

Section I – Responses to Highlighted Recommendations from the Two-Year Progress Report

**Five-Year Progress Report of East Hampton High School
March 1, 2012**

1. A curriculum template has been created 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.

Classification: COMPLETED

The McTighe/Wiggins model of Understanding by Design has been used to create and employ a curriculum template in the district since April, 2008. A copy of the current template is attached.

Using this template, the high school staff has spent hundreds of hours evaluating and rewriting curriculum in more than sixty courses throughout the core and elective curricula.

2. Teachers employ instructional practices that make connections across disciplines.

Classification: COMPLETED

Interdepartmental instructional strategies are addressed in monthly Team Leader meetings. Moreover, Special Education faculty members are an integral part of regular education planning and implementation, especially concerning Scientific Research-Based Interventions. The Advisory program is instrumental in implementing common academic, civic, and social expectations for all students as delivered by staff members from all disciplines. A number of professional development days have been devoted to the creation of Professional Learning Communities and the use of Pearson Data Programs.

A literacy consultant was hired to work with all departments for two years (2009-2011) to improve literacy instruction school wide, writing in the content areas. In addition, K-12 coordinator positions for Language Arts and Math/Science have been created to align and integrate instruction and strategies district wide.

Increased common departmental planning time has been an integral part of creating the master schedule, and more faculty meeting time is dedicated to provide time for discussion of instructional strategies across all academic disciplines.

3. Teachers have revised and improved the curriculum and instructional practices through the analysis of student work and the results of student assessments.

Classification: COMPLETED

All academics departments have been given time to develop and revise their curriculum guides for both required and elective courses. Departments have many print and video resources available to them and, with the availability of materials on the Internet, all high school curricula that were targeted—with very few exceptions—were completed.

Some consultants have been brought in to help with curriculum development, and members of departments have been paid for two to four days to work on curriculum in the summer. Several in-service days have been employed during the year last year to allow department members to write or revise curriculum.

Moreover, once a quarter students are given a “snapshot” assessment of discipline-related skills. These ordinarily include (but are not limited to) such skills as graphing analysis, reading comprehension, reading for information, multiple choice techniques, and using information. In department meetings, time is used to analyze the information in the data, and discussions are held to try to determine how to improve these skills. Based on students’ needs, lessons are then developed and/or modified to meet those needs.

4. Grouping practices have been adopted 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.

Classification: COMPLETED

Students at East Hampton High School are enrolled in a mix of both homogeneous and heterogeneous courses throughout their high school careers. During the 2011-2012 school year, 49 heterogeneous classes were offered along with homogenous courses.

Prior to the 2010-2011 school year, an unleveled ninth grade English class was designed to ensure that all students will have exposure to a heterogeneous class and to determine students’ academic abilities. There is at least one heterogeneous course offered in every core subject area in addition to the elective areas (art, business, music, etc.).

Success shown via 2011 CAPT and SAT scores support the appropriateness of East Hampton High School’s mixed grouping practices.

5. The school has created a formal and 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.

Classification: COMPLETED

Prior to the NEASC Visiting Committee’s evaluation of the school in 2007, East Hampton High School had already put in place a formal advisory program wherein the above criteria were addressed. This program continues with students’ homeroom teachers assuming the role of the above described “adult member of the school community.”

Moreover, in the last year, East Hampton High School has adopted Positive Behavioral Interventions Strategies (PBIS), a proactive systems approach for developing and maintaining

a safe, effective, and efficient learning environment for all students, within this advisory program. The school-wide PBIS program at East Hampton High School is intended to promote an educational environment where positive behaviors are encouraged, students who are at risk socially and academically are identified, and those students are provided appropriate interventions to enhance their learning experience.

The Positive Behavioral Intervention Strategies initiative for the district began in 2008. The proposal was made by the Director of Support Services in order to develop a comprehensive positive school climate. In that first stage the Director of Support Services appointed a PBIS coordinator, who received training from the State of Connecticut in establishing the PBIS model as it is practiced today in the district. During the first year of the program the timetable for training district staff members and the steps required for implementation of the program were established.

The Positive Behavioral Intervention Strategies Program is a three-tier program and was first introduced to the East Hampton School District in October, 2009. The first step in bringing the program to fruition was the establishment of a School Climate Committee at East Hampton High School. The School Climate committee members are representatives from each of the school's academic departments.

The School Climate Committee was responsible for the rewriting of the school's disciplinary referral form; this was accomplished by the spring of 2011. Referral forms are submitted to the assistant principal for action, information on the referral forms is entered into a retrieval system known as School Wide Information System or SWIS. This program is used to identify potential at risk students by utilizing data and showing that data in various charts and graphs.

In June of 2011 the School Climate Committee identified the specific rewards for positive behaviors that students would receive, the process by which students would be identified, those who would receive the rewards, and the timetable for presenting the rewards. All staff members have certificates that are presented to a student when the student is observed practicing positive behaviors. The certificates are put into a drawing by grade for weekly prizes: free school lunches; two students per grade are awarded the weekly prizes. Additional drawings are held on a quarterly schedule by grade, two students per grade, for larger prizes: gift certificates from area businesses.

6. A process has been developed to evaluate the school's support services (guidance, special education, health/nursing, library/media). Report on most recent application.

Classification: COMPLETED

The library media specialist and Guidance and Special Education personnel are evaluated via the district's Evaluation Plan (2006). The Special Education Department is also monitored through state reporting on a variety of indicators. If those indicators are not met the district is deemed non-compliant in those areas and corrective actions are created to address those issues.

East Hampton High School uses the Connecticut State Department of Education's *Competency in School Nurse Practice* to evaluate its school nurse.

The whole of the school's support services is thus evaluated via these individual evaluations.

These evaluations are completed on an annual basis for all personnel involved. The most recent evaluation cycle was concluded in May, 2011; the next cycle will conclude in May, 2012.

7. The school renovation project is in progress.

Classification: COMPLETED

The Board of Education has proposed a \$36 million renovation and expansion of the high school that includes the construction of a new 25,700-square-foot, two-story science section and a complete renovation of the gymnasium and locker rooms. O&G Industries of Torrington will do the work. Construction is set to begin in July of 2013 with an estimated completion date of September, 2016. The state should reimburse the town for approximately \$17 million (62.14 percent) of the total project cost.

Other renovations include the demolition of two sections that were added at the far north end of the school in the 1970's, re-wiring the building, upgrading the aging mechanical systems, and installing a new fire-suppression sprinkler system. The project will also involve removing any remaining traces of asbestos and clearing the building of PCBs.

The remediation work will be done in the summer, when the building is empty. However, most construction and renovation should continue while school is in session.

The renovation will create a new building within the existing shell, one that should last between 20-50 years.

The work is to be divided into four categories: new construction, and light, medium, and heavy renovation. Existing science classrooms now located in the north end of the building will be converted for other uses, while new science classrooms constructed in the new two-story addition.

Lighter renovation, to be done throughout the entire school and involve 79,100-square feet, will also involve replacing ceilings, floors, painting, hardware and cabinetry.

The first phase of the work will involve building the new science lab complex at the south end of the building; it will add two science laboratories, bringing the total to eight.

At this point, the Board of Education has made a request to the Town Council to appoint a Building Committee and to the Board of Finance for funding to complete preliminary designs and educational specifications.

Section II - Responses to General Recommendations from the Two-Year Progress Report

Five-Year Progress Report of East Hampton High School March 1, 2012

STANDARD FOR ACCREDITATION: Curriculum

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

Classification: COMPLETED. See Highlighted Recommendation #3.

2. Create a comprehensive written curriculum.

Classification: COMPLETED. See Highlighted Recommendation #1.

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

Classification: COMPLETED. See Highlighted Recommendation #2.

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

Classification: COMPLETED

Even in the difficult economic times since the 2007 visitation, town budgets have passed without inordinate decreases, and so equitable allocation of materials has occurred across departments. With the recursive three-year technology plan and renovation plan in place, East Hampton High School is getting ever closer to having appropriate educational facilities for all curriculum areas.

STANDARD FOR ACCREDITATION: Instruction

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

Classification: COMPLETED

Every EHHS teacher has addressed at least one Effective Teaching Strategy (ETS) as a yearly goal, and to that end, all departments have focused on implementing the strategies of collaborative learning, note taking and summarizing, homework, practice, and nonlinguistic representations in the last two school years.

Each department is compiling samples of ETS focused strategies created and used in classes. All new teachers are given copies of Robert Marzano's *Handbook for Classroom Instruction That Works* when they begin employment.

Other mission-related strategies include: The Social Studies department requires students to attend a local board or commission meeting as part of a graduation required course; the

school has added a Unified Sports/Physical Education course; all tenth graders take a trip to Ellis Island as part of their immigration unit (A visit to the 9/11 Memorial will be part of the trip in May, 2012.); World Language and Social Studies classes include instruction aligned with school wide mission projects—e.g., projects for Japanese tsunami and Haitian earthquake relief have occurred; World Language classes and clubs participate in cultural activities in and outside of school, including World Language Week, Project Perú, Roots of Development, and a World Language Dinner; the Math Department has created a math team to compete within Middlesex County; the Botany course is actively involved in researching and monitoring local ecosystems; and Business Education courses incorporate lessons given by outside business leaders and innovators.

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

Classification: COMPLETED

Beginning teachers at East Hampton High School participate in the State of Connecticut Teacher Education and Mentoring (TEAM) program, which promotes, among other goals, that teachers “develop and organize lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems.”

During the 2010-2011 school year, administrators from throughout the district performed walkthroughs, collecting data in classrooms which confirmed that effective teaching strategies are being used to promote higher order thinking. During the 2011-2012 school year, this program has been expanded, so that high school teachers will be taking part in walkthroughs at other district schools in order to observe strategies employed by teachers in other grades and subjects in order to promote higher order thinking and depth of understanding. The information collected will be shared with the rest of the high school faculty later in the school year.

For subjects covered by the Connecticut Academic Performance Test (CAPT), teachers explicitly focus on open ended questioning, which is part of the CAPT testing protocol. Throughout the academic year, teachers incorporate open ended questions on both formative and summative assessments. In addition, teachers focus on establishing a common vocabulary to promote deeper understanding and more thorough answers to higher order questions. In the visual, graphic, and performing arts, both written and oral critiques are used as a means of encouraging higher order thinking.

3. Increase connections across disciplines.

Classification: COMPLETED. See Highlighted Recommendation #2.

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

Classification: COMPLETED

East Hampton High School has an active and growing independent study program. In this program, students choose an area for self-directed study advised by a faculty member

in that area. An increasing number of students have taken advantage of this program recently. During the 2010-2011, a total of 19 students participated in this program across a range of disciplines: world language (1), digital arts (5), architecture (6), robotics (1), preschool (5) and gym (1). Participation is expected to grow during the 2011-2012 school year. In the first half of this year, a total of 14 students pursued independent studies in digital arts (5), architecture (5), art (1), music (1) and preschool (2).

In addition to the independent study program, many courses include projects where both the format and topics are chosen by students. In the Social Studies, World Languages and Science departments, for example, students may opt to create songs, plays, dances, posters, or presentations to report their research on topics within the course that they have chosen.

Inquiry based learning appears across disciplines. For example, all research papers in the English and Social Studies departments are inquiry based, and many biology and chemistry laboratories have procedures entirely designed by individuals or small groups of students.

Finally, many courses employ collaborative group projects to foster self-directed learning. Students bring their own particular talents and skills to heterogeneous group settings, permitting them to operate from a base of competence when exploring unfamiliar topics.

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

Classification: COMPLETED. See Highlighted Recommendation #2.

STANDARD FOR ACCREDITATION: Assessment for Student Learning

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

Classification: IN PROGRESS

Common planning time for departments has allowed some departments the opportunity to collaborate and assess student learning. This schedule change 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 data from standardized testing. 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 time to develop assessments and analyze student results.

The Scientific Research-Based Interventions (SRBI) school data team also allows for teacher collaboration as it relates to student learning. The team—composed of SRBI interventionists, the English Team Leader, high school principal, and the K-12 Language Arts Coordinator—meets quarterly in order to assess student progress and to develop strategies to enhance student learning.

It must be noted that scheduling of common planning time within departments is inconsistent from year to year.

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

Classification: COMPLETED

Professional development time has been allotted for: the creation of common assessments, snapshot assessment of CAPT skills, and common midyear and final assessments in all required classes and in electives. In working with Effective Teaching Strategies, departments have shared and developed multiple common activities and assessments for activities such as note taking, summarizing, nonlinguistic representations and collaborations. Departments have created shared units of work, including assessments.

Time has been provided during professional development days to work in departments to develop common summative midyear and final exams. Adequate time has also been provided during professional development days to generate the snapshots.

3. 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: COMPLETED

The School Wide Climate Committee is responsible for developing Tier I, II and Tier III procedures. Tier I procedures have been in place since the fall of 2010. East Hampton High School has developed Tier II protocols and will begin implementing the process in January of 2012. Tier III protocols will be developed and implemented by the fall of 2012. The purpose of Tier II and III strategies is to identify those students who are not responding to Tier I interventions, establish a monitoring process, and review student progress every four weeks in order to revise intervention strategies. Information regarding the severity and frequency of discipline infractions is recorded in the School Wide Information System (SWIS). This system will chart the remediation progress of students identified as requiring additional support.

STANDARD FOR ACCREDITATION: Leadership and Organization

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

Classification: COMPLETED. See Highlighted Recommendation #4.

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

Classification: COMPLETED

Teachers' workloads and subsequent schedules are primarily based upon teaching during five periods in the school's seven period day. Within those parameters, the majority of faculty members teach five sections of classes or twenty-five class periods per week. Given the additional responsibility for overseeing their departments, team leaders are assigned four sections of classes or twenty class periods per week. Science teachers who teach lab classes are assigned four sections; this amounts to twenty-eight teaching periods given the two days of laboratory work for each section of classes.

When designing the schedule the focus is to create a flow of classes that will accommodate the scheduling needs of students in all grades. To this end, different sections of the same class are spread throughout the day to allow for flexibility and availability of classes as students schedule themselves to meet graduation requirements and to meet their interests and plans.

The increased need for faculty to have time to collaborate and to have time for data analysis to inform their instruction is a priority in the school. Thus, the administration is committed to arranging common planning time within departments when creating the schedule.

Moreover, the administration has increased its focus in creating comparable class sizes in class sections within the school. The intentional arrangement of class sections throughout the day is one strategy that has been used to address variance in class size. Additionally there is a focus on scheduling by hand when necessary to ensure an even distribution of students among sections.

3. Address issues of student smoking on campus.

Classification: COMPLETED

Through a combination of smoking cessation programs and increased vigilance by staff, the incidents of student smoking on campus have decreased markedly since 2007.

The addition of a highly visible and respected school resource officer has had a decidedly beneficial effect in the reduction of student smoking at East Hampton High School.

A mere five incidents of smoking have been detected at the school thus far in the 2011-2012 school year.

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: COMPLETED. See Highlighted Recommendation #6.

2. Actively involve the library media specialist 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: COMPLETED

In virtually all departments, the library media specialist is involved in the planning stages of library-related units. Such involvement includes, but is not limited to, the identification of curriculum- and assignment-related materials, assistance with choosing research topics, and assistance with bibliography and citation forms.

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

Classification: COMPLETED

Library and information skills instruction is included in curriculum planning documents so that students can prepare assignments and expedite research. Such skills include, but are not limited to, locating assignment-related materials, choosing appropriate research topics, and creating bibliography and citation forms.

All ninth graders participate in a library media center orientation unit in their English classes during the first month of their high school careers.

4. Develop and implement a school-wide plan for computer allocation that will alleviate dependence on the library media center computers exclusively as a computer lab.

Classification: COMPLETED

The purchase and use of two Computer-on-Wheels units (each with 29 laptop computers for classroom use) has greatly reduced the dependence on the library media center as a computer lab. In addition, a Wi-Fi network system was installed in the high school in the summer of 2011.

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

Classification: NO ACTION

No additional social work or guidance personnel have been added to the staff, and one social worker has had her hours at the high school reduced.

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: COMPLETED. See Highlighted Recommendation #7.

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

Classification: COMPLETED

The East Hampton School District is in the third year of a three-year technology plan. Within this plan, technology will be used to improve student learning by:

- Increasing the depth and richness of the curricula
- Facilitating equal access of the curriculum to all learners
- Preparing our students to employ 21st Century skills to collaborate, communicate, and solve problems
- Connecting our students to the global community and its resources

- Providing equal access to technology resources for all learners

A variety of technology supports the curriculum at the high school. The use of technology is based on subject or content areas. Students are using video in their performance exemplars. Within the electronic media courses, students are developing professional quality web pages and learning to design animation through the use of the Flash software. In photography classes students are using *Adobe Photoshop* for digital imaging and graphic design. Math classes are using *Geometer's Sketchpad* and chemistry classes are using "Gaussian" and "GaussView" software. Technology education classes are using updated Auto-Cad software to support all classes. Students in all disciplines utilize web-based databases when researching topics.

A district wide committee is in the process of evaluating the current three-year plan and anticipates completing a draft of a new plan by March 31, 2012.

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

Classification: IN PROGRESS See Highlighted Recommendation #7.

4. Renovate the science labs to maintain and enhance the existing laboratory curriculum.

Classification: IN PROGRESS See Highlighted Recommendation #7.

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

Classification: IN PROGRESS

The Board of Education's proposed 2012-2013 Capital Improvement includes a request to fund an aural learning lab in the high school's World Languages Department.

6. Update equipment in the Family and Consumer Science lab.

Classification: NO ACTION

Renovation or capital improvement plans do not call for new equipment in the Family and Consumer Science Lab.

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

Classification: COMPLETED

Using the New England School Development Council as a consulting service, the East Hampton Board of Education annually updates student enrollment projections. The projections allow district personnel time to adjust to and plan for shifting enrollment patterns. The latest projection data were created December 16, 2011, in a fourteen-page report.

III. Substantive Changes

The decrease in the hours of one of the social workers, who now works one day a week in another school in the district, has had a deleterious effect on the number of students who can be seen by the school's social workers.

The removal of one position in the English department has led to the virtual elimination of the elective program in that department. This situation has had negative effects for the school's formerly robust drama, newspaper, and magazine extracurricular programs.

The Advisory Program at the school has changed to one currently primarily involved with Positive Behavioral Interventions Strategies and its concomitant emphases on responsibility, respect, compassion, and involvement.

The following sports have been added at East Hampton High School since the 2007 visitation: golf (co-gender), football (varsity, junior varsity, and freshman), and girls' volleyball. East Hampton High School has also had a dance team since 2010.

As a result of SRBI analyses, two sections of a ninth grade Reading Comprehension class have been added to the school's curriculum.

The hiring of a highly visible and respected school resource officer has had a decidedly beneficial effect in the reduction of discipline issues at East Hampton High School.

IV. Current Statement of Mission and Expectations

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

V. **Examples of Initiatives**

Students have been able to take advantage of a new weight training curriculum. The newly introduced zumba classes have proved to be very popular and were featured on WFSB-TV.

East Hampton High School students have been actively involved in drives to help schools and communities in Haiti and Perú. In the former case, the school has worked with a staff member who is involved with an organization for Haitian rebuilding efforts. In the latter case, the school has worked with an alumnus who has personal ties to Perú.

East Hampton High School students have been involved as volunteers for Connecticut Special Olympics events for the past two years.

VI. **Strengths/Achievements**

The institution of the Positive Behavioral Interventions Strategies has been instrumental in developing and maintaining a safe, effective, and efficient learning environment for all students. These strategies have been introduced and advanced in the school's advisory program (See Highlighted Recommendation #5 above.) as well as in other school-wide strategies.

The emphasis on Robert Marzano's *Effective Teaching Strategies* as an instructional paradigm has crystallized pedagogical techniques for all faculty members. Both veterans and beginning teachers are being aided by these practical approaches to teaching. Specifically, all departments have focused on implementing the strategies of Collaborative Learning, Note Taking and Summarizing, Homework, Practice, and Nonlinguistic Representations in the last two school years.

The introduction of online courses has assisted teachers in garnering materials. Moreover, online courses such as the Virtual Learning Academy have allowed some wayward students to stay in the school building rather than attend an alternative venue.

VII. **Restructuring or Other Reform Initiatives**

East Hampton High School is in the midst of planning to become a Professional Learning Community, a group composed of educators who get together across departments and disciplines to align expectations, assessments, curricular experiences, and instructional techniques through an analysis of student performance data. Organizational meetings regarding such an effort are being planned.

Another purpose of the PLC is to promote collegiality, teamwork and general camaraderie. To that end, a Tough Mudder PLC is being organized for May 12 at Pocono Manor, PA. In this obstacle course, the goal is to have all group members finish, promoting staff camaraderie and teamwork.

VIII. Follow-Up Program at East Hampton High School

A major follow-up since the 2007 visitation has been an effort to make East Hampton High School a professional learning community (PLC). To that end, five high school teachers and the former administrators trained in Richard DuFour's PLC model in the spring of 2009. Since then, team leaders have met and discussed at length how to have faculty completely understand the concept and support the practice of a true PLC.

Departments at the high school have started to work as small PLCs by working on common assessments and data analysis of snapshot information. Portions of the PLC model have been instituted within some departments as teachers share strategies, analyze data, and use common assessments. Nevertheless, more training for all faculty members will be necessary in order for East Hampton High School to become a genuine PLC.

Meanwhile, The NEASC follow-up program at East Hampton High School continues apace. While a complete change in the school's administration has occurred since the 2007 visitation and 2009 follow-up report, the current administration is well aware of its obligations vis-à-vis NEASC criteria. Thus, time has been used at faculty meetings to address the status of the school regarding items in progress; in the majority of instances these items have now been completed.

Central office administrators (who haven't changed since the 2007 visitation) have been helpful in providing data for NEASC follow up efforts. They, too, are well aware of the school's obligations regarding NEASC standards.

Committees continue to update curriculum as additional data become available. District curriculum coordinators frequently update the curriculum template, and, using this template, the high school staff has spent hundreds of hours evaluating and rewriting curriculum in more than sixty courses throughout the core and elective curricula.

With the NEASC pre-self study beginning in two years, the follow-up program is a recursive process that allows for the identification of and attention to any shortcomings the school and visiting committee may have identified.

James Angelo, Technology Education	Regina DellaVolpe, World Language
Jarad Demick, Mathematics	John Fidler, Principal
Keith Luckenbach, Chair, LMS	Joseph Ochterski, Science
Melissa Reynolds, History	

STATISTICAL DATA SHEET

School: East Hampton High School **Principal:** John H. Fidler

City, State: East Hampton, CT 06424 **School Telephone:** 860-365-4030

E - MAIL Address: jfidler@easthamptonct.org **FAX Number:** 860-365-4034

Dates of Evaluation: 29 Apr 07-2 May 07

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

Grades: 9-12 **School Enrollment:** 540 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:

<u><1.0 %</u>	2011
<u><1.0%</u>	2010
<u>0.3%</u>	2009

DISPOSITION OF ALL VISITING COMMITTEE RECOMMENDATIONS

	Two-Year Report		Five-Year Report	
	Number	Percentage	Number	Percentage
COMPLETED	18	39	39	85
IN PROGRESS	24	52	4	9
PLANNED FOR THE FUTURE	3	7	0	0
REJECTED	1	2	1	1
NO ACTION	0	0	2	5
TOTAL*	46	100	46	100

*The totals should reflect the number of recommendations in the original decennial evaluation report. Both total numbers should be identical. Do not include highlighted recommendations.

**Electronic Signature of
Principal/Headmaster**

John H. Fidler, Principal

Electronic Signature of Chair

of Follow-Up Committee **J. Keith Luckenbach** Position **Library Media Specialist**

Date Progress Report Submitted **29 Feb 12**

ATTACHMENT A – CURRICULUM TEMPLATE

Subject: _____ **Grade Level:** _____ **Date:** _____

What Are The Enduring Understandings?
Students will understand that ...

Content Standards:

What Essential Question(s) Will Be Considered?

What Key Knowledge Will Students Acquire?
<p>Students will know ...</p>

What Key Skills Will Students Acquire?

Students will be able to:

What Evidence Will Show That Students Understand?

Performance Tasks:

State Assessment:

District Assessment:

Other Evidence:

Student Self-Assessment and Reflection:

Suggested Instructional Activities:	Resources / Technology:

Other Resources / Technology:

Differentiation: (for different levels of course)