments to address common areas of student need either by course or grade level. This on-going cycle of data collection and analysis has helped the staff continually target areas of concern and focus instruction on helping students make documented improvements.

4. Commit sufficient time and resources to ensure the regular development, evaluation, and revision of the curriculum.

CLASSIFICATION: IN PROGRESS

Response: During the 2008-2009 school year, the Board of Education approved two late openings for students to allow teachers four hours of additional professional development time. In addition, the Superintendent shifted professional development days within the school calendar so that it would occur on days when it would be more productive. Also, on the first day the teachers came back to school this year, the Superintendent reduced the amount of time that district teachers spent with one another so they would have time to meet as departments, therefore, increasing teacher's professional development time in the building. To make all curricula consistent, a template was developed and distributed. The Central Office has supported the writing of curriculum during the school year and has provided substitute coverage, as needed. As a result, teachers do the bulk of their curriculum writing during the school year. While the Superintendent, to the best of her ability, has allocated money for curriculum writing, the amount available is not sufficient for the present needs.

5. Ensure that instructional strategies employed in all classes by all teachers make connections across disciplines, engage students as directed self learners, and involve students in higher order thinking to promote depth of understanding.

CLASSIFICATION: IN PROGRESS

Response: During the 2007-2008 school year, the staff was surveyed to assess their level of understanding as to how to align instruction with the mission statement and how to design lessons that use higher-order thinking skills and require students to be engaged as self learners. In addition, the staff was asked to provide examples of instructional plans that promoted higher-order thinking skills as addressed by Bloom's Taxonomy. In analyzing the survey results, more than 70% of staff members directly aligned their lessons with the school's mission statement. Similarly, 65% of the staff indicated a comfort level with aligning instructional strategies with the central themes in the mission statement. Beginning in the 2007-2008 school year, a formal walkthrough protocol was implemented by the administration. Evidence of the use of higher levels of cognition and levels of student engagement was collected during more than 100 walkthroughs that year. This data was analyzed both at the school level and district level. This served as baseline data. The same data was collected during the 2008-2009 school year. Our

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school improvement plan this year identifies long-term and interim student achievement goals. These goals are supported by significant changes in adult actions in the areas of school climate, curriculum, instruction and assessment. These will be monitored monthly for compliance and changes in adult behavior at the administrative and classroom levels. In the area of instruction, our high-leverage adult action is that 90% of our staff will demonstrate effective use of the three designated effective teaching strategies (ETS). This is an area of focus for our professional development this year.

6. Ensure that teachers regularly base classroom assessment of student learning on school-wide rubrics.

CLASSIFICATION: COMPLETED

Response: For the 2009-2010 school year, a process was put in place to increase student awareness of the connection between the school’s academic expectations and instructional activities. Students will receive feedback from all their teachers on their success in meeting the academic expectations for student learning. The school-wide rubrics will be used as the assessment tool. Each academic area is responsible for three of the academic expectations. Beginning with the 2009-2010 school year, students will track their progress on the seven academic expectations using the following chart that was inserted into the student/parent agenda planners that all students and staff received at the beginning of the year.

	Semester One							Semester Two						
	Eng	Math	Sci	Hist	WL	Elec.	Elec	Eng	Math	Sci	Hist	WL	Elec.	Elec.
Speak Effect.														
Read Effect														
Problem Solve														
Write Effect.														
Use Info Eff														
Self Express														
Use Tech Effect.														

Student enters date/score from relevant assessments as follows. Student enters date/score from relevant assessments as follows.

E= exceeds goal; M= meets goal; D= does not meet goal E= exceeds goal; M= meets goal; D= does not meet goal

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All teachers will receive the seven academic standards on laminated magnetic paper strips (4" X 11.5"). On their boards, teachers will place the relevant academic expectation next to the instructional objectives and/or student assignments that are posted daily and/or weekly.

Example:

Homework for Monday -- Read chapter 14, section I and answer the questions: *reads effectively*

Example:

Today's lesson: using Geometer's sketchpad to discover the triangle angle sum theorem; *uses technology effectively*

Teachers will regularly assess their students' ability to meet the academic expectations using the three school-wide rubrics assigned to their discipline. This system will help students recognize the connection between activity/assessment and the school-wide academic expectation(s) and allow them to self-monitor.

7. Develop a process for communicating student progress in achieving school-wide academic expectations to students and their families and the school's progress in achieving all school-wide expectations to the community.

CLASSIFICATION: IN PROGRESS

Response: As stated above, starting with this school year, students and their parents will be able to track students' progress on each of the academic expectations during this first year and during all four years of high school.

During the 2007-2008 school year, the district purchased a new student management system, Rediker, which interfaces with the Edline grading program to record student attendance and grades. This program has the capability to accommodate our academic, social and civic expectations, and therefore could be used to report students' progress on report cards. We anticipate exploring this option in order to record and track this data electronically and communicate student progress to parents. Implementation is planned for the 2010-2011 school year.

The school district publishes and distributes "News & Notes" to all town residents six times a year. We plan to explore this avenue as a possible option to communicate to the community our students' progress on the school wide expectations, including the civic and social data.

8. Adopt student grouping patterns that foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectation for student learning.

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STATUS: PLANNED FOR THE FUTURE

No formal committee has been established to investigate or adopt new grouping practices at East Hampton High School.

9. Develop a plan for regular evaluation of all support services to support improved student learning.

CLASSIFICATION: PLANNED FOR THE FUTURE

Response:

The school intends to develop a triennial process whereby the Special Education, Guidance, Health Services, and Library/Media Services Programs will be evaluated using the state and national standards. A diverse group of constituents will be involved in the development of the program evaluation and establishment of the program standards.

10. Develop and fund a plan to adequately meet space needs generated by increasing enrollment.

CLASSIFICATION: IN PROGRESS

Response: The Board of Education engaged the services of an architectural firm to do the design specs to renovate the existing high school by adding a new science and technology wing as well as new indoor athletic and locker room facilities. In addition, minor renovations included in this project will allow for improvements to the Family and Consumer Science area. This firm met with the Board of Education, Superintendent, central office staff and the school administration to get input on the project. After the design plans were completed and presented to the Board of Education, the Board voted to approve the renovations to the high school and send it to the Town Council. It is expected that the Town Council will take action on this plan within the next few months.

11. Develop and implement a technology plan to modernize and upgrade technology, equipment, and support services.

CLASSIFICATION: COMPLETED

Response: During the NEASC accreditation process, the visiting team recognized that the technology at the high school was in need of upgrading and/or replacement. Following the visit, the Board of Education established this need as one of their three year goals. Further, the Board of Education and the town of East Hampton established a technology subcommittee with a focus

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on how and where to spend money on educational technology, both at the high school and at the other schools.

The Superintendent and Board of Education committed the financial resources to provide for a three year upgrade to the district's technology. In the first year, 2008-2009, each teacher at the high school received a new classroom computer. The high school also received computer upgrades to two of the computer labs and a 25 station, wireless laptop mobile unit. Prior to the second year, the district purchased seven SmartBoards[®] for the high school. The high school will receive additional computers and SmartBoards[®] in the third year.

Support for the increased technology has been expanded to include two full-time district-wide technology specialists based at the high school. Additionally, another full-time position was created for the 2008-2009 school year to support the implementation and transition to the new student management software. This individual is also based at the high school.

12. Secure reliable revenue sources for maintenance or replacement of rapidly aging infrastructure and equipment.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #10. While there has been increased funding to maintain our building, at times it is difficult, if not impossible, to get replacement parts for specific equipment that is no longer manufactured

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SECTION II- EVALUATION REPORT RECOMMENDATION

STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning

1. Implement a process to revise the mission statement and expectations for student learning on a regular basis.

CLASSIFICATION: COMPLETED

Response: See highlighted recommendation #1.

STANDARD FOR ACCREDITATION: Curriculum

1. Provide sufficient time and resources to ensure the regular development, evaluation, and revision of the curriculum.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #4.

2. Use assessment results to revise and develop the curriculum.

CLASSIFICATION: COMPLETED

Response: See highlighted recommendation #3.

3. Create a curriculum format that prescribes content, integrates relevant school- wide learning expectations, identifies course- specific learning goals, suggests instructional strategies and suggests assessment techniques including the use of school- wide rubrics.

CLASSIFICATION: COMPLETED

Response: See highlighted recommendation #2.

4. Create a comprehensive written curriculum

CLASSIFICATION: IN PROGRESS

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Response: Under the leadership of a new Superintendent, curriculum and instruction have become district priorities. As a result, (and as noted in highlighted recommendation #2) two district curriculum positions were added to the budget during the following year. These positions have been instrumental in providing consistent curricular leadership in the areas of Language Arts/English and Mathematics. The K-12 Social Studies Department Chair has release time to support that discipline. Further, the K-12 Science Department Chair was given appropriate release time to work with the K-12 Science staff. With the addition of these positions, there has been a consistent effort to articulate the curriculum from grade to grade and school to school. As of this writing, the K-8 math, science, and Language Arts curricula has been written. In addition, all of the K-12 Enduring Understandings and Essential Questions have been developed which are the foundation for the 9-12 curricula. In keep with the Board of Education's plan, we will have the high school curriculum written in the three years.

5. Provide consistent and ongoing professional development to support curriculum development and implementation.

CLASSIFICATION: COMPLETED

Response: In August of 2008, teachers were introduced to the Understanding by Design curriculum model. Two professional developments days were devoted to working in subject areas teams to create enduring understandings and essential questions. In addition, teachers from common content areas across K-12 levels were given release time to work on these enduring understandings and essential questions. Teachers collaborated to identify these major elements that form the foundation of the curriculum. The district has adopted a change in the school calendar to increase professional development time to support curriculum development by adding two morning professional development sessions during planned late openings. Also, the professional development usually held the day following graduation has been moved to the Friday before February vacation. These professional development days provide more timely opportunities for departments to review data from common mid-term exams and develop common formative assessments.

6. Expand opportunities for student internship and other career possibilities.

CLASSIFICATION: COMPLETED

Response: Since the accreditation visit, the district hired a staff member from KUHN Employment Opportunities, Inc. to make connections with work placements and serve as the liaison in assessing our students' employability skills. We have also added a vocational/careers course that is taught by one of our special education teachers. This course provides opportunities for students to develop work-based skills and gain valuable experience at multiple job sites.

7. Expand career, technical and elective courses to meet student interests and needs.

CLASSIFICATION: COMPLETED

Response: In order to address a shift in student interest and the always changing career opportunities in Technology, two new courses have been developed, one of which, Digital Photography II, is offered this year. This course focuses on contemporary photographers and careers available in this area. Studies will include more in-depth work with manual camera operations and work with prosumer quality cameras. We anticipate that we will offer the other new course, Graphic Design, in the 2010-2011 school year. This course will focus on production of commercial grade art and design to be used in advertising and other corporate needs. It will also include a study of typography and the importance of aesthetically pleasing layouts of text and images. Adobe Illustrator, the same program that is used in the professional world, will be utilized in this course.

In addition to the variety of courses available both presently and in the near future, teachers frequently offer Independent Study courses. This option allows student to study advanced topics for which we may only offer introductory courses.

In order to increase awareness of career possibilities a variety of off site learning experiences are offered. Students attend seminars at informational venues such as Porter and Chester Institute, Baron Institute of Technology, Lincoln Technical Institute, Career Day at Wesleyan University and Construction Day sponsored by the Connecticut Department of Transportation.

8. Assure that the curriculum is appropriately integrated across curricular areas.

CLASSIFICATION: IN PROGRESS

Response: During the last two years, teachers have been working in data teams to create and administer common summative assessments, in the form of departmental mid-term and final exams. This year, all departments are working on creating quarterly formative assessments, called “snapshot assessments.” This work is predicated on our past efforts writing enduring understandings and essential questions which was reviewed across all curricular areas. This global focus helps students make connections from one learning area to another. It will assure that there is curricular integration across all areas.

9. Ensure curricular coordination and articulation between and among all academic areas with the school as well as with sending schools in the district.

CLASSIFICATION: COMPLETED

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Response: The Assistant Superintendent facilitates the K-12 Curriculum Council to coordinate curricular and instructional alignment across the district. As was previously stated, K-12 coordinators were hired in Language Arts/English and Mathematics in 2007-2008. Additional release time for the Science Department Chair enabled her to work with the ninth and tenth grade science teachers to better align our physical science and biology curricula with the CAPT. The Social Studies Department Chair and the World Language Department Chair, along with the other Chairs oversees the development of the curriculum and the coordination and consistency of the instruction, building-wide and district-wide. They provide grade-specific, school-specific and district-wide professional development. Administrative Council meetings, comprised of the Central Office Staff and Building Administration from each level, are held bi-monthly to ensure effective coordination of the educational program. Working with the Central Office Staff, our district coordinators administer assessments and provide programs to ensure the successful transition for students from the middle school to the high school.

10. Assure consistent and equitable allocation of materials, equipment, technology and appropriate facilities for all curriculum areas.

CLASSIFICATION: IN PROGRESS

Response: As noted in highlighted recommendation #10, to assure consistent and equitable allocation of facilities for all curricular areas, the Superintendent of Schools and Board of Education engaged the services of an architectural firm to make recommendation for renovations to the high school. This involved the addition of a new science and technology area and indoor athletic and locker room facilities. This will addresses what has been a longstanding issue: the insufficient number and outdated condition of our science labs. This plan adds at least two new computer labs which will take the pressure off of the use of the Library Media Center as a computer lab. The Board of Education voted to approve the renovations to the high school and send the plan to the Town Council. It is expected that the Town Council will take action on this plan within the next few months. With respect to the consistent and equitable allocation of materials and equipment, it is our intention that this renovation will provide additional resources in these areas as well.

As noted in highlighted recommendation #11, a three year technology lease has resulted in a more consistent allocation of technology resources across all curricular areas in the building.

STANDARD FOR ACCREDITATION: Instruction

1. Align instructional strategies with the goals of the mission statement.

CLASSIFICATION: IN PROGRESS

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Response: Our mission statement speaks of “developing informed and contributing members of society” and “providing a challenging academic program.” In our 2009-2010 School Improvement Plan, one of our high-leverage adult actions is that 90% of our staff will demonstrate effective use of three designated effective teaching strategies (ETS). Each teacher has been provided with a copy of Marzano’s book and the district has purchased a number of site licenses for PD-360 – which will provide focused professional development for teachers and departments as they become more proficient in utilizing the effective teaching strategies.

2. Ensure that teachers’ instructional strategies promote higher order thinking and depth of understanding for all students.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #5.

3. Increase connections across disciplines.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #5.

4. Expand opportunities that engage students as self-directed learners regardless of course or level.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #5.

5. Increase formal opportunities for discussion of instructional strategies, particularly across departments so that such discussion becomes a significant part of the culture of the school.

CLASSIFICATION: IN PROGRESS

Response: During the 2008-2009 school year, teams of teachers, called “data teams” began collecting formal data on student performance. “Snapshot assessments” were developed and administered to address students’ skill deficiencies and monitor growth. Departments were given time to analyze data during professional development days and department meetings. This analysis has allowed a formal dialogue to open among teachers concerning what instructional

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strategies are effective and what instructional modifications or adjustments need to be made. As more assessments are developed and administered, and more data is collected and analyzed, this professional dialogue will become an increasingly significant part of the culture of the high school.

6. Increase the quantity and availability of technology and provide appropriate professional development to support its integration in all instructional areas.

CLASSIFICATION: COMPLETED

Response: See highlighted recommendation #11. In addition to increases in the quantity and availability of technology, appropriate professional development has been provided to support its integration in all instructional areas. On-going training has been provided to all staff in the use of Rediker, our new administrative software package that includes a grading program. This training has taken the form of large group, small group, or even at times, one-on-one with our technology specialist who oversaw the implementation of our new administrative software package. Training has also been provided in the use of the computer on wheels “COW” and the new SMARTBoards[®].

STANDARD FOR ACCREDITATION: Assessment for Student Learning

1. Develop and implement a plan that allows students to track their progress in meeting or exceeding the school-wide academic expectations.

CLASSIFICATION: COMPLETED

Response: See highlighted recommendation #6.

2. Relate learning activities directly to the school-wide expectations on a regular basis.

CLASSIFICATION: COMPLETED

Response: See highlighted recommendation #6.

3. Expand the use of school-wide rubrics in the design of specific assessments.

CLASSIFICATION: COMPLETED

Response: See highlighted recommendation #6.

4. Adopt a formal program for teacher collaboration to assess student learning.

CLASSIFICATION: IN PROGRESS

Response: Common planning time for departments has allowed most departments the opportunity to collaborate and assess student learning. This has allowed teachers to create common learning activities and assessments and spent time viewing student work. Departments have also used this time to analyze data related to common assessments as well as standardized testing data. Professional development days have also been utilized for this purpose. In addition, teachers who are teaching the same courses or grade levels have used this collaborative time to develop assessments and analyze student results.

5. Expand professional development activities to include collaborative assessment design.

CLASSIFICATION: IN PROGRESS

Response: Professional development time has been added to the school year in January and April to expand activities for teachers to work together on designing assessments. Common planning time has also helped to facilitate this. All departments have collaborated to create common midterm and final summative exams. During the 2009-2010 school year, these activities will be expanded to include the development of formative assessments.

6. Develop a formal method to track and report individual student and overall school progress in meeting the academic, civic, and, social expectations and report the results to the community.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #7. While East Hampton High School utilizes rubrics to assess our students' success on the seven academic expectations for student learning, data is also collected to assess our students' success on the two civic expectations and the three social expectations.

Annually, the high school administration reviews reports from the school's athletic department to monitor student participation in the school community. Items reviewed include student participation as well as awards for performance and sportsmanship in each sport. Additionally, the student government and club advisors submit information annually to the principal to document the participation and service of their clubs. This review of activities allows the school to monitor our students' ability to meet civic and social expectations through athletic and extracurricular activities. It also allows the school to monitor how well we recognize students who have exceeded in those areas.

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We monitor our school climate by annually reviewing the following discipline indicators: the number of students given detentions by grade, the number of students assigned detentions who did not serve them, the number of students who were suspended, the number of students who were referred for bullying and harassment/threatening, the number of students who were referred for fighting, the number of occasions from the two previous data sources in which a staff member did an intervention or held a meeting with those students, the number of incidences of theft that were reported and circumstances surrounding each, the number of students who returned property that they found either in the school or outside, and the number of students who were referred for using inappropriate language, either directed at a staff member or at another student.

When analyzed, this data is referenced in conjunction with data the school has gathered in the areas of attendance (including tardies), student retention, dropout rates, as well as CAPT, SAT and AP performance data. This data is tracked annually and compared with that of previous years. From the results of this process, the school administration adjusts procedures to continually provide a safe and orderly academic environment that is conducive to learning.

STANDARD FOR ACCREDITATION: Leadership and Organization

1. Provide department coordinators for all departments.

CLASSIFICATION: COMPLETED

Response: We have Chairs for the five core departments. In addition, there are K-12 team leaders for art, music, physical education and health. It is not fiscally possible at this time to provide a team leader to administer the remaining three departments who have one member each. As a result, the business education, family & consumer science, and technology education departments are overseen by the assistant principal.

2. Assess the appropriateness of East Hampton High School's grouping practices of homogeneity and heterogeneity in light of current educational research.

CLASSIFICATION: PLANNED FOR THE FUTURE

Response: See highlighted recommendation #8.

3. Examine how the school allocates the teaching time of faculty and develop a remedy for the wide range in class sizes.

CLASSIFICATION: IN PROGRESS

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Response: The master scheduling process has been reviewed to examine how the school allocates teaching time for faculty. The wide range in class sizes is due to the fact that we are a small high school with many singleton courses, including AP courses that may at times have low enrollments. Our commitment to provide as many course offerings as possible results in the fact that most of the faculty has at least three preps. To limit the number of preps, the principal balances preparations rather than student enrollment.

4. Provide opportunities for formal, on-going collaboration within and across departments.

CLASSIFICATION: COMPLETED

Response: During the 2008-2009 school year, teachers within the same departments were given common planning time, if the schedule allowed. This provided opportunities for formal, on-going collaboration within departments. In addition, professional development and faculty meeting time were utilized to work on common formative and summative assessments. This year we will utilize one of the departments' meeting days so that elective area teachers can meet with members of two core departments. This will provide a formal process to initiate curricular and instructional collaboration across all departments of the school.

5. Address issues of student smoking on campus.

CLASSIFICATION: IN PROGRESS

Response: Since the accreditation visit, we hired a full-time security paraprofessional to help monitor our students more efficiently in the building and provide increased safety and security for all members of our community. To address the issue of smoking, we brought in a smoking cessation program to the high school for the 2006-2007 and 2007-2008 school years. This program did not eliminate nor reduce the occurrences of smoking in the restrooms. During that same period, we investigated a variety of monitoring devices to be installed in the restrooms and utilized paraprofessionals outside the restrooms to monitor student entry and exit. In spite of our efforts, there is still more to do to address this recommendation.

STANDARD FOR ACCREDITATION: School Resources for Learning

1. Implement formal program evaluations for support services to measure success and target specific program areas for improvement.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #9.

2. Pursue alternative methods of content delivery, such as distance learning and online courses, to expand the curriculum to meet unique interests and needs of individual students.

CLASSIFICATION: COMPLETED

Response: Students at East Hampton High School may participate in online courses for high school credit. These courses are offered through the Virtual Learning Academy or the Brigham Young University (BYU) High School Credit Program. For the Virtual Learning Academy courses, the student is monitored by an East Hampton High School faculty member who has been licensed to proctor the course. The BYU courses are monitored by an off-site professor and final exams are administered by an East Hampton High School faculty member. Participation in these courses is either supplementary in nature or used as a means of credit recovery.

3. Further develop the guidance web site to enhance student, parent and faculty awareness of available ongoing programs.

CLASSIFICATION: COMPLETED

Response: East Hampton High School unveiled a new website during the spring of 2009. As a result, the School Counseling Department web pages have undergone major changes to include updated information that is more relevant to the work of school counselors. Included are academic planning tools and requirements, devices for exploring post-secondary options, major and career guidelines, and access to programs that counselors use in working with students and parents, such as Naviance/Family Connections and Bridges. In addition, an updated calendar listing all of the colleges and universities that are visiting the high school each day is included on the website.

4. Actively involve the LMS in the planning stages of library related units in order to create a stronger connection between the need for information and the skills necessary to acquire it efficiently and effectively.

CLASSIFICATION: PLANNED FOR THE FUTURE

Response: While the LMS is frequently involved in library related tasks in all disciplines, he is not involved in the planning stages for such tasks. Opportunities could arise for the LMS to be more formally involved in such planning; however, no formal process exists for this course of action. A protocol must be created to involve the LMS in the planning stages of library related units.

5. Examine the curriculum as recorded in the curriculum planning documents to embed library and information skills instruction into all levels of instruction.

CLASSIFICATION: PLANNED FOR THE FUTURE

Response: A current goal of the Board of Education is to rework all curricula by grade level and content area over the next three years. Indeed, many disciplines presently create units, activities and research projects that involve library and information skills; however, they have not been formally placed into curricula. Opportunities could arise to embed library and information skills instruction into all levels of instruction; however, no formal process exists for this course of action.

6. Develop and implement a school-wide plan for computer allocation that will alleviate dependence on the LMC computers exclusively as a computer lab.

CLASSIFICATION: IN PROGRESS

Response: See evaluation report recommendation, Curriculum, #10

7. Provide additional social work and guidance services to meet student needs.

CLASSIFICATION: IN PROGRESS

Response: Since the accreditation visit, the school has hired a full time psychologist. Prior to this hiring, the high school consulted on the services of an outside psychologist for any testing or evaluations that were necessary. In addition, we increased from a .5 FTE Social Worker to a .75 FTE social worker. A full-time school counselor/director was in the 2009-2010 budget; however, it was removed during successive budget reductions. Currently we maintain a student/counselor ratio of 290/1. It is the Superintendent's priority to increase guidance services in 2010-2011.

8. Provide assistance in the health office to address increased clerical demands.

CLASSIFICATION: REJECTED

Response: Since the accreditation visit, the school has a new student management software program, "Rediker" and a new nursing software program, "Nurses Choice's." These have eliminated the need for clerical help in the health office.

9. Develop and Implement a Program for At-Risk and Behavioral Needs Students

CLASSIFICATION: COMPLETED

Response: An off-site alternative program for at-risk and behavioral needs students who qualify for special education and related services has been developed. The Learning Center is a collaborative program with the East Haddam Public Schools and is located in the center of town. This alternative program is staffed by a full time special education teacher, social worker and a paraprofessional.

STANDARD FOR ACCREDITATION: Community Resources for Learning

1. Develop and fund a plan to accommodate projected enrollment that provides space for physical education, storage, offices, and for the cafeteria and provides additional classrooms.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #10

2. Develop a more comprehensive and articulated technology plan to upgrade and modernize the technology infrastructure and equipment.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #11.

3. Add building level technology support to meet the needs of students and staff.

CLASSIFICATION: COMPLETED

Response: See highlighted recommendation #11.

4. Secure reliable revenue sources for maintenance or replacement of rapidly aging infrastructure and equipment.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendation #12.

5. Look for and use ways to inform the community of the school's needs and successes in order to obtain support for facilities and program improvement.

CLASSIFICATION: COMPLETED

Response: We utilize multiple resources to inform the community of our needs and successes in order to obtain support for facilities and program improvements. These include parent newsletters, parent forums, community newsletters, community conversations and presentations to the Rotary Club and other service organizations.

6. Renovate the Science labs to maintain and enhance the existing laboratory curriculum.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendations #11 and #12.

7. Provide equipment to support oral and aural learning in world languages.

CLASSIFICATION: IN PROGRESS

Response: There is a plan to purchase the equipment and software necessary to support oral and aural leaning in world languages.

8. Update equipment in the Family and Consumer Science Lab.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendations # 11 and # 12

9. Develop an ongoing plan to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.

CLASSIFICATION: IN PROGRESS

Response: See highlighted recommendations # 11 and #12.

MISSION STATEMENT AND EXPECTATIONS FOR LEARNING

EAST HAMPTON HIGH SCHOOL, WITH THE SUPPORT OF THE COMMUNITY, IS COMMITTED TO DEVELOPING INFORMED, RESPONSIBLE AND CONTRIBUTING MEMBERS OF A GLOBAL SOCIETY THROUGH A CHALLENGING ACADEMIC PROGRAM IN AN ENVIRONMENT THAT PROMOTES HEALTHY SOCIAL, EMOTIONAL AND PHYSICAL DEVELOPMENT.

ACADEMIC EXPECTATIONS FOR STUDENT LEARNING

1. STUDENTS WILL SPEAK EFFECTIVELY FOR A VARIETY OF PURPOSES.
2. STUDENTS WILL USE INFORMATION EFFECTIVELY.
3. STUDENTS WILL USE TECHNOLOGIES EFFECTIVELY AND APPROPRIATELY.
4. STUDENTS WILL DEMONSTRATE EFFECTIVE SELF-EXPRESSION.
5. STUDENTS WILL WRITE CLEARLY AND EFFECTIVELY.
6. STUDENTS WILL USE CRITICAL THINKING SKILLS TO SOLVE PROBLEMS IN REAL-WORLD CONTEXTS.
7. STUDENTS WILL READ EFFECTIVELY.

CIVIC EXPECTATIONS FOR STUDENT LEARNING

1. STUDENTS WILL DEMONSTRATE CIVIC RESPONSIBILITY BY CONTRIBUTING TO THEIR SCHOOL AND COMMUNITY.
2. STUDENTS WILL EXERCISE THEIR RIGHTS AND RESPONSIBILITIES AS CITIZENS IN A DEMOCRATIC SOCIETY.

SOCIAL EXPECTATIONS FOR STUDENT LEARNING

1. STUDENTS WILL ACCEPT RESPONSIBILITY FOR THEIR ACTIONS.
2. STUDENTS WILL TREAT OTHERS AND THEIR PROPERTY WITH RESPECT.
3. STUDENTS WILL APPRECIATE AND VALUE THE DIFFERENCES AMONG PEOPLE IN THE COMMUNITY OF EAST HAMPTON AND BEYOND.

IV. SUBSTITUTIVE CHANGES

This section reflects budget-driven decisions for the 2009-2010 school year that have an impact on the school's ability to meet the Standards of Accreditation. The Board of Education was forced to make major reductions in the school budget when the first referendum failed. Unfortunately, the Board had difficult decisions as to where to make up this shortfall without severely impacting programs and services to students. A decision was made to institute an athletic participation fee for all athletics in the high school and middle school. A fee of \$150 per sport per athlete was assessed with a \$450 cap per family across children in both schools. This fee is waived for students eligible for free and reduced lunch and a plan is in place for families experiencing financial hardship.

Another result of our budget issues was the elimination of a 1.0 FTE High School English position. This position was transferred to another school. The result was two fold: one, the following English electives were lost: Journalism, Public Speaking, Theatre Arts I & II and Yearbook II; and two, we have large section sizes in Level 1 sophomore English, mid-level junior English, and Modern Literature. The only remaining English elective is Yearbook I. Another position that was eliminated was a part time paraprofessional in the Library Media Center.

All of these were painful and difficult decisions, driven by budget realities. These decisions were consciously made in an effort to avoid further cuts of classroom teachers.

V. STRENGTHS/ ACHIEVEMENTS

East Hampton High School has many strengths and a long list of student achievements. Our students consistently score beyond the state and national averages on standardized tests such as the CAPT, SAT and Advanced Placement.

As both a school and a district, we have been working diligently to create a comprehensive curriculum. The lack of a curriculum was our greatest weakness during the decennial evaluation. In the last two years, the district has developed a clear plan to create a comprehensive curriculum. The emphasis on enduring understandings and essential questions not only reflects current education research and theory, but creates a focus on student learning and achievement. All departments have completed K- 12 enduring understandings and essential questions and are currently developing specific curricula. Once completed, this new curriculum will benefit all aspects of our school community.

VI. RESTRUCTURING OR OTHER REFORM INITIATIVES

East Hampton High School has begun to implement a holistic model for school accountability. Using the work of Douglas Reeves and the Connecticut Accountability for Learning Initiative as a foundation, the new school improvement plan identifies long-term and interim student achievement goals. These goals are supported by significant changes in adult actions in the areas of school climate, curriculum, instruction and assessment. Each of these four areas of adult work will be monitored monthly for compliance and change in adult behavior at the administrative and classroom levels. The long-standing team leader meetings (department heads) will be enhanced to more effectively implement the data team protocol to ensure that quantitative and qualitative data are used in high-stakes decision-making.

VII. FOLLOW- UP PROGRAM AT EAST HAMPTON HIGH SCHOOL

Our follow-up program consisted of a Chair, a follow-up committee and several sub-committees which met monthly. Each faculty member was assigned to a sub-committee. Parents and community members were engaged in the follow-up process informally to share ideas. Each sub-committee prioritized their recommendations and completed the Planning and Priorities chart. In March of 2008, each sub-committee submitted a status report for all of their recommendations. Professional development as well as faculty meeting time was spent working on the recommendations during the spring of 2007-2008 and during the entire 2008- 2009 school year. Each sub-committee discussed, researched and wrote responses to the recommendations. All recommendations were presented and discussed during faculty meetings. The chair of the follow-up committee worked with the principal to coordinate, edit and complete the two- year report. The members of the follow-up committee are as follows:

Roger Abraham, Science

James Angelo, Technology Education

Sherry Banack, Mathematics

Dr. Linda C. Berry, Principal

Paul Brenton, Former Assistant Principal

Dominique Galvez, World Language

Steve Goldberg, Mathematics

Danielle King, English

Mary Lynch, Science

Keith Luckenbach, LMS

Kristen Mann, History

Stacey Riggio, Chair, English

Curt Weybright, Music

STATISTICAL DATA SHEET

School: East Hampton High School Principal: Dr. Linda C. Berry
City, State: East Hampton, CT 06424 School Telephone: (860) 365-4030
E –Mail Address: ehhs@easthamptonct.org FAX Number: (860) 365-4034
Dates of Accreditation Visit: April 29, 2007 – May 2, 2007

Grades: 9-12 School Enrollment: 561 at time of the evaluation
Grades: 9-12 School Enrollment: 571 at present time

Based upon the state’s definition of a dropout, indicate the dropout rate for the most recently completed school year as well as for the preceding two years:

0.9 % 2007
0.8 % 2008
0.7 % 2009

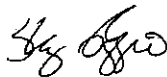
DISPOSITION OF VISITING COMMITTEE REPORT RECOMMENDATIONS

	NUMBER	PERCENTAGE
COMPLETED	18	39
IN PROGRESS	24	52
PLANNED FOR THE FUTURE	3	7
REJECTED	1	2
NO ACTION	0	0
TOTAL	46	100%

Electronic Signature of Principal/Headmaster:



Electronic Signature of Chair
Follow-Up Committee
English Department Chair



Date Progress Report Submitted: October 1, 2009



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COMMISSION ON PUBLIC SECONDARY SCHOOLS

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February 25, 2010

Linda C. Berry
Principal
East Hampton High School
15 North Maple Street
East Hampton, CT 06424

Dear Dr. Berry:

The Commission on Public Secondary Schools, at its January 24-25, 2010 meeting, reviewed the Two-Year Progress Report of East Hampton High School and continued the school's accreditation.

The Commission was pleased to learn of the school's progress, specifically citing the following:

- the establishment of a process for the annual review of the school's mission and expectations for student learning that involves teachers and students and a review by parents, and includes the analysis of data from relevant sources
- the expansion of technology-related courses and independent study options designed to increase the curricular options available to students
- the increase in staffing and the provision of equipment to support the use of technology as a tool for teaching and learning
- the strategies adopted to create a comprehensive written curriculum, including the establishment of K-12 chair positions to oversee the process, the provision of released time dedicated to the task, the development and circulation of a curriculum template, and the adoption of the *Understanding by Design* model to guide the revision process
- the use of the analysis of student assessment data to drive the review, revision, and development of curriculum documents
- the provision of professional development focused on curriculum development with an emphasis on enduring understandings and essential questions

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- the conduct of a survey to assess the level of alignment between instructional practices and the school's mission and expectations
- the use of data from the walkthrough protocols to identify long-term and interim student achievement goals and to target expected changes in adult behaviors as regards climate, curriculum, instructional practices, and assessment
- the inclusion of the academic expectations in student self-assessment and course progress reporting
- the development of a process to monitor the use of the school-wide rubrics for assessing the achievement by students of the academic expectations
- the implementation of a holistic school accountability model centered on adult behaviors
- the conduct of an annual review of positive participation in community endeavors and of discipline indicators to assess the level of student achievement of the civic and social expectations articulated in the mission
- the hiring of a district staff member to support work placement and the development of employability skills for students

All accredited schools are asked to submit a required Five-Year Progress Report, which in the case of East Hampton High School is due on March 1, 2012. The report should provide detailed responses to the following highlighted recommendations:

- provide a copy of the curriculum template that prescribes content, integrates relevant school-wide learning expectations, includes course-specific learning goals, suggests instructional strategies, and suggests assessment strategies including the use of school-wide rubrics
- describe how teachers employ instructional practices that make connections across disciplines
- provide examples of how teachers have revised and improved the curriculum and instructional practices through the analysis of student work and the results of student assessments
- report on the school's adoption of grouping practices that reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations
- describe the school's formal, ongoing program through which each student has an adult member of the school community in addition to the guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide academic expectations for student learning
- describe the school's processes, and report on its most recent application of those processes, to evaluate the delivery of all support services (guidance, special education, health/nursing, library/media)
- report on the progress in the school renovation project

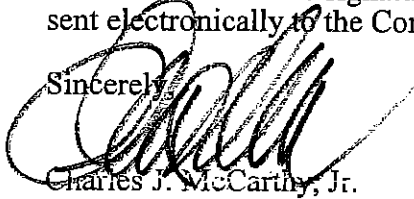
School officials are reminded that all valid recommendations in the evaluation report should have been completed or be in the final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports, a warning, or probationary status for the school. The Commission requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy. As

Linda C. Berry
February 25, 2010
Page Three

well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

The Commission will review the school's accreditation status when it considers the Five-Year Progress Report. Consistent with the Commission's follow-up procedures, the report should include an electronic signature of the principal and chair of the Follow-Up Committee and be sent electronically to the Commission office at the following address: cpssreports@neasc.org.

Sincerely,



Charles J. McCarthy, Jr.

CJM/mv
Enclosure

cc: Judith D. Golden, Superintendent, East Hampton Public Schools
Michael Vasquenza, Chairman, Board of Education, East Hampton Board of Education
Victor D. Mercurio, Chair, Commission on Public Secondary Schools

East Hampton High School
Summary of Commendations and Recommendations from Two-Year Report
March 28, 2010

Commendations:

1. The establishment of a process for annual review of the school's mission and expectations for student learning.
2. The increase in staff and equipment to support the use of technology as a tool for teaching and learning.
3. The use of the analysis of student assessment data to drive the review, revision and development of curriculum documents.
4. The provision of professional development focused on curriculum development with an emphasis on enduring understandings and essential questions.
5. The use of data from the walkthrough protocols to identify long-term and interim student achievement goals and to target expected changes in adult behaviors regarding climate, curriculum, instructional practices and assessment.
6. The implementation of a holistic school accountability model centered on adult behaviors

Recommendations

1. Describe how teachers employ instructional practices that make connections across disciplines.
2. Provide examples of how teachers have revised and improved the curriculum and instructional practices through the analysis of student work and the results of student assessments.
3. Report on the school's adoption of grouping practices that reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices and support the achievement of the school's mission and expectations.
4. Report on the progress in the school renovation project.