

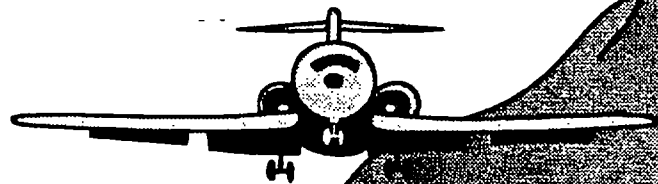
WASC Re-Visit

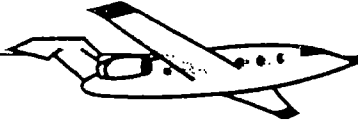
Tuesday, March 23, 1999

Visiting Committee

*Dr. Derrick F. Evans,
Chairperson*

*Mrs. Hasmik J. Danielian,
Member*





EXPECTED SCHOOLWIDE LEARNING RESULTS

Locke students gain real life experiences as they:

1. are effective communicators who read, write and speak clearly,
2. are critical thinkers who analyze, synthesize, construct, evaluate and compute information to solve problems,
3. appreciate and respect cultural, linguistic, mental and physical diversity,
4. work effectively on task as members of teams and independently,
5. maintain good attendance and report to class on time,
6. maintain a clean, orderly campus that is free of graffiti, drugs, tobacco and alcohol,
7. practice and support appropriate hygiene, proper nutrition, physical fitness and safety.



**WASC: FOCUS ON LEARNING PROGRESS REPORT FOR
ALAIN LEROY LOCKE HIGH SCHOOL
MARCH 23, 1999**

I. Introduction:

A. A general description of the school, its setting and the population it serves.

Alain Leroy Locke High School is located south west of the center of Los Angeles and is considered an inner city school. It is located in a predominantly residential area that includes some federal housing projects, some scattered retail areas and some light industry.

Of the approximate 2100 students, 55.9 percent are Hispanic, 43.9 percent are African American and the remaining percentage is composed of Asian and Pacific Islander. Since the last visit, the percent of Hispanic and African American population has reversed. Hispanic students are the majority population, whereas, in 1996, African American students were the majority population. This demographic transition occurred without any racial incidents, thus reinforcing our ESLR commitment to "appreciate and respect cultural, linguistic, mental and physical diversity".

Approximately 85 percent of all seniors graduate with the majority of them attending two year community colleges. Although our transiency rate has not decreased, the number of seniors graduating remains constant.

The economic levels of the community range from poverty to lower middle class. Almost 90 percent of the student body qualify for free or reduced meals. Locke qualifies for Compensatory Education Funding which supplements regular school district funds focusing mainly in the areas of English and Math. Thirty percent of Locke's students are LEP and receive additional services from added staff, remediation and enrichment materials for the instructional program through Bilingual funding. The special needs program has grown from one resource class to six. Two additional Learning Handicapped(LH) classes have been added and enrollment in Community Based Instruction(CBI) is steadily growing.

Locke also receives funding for the following programs: NJROTC Academy (Department of Defense), Perkins Academy (Vocational Education) Transportation Careers Academy (Metro Transit Authority), Child Development (Sex Equity Grant), Shell Academy, Thelonius Monk Foundation and Herb Alpert Foundation.

Out of the 97 classroom teachers at Locke, 19 are substitutes, 5 are emergency credentialed, and 11 are new to the teaching profession. With changes in staff

due to promotions, transfers and class size reduction, many of our classrooms are staffed with day-to-day substitutes. The instructional program is negatively impacted by increased behavior problems and a lack of continuity in instruction.

The focus for staff development continues to evolve as critical issues become apparent. With the many changes in staff over the past three years, it has become necessary to re-visit certain topics each year such as District Standards and Stanford 9 test results. Additionally, the faculty agreed that writing across the curriculum was a major weakness schoolwide and it was, therefore, included in our staff development plan.

With the passing of Proposition BB, major changes in campus appearance helped to promote a positive learning environment and recognize our ESRL "to maintain a clean, orderly campus that is free of graffiti, drugs, tobacco and alcohol". Some of those changes included: Food Court renovation, replacement of bleachers, new lighting in the gym and various classrooms, and modernized student restrooms.

- B. A description of the follow-up process indicating the composition of the committee which prepared the report, how the members were selected, and how the committee meets the criteria of being representative of the school.

At the beginning of the WASC Focus on Learning (FOL) process, Focus Groups were formed at Locke High School. The faculty signed up for the Focus Group they were most interested in serving on during faculty meetings on several occasions. With the exception of a few changes to insure representation of all disciplines in the groups, the faculty members were assigned to the Focus Group they requested. As teachers left the school, new teachers were inserted in the vacated spot in the group to maintain balance.

Other stakeholders (classified, paraprofessionals, parents, community and students) were assigned to Focus Groups by the Leadership Team. Because the Focus Groups met after school and/or on Pupil Free Days, stakeholders other than the faculty held their meetings at times that were more convenient to them. Student representatives addressed FOL topics during their period 4 Leadership class. Classified, parents and paraprofessionals did the same during their respective meetings with the administrator in charge of FOL or a member of the Leadership Team providing guidance.

The Leadership Team has changed since the last visit. Two of the members of the Leadership Team have left Locke High School for a promotion and retirement. To replace the vacated positions, a request was made to the entire staff via announcements at faculty meetings and bulletins. Two individuals responded and were accepted by the Leadership Team and administration.

The follow-up process began immediately upon the exit of the Visiting Committee. The staff agreed that the Focus Groups should be maintained as the vehicle for addressing and discussing schoolwide issues and providing input on the implementation of the action plan and the recommendations. The Focus Groups met on June 4, 1996 to review the Visiting Committee's Report and to plan strategies for addressing the recommendations and the action plan. The input from that meeting was reviewed by the Leadership Team and included in an action plan that was revised to reflect the recommendations from the Visiting Committee.

The progress of the action plan is monitored by the Curriculum Council which is composed of all department chairpersons, administrators and coordinators. The Curriculum Council, in its monthly meetings, began the school year 97-98 reviewing school data, standards and the superintendent's goals as they evaluated the school's progress from the previous year. In February, 1997 a mid-year evaluation was conducted through the Focus Groups. Members of the Focus Groups responded to a survey on how well they felt Locke had implemented/met the ESLR's and schoolwide objectives from February, 1996 to February, 1997.

The Curriculum Council, after reviewing the responses to the survey, determined that the survey needed to include a criteria by which they could judge whether we have attained our ESLR's and goals. Currently that survey is being revised by the Leadership Team to reflect that request.

This report is the result of the input of all stakeholders in the Locke family. The information received from the stakeholders in their Focus Groups was given to the Leadership Team for inclusion in this report.

C. A description of significant developments at the school since the last visit which have had an overall effect on the school or on specific departments

Locke High School opened the 1996-97 school year focused on student achievement. With the superintendent's accountabilities, our Focus on Learning Action Plan and our School Based Coordinated Program Plan, the blue print was laid for raising student achievement.

Some of the significant developments that have occurred at Locke since the last visit and have helped us to accomplish our ESLR's include:

1. Adoption of District Standards-The LAUSD has adopted districtwide standards in the areas of Language Arts, Math, Science, Social Studies, Health and Visual/Performing Arts. The Standards represent what students should know upon the completion of the 4th, 7th, 9th and 12th grades. A Standards Team has been identified at Locke with teachers from each of the disciplines represented. This team has received and continues to receive training from district personnel as well as outside agencies, i.e. Achievement Council, on how to incorporate the Standards into their daily instruction in the classroom. The Standards Team is responsible for formulating standards based lessons that will be shared with the entire faculty during staff development days. The focus of the standards-based instruction is instrumental in helping to meet our ESLR on developing effective communicators who can read, write and speak clearly. The standards also support the development of our students as critical thinkers who can analyze, synthesize, construct, evaluate and compute information to solve problems.

Parents are presented with the Standards at parent meetings and Back-To-School Night. Administrators receive training in the implementation of the standards at their respective administrator organization meetings. Teachers write the standards on which they are focusing for a particular lesson on the chalkboard so that students can identify the learning that will take place with each lesson. Additionally, the District provides a colorful standards chart which is displayed in each classroom.

2. In 1996 the Superintendent of LAUSD identified 100 schools which were experiencing low performance in student achievement. Locke was one of those schools. He named seven areas that would be used as a criteria for assessing school achievement for the following year with improvement on the Stanford 9 Test as the principal indicator. Those areas were:
 1. Student attendance
 2. Redesignation
 3. Teacher attendance

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4. Drop out Rate/Graduation Rate
5. Students meeting A-F requirements
6. AP Course Offerings
7. Parent Involvement

In 1997 Locke was removed from the 100 schools list as we showed improvement in 6 of 7 indicators. Our Stanford 9 scores rose two percentiles above the previous year's scores in all areas including the Aprenda. (ESLR 1,2)

After analysis of the previous year's test scores schoolwide and review of informal surveys of both faculty and students, the following steps were taken to better prepare for Stanford 9 administration in the Spring of 1998:

- Monthly "COUNTDOWN TO STANFORD 9" posted in all classrooms
- Teacher orientation for administering the test
- Distribution of TEST-TAKING TERMINOLOGY for use in individual classrooms
- SPRINTEL call home the day before testing
- Schoolwide administration of the Stanford 9 Pre-Test during Period 2

Teachers, realizing the importance of having students test with a familiar test administrator in a comfortable environment, reported to work for 100% attendance on the test dates.

Our in seat attendance for students increased by 2% over the previous year. Additionally, faculty attendance improved. Absenteeism among faculty decreased from an average of eleven days per year to nine days. Homeroom contests were conducted with the homeroom having the best attendance for the month rewarded with a pizza party. Weekly bulletins and daily announcements reminded the students of the importance of good attendance. Students with perfect attendance were recognized with a special off-campus activity. Many teachers incorporated incentives in their classrooms for good attendance. (ESLR 5)

Our AP course offerings, which had previously declined, rose from 5 to 14. Additional teachers were identified to teach AP classes and were subsequently trained by District personnel. Additional funding was also provided for textbooks and supplementary instructional materials and supplies. Counselors identified students for the AP classes through reviews of previous grades and courses taken, teacher recommendations, and recruitment at the feeder middle schools. Additional honors classes were offered to begin to build the number of students prepared to take the AP courses. (ESLR's 1,2,4)

Every school year the number of redesignated students has increased. With the help of administrators, cluster specialist, teachers, students and the

bilingual coordinator, Locke High School will have one of the highest redesignation rates to date. Last year there were 56 students who were redesignated. This year we anticipate we will redesignate 100 to 150 of the 189 eligible students. The Cluster Office has provided training to teachers in our ESL and English departments on the redesignation process and how they can support students in the classroom to prepare for redesignation. (ESLR's 1,2)

The school year 98-99 began with the Superintendent's pledge that all students would have a textbook to take home in the four major core classes of English, Math, Science and Social Studies. Locke was the recipient of over \$350,000 worth of new textbooks. This allows student the opportunity for further study at home and gives the teacher more flexibility in assigning homework.

3. Career-Based Outreach Program (CBOP) is designed to raise the academic competitiveness of educationally disadvantaged students applying for admission to college. UCLA-CBOP Services to High School Scholars will include:

- Instruction to help develop students in becoming optimal learners
- Four to five Saturday academies for new scholars and three Saturday academies for continuing scholars. The academies take place on the UCLA campus where scholars will have opportunities to gain exposure to various careers and professions through lectures and/or workshops by UCLA graduate and professional school faculty, students, staff, alumni and industry leaders. Scholars will engage in activities to develop and improve their writing, analytical thinking, test-taking and study skills as well as provide opportunities to enhance and develop their leadership skills.
- Development of a 3-year individualized academic plan for college admission, graduate/professional school admission, and their ultimate career objective. Students will receive academic college advisement throughout the academic year. CBOP staff will monitor their academic progress.
- Tutorial assistance and/or referral
- Mentoring from CBOP Fellows
- Parent Workshops at UCLA
- A College Preparatory Resource Binder

Sixty students were selected for CBOP on the basis of strong academic performance, overall GPA and teacher/counselor recommendation. (ESLR's 1, 2, 4)

4. Last spring the library received five computers with an on-line catalog to all books located in the library and a CD Rom with magazine summaries for over 200 magazines published in the United States. Our books are all bar coded plus each student has his/her own personal bar code number, which makes the process of checking out and retrieval of books manageable. With the new automated library, monthly reports, student delinquencies, book lists and much more are right at your fingertips. (ESLR 2)
5. Locke High School was selected by the District to pilot a Food Court in the school year 98-99. The cafeteria area has undergone complete renovation and is similar to the food courts found in local malls. A variety of food offerings is available to our students who are on the federal lunch program as well as those who purchase lunch. (ESLR's 5,7)
6. WBE.net is an international trade course piloted at Locke in 97-98. Students learn how to broker trades from companies around the world using a database of identified companies desiring to sell or buy goods. Students set up businesses, produce business cards, letters of introduction and go on to negotiate a mutually agreeable price between the buyers and sellers over the Internet. Through this class students integrate knowledge gained in business, language arts, geography, math and economics classes. (ESLR's 1,2)
7. During the 97-98 school year, the Superintendent initiated an intervention program designed to provide supplemental instruction to students to improve their academic achievement. Additional Title I funds were allocated to Locke to design a program to provide summer, after school, and Saturday tutoring. Locke selected Kaplan Learning Services as the vendor to provide these services. Four Locke teachers, one teacher assistant and one program director meet with approximately 50 students on Tuesdays, Wednesdays and Saturdays to provide computerized basic skills and study skills in ten-week cycles. The students are tested with the California Achievement Test at the beginning of the cycle and at the end to measure growth. (ESLR's 1,2,4)
8. Extended Learning Session Academy/Tutorial Program - Locke's ELSA and Saturday Tutorial Program continue to grow each year as more and more students are taking advantage of the opportunity to receive tutoring on a regular basis. Letters are mailed to the parents of students who are receiving D's or Fail's at the 5, 10 and 15 week report card marking periods. Parents are urged to require that their child attend tutoring through ELSA or our Saturday Tutorial Program. (ESLR's 1,2,3,4)
9. In spring of 1999 all 9th grade English classes were required to adopt the state approved 20:1 ratio. This change has resulted in the addition of 13 new sections of 9th grade English classes and the need for 2 1/2 new teachers. Classroom space continues to be an issue as teachers for the first time are having to travel and share classrooms.

10. As a result of the Chandra Smith decree, a full time school psychologist has been added to the staff. A "gatekeeper" has been assigned to assist with Individual Education Plan (IEP) annuals, three-year evaluation reviews and facilitation of communication between parents and staff. (ESLR 3)
11. In the Fall of 1998 the District required that all remedial classes be removed from the instructional program. This mandate eliminated Basic Math which is remedial, and replaced it with Algebra 1 which is college preparatory. As a result of the change, the failure rate in Algebra 1 has risen. Students who would have been taking Pre-Algebra classes found themselves in Algebra classes they were not prepared to take.
12. A Tardy Room has been reactivated. Students who are late to school or class must go to the Tardy Room where they stay for the remainder of the period. During their stay, students are given test-taking tips, reading and writing assignments and career information. The impact of having fewer students in the halls during instructional time has resulted in a decrease in graffiti, tardiness and truancy throughout the school. (ESLR's 5,6)
13. In the Fall of 1996, the Science Department began enrolling students in the California Lab Specialist Program. The program began as a need to introduce science students to "school to career" training as lab technicians. Primarily, the students assist the science teachers by setting up and conducting demonstrations for science classes. Secondly, the students in the program must be assessed on several proficiencies as mandated by the state and LAUSD in order to receive a certificate of completion.

II. Report on Schoolwide Action Plan Progress

- A. That the school community further structure the assessment and accountability procedures in order to make them more effective in designing the instructional program.

At the beginning of each school year assessment data is reviewed. In faculty meetings, curriculum council meetings and departmental meetings results of the Stanford 9 Tests are shared and discussed. Upon review of the Stanford 9 tests results, English, Math and Science departments ordered keylinks which demonstrate a variety of ways to assess students and prepare them for better achievement on Stanford 9 and other standardized exams. The keylinks became part of the teacher lesson plan guides. Announcements were made daily on the public address system to remind teachers and students about Stanford 9.

Throughout the school year departmental grades are examined in department meetings, curriculum council and with individual teachers going through the Stull Evaluation process. Strategies for decreasing the number of D's and Fails are discussed. Additionally the Counseling Department examines the departmental grades at the end of the fall semester to determine if changes in the master schedule will be necessary for the spring semester.

The Math Department continues to take the lead in the development of a uniform means of assessment. Department exams are administered in each math class on Fridays. Department members have volunteered to score the exams and provide the appropriate feedback to the math teachers as to the results of the test. Teachers meet regularly with other teachers of the same discipline with a designated lead teacher to discuss the test results and next steps. All of the math teachers are committed to after school and Saturday tutoring. Other math teachers volunteer to cover the classes of their colleagues when they are absent to insure continuity in instruction.

The task of developing a uniform means of assessment in other departments is an ongoing process with the departments at various stages towards completion. Integrated Science I and II are currently developing a department exam. In departments where there is no uniform means of assessment, each teacher has a well-articulated formula for assessing student work.

Advanced Placement (AP) students take the appropriate AP exam in the spring of each year per the guidelines of the College Board. Although the number of students successfully scoring a 3 or better on the AP exams is low,

we anticipate the number to rise as we continue to increase our Honors and AP course offerings.

The Special Education Department has a uniform test that is administered annually called the Kaufman Test of Educational Achievement (KTEA). The test evaluates the progress of each student. Special Education students are also tested by the school psychologist for the initial and three year evaluation to determine if any changes or modifications are needed in their Individual Education Program (IEP).

English Language Development (EDL) students are administered a uniform exit exam that redesignates them from the EDL program to the English program. Redesignation is done in the spring of each year. The ESL department administers a departmental exam for Levels 1 and 2. This exam weighs heavily in determining if students are prepared to go on to the next level.

In the school year 97-98, the staff development focus was on writing across the curriculum. English teachers voluntarily worked with other departments on devising a plan for infusing writing into their curriculum. Those plans are ongoing and English teachers continue to act as resources to their designated departments. These efforts by the English teachers have helped to improve the achievement of our ESLR of developing students who are effective communicators who can read, write and speak clearly. Additionally, the English department has helped Locke to focus on reading and writing across the content areas which, in turn, will improve our students performance on standardized exams and assist teachers in developing assessment tools that measure achievement.

Individual teachers continue to include alternate forms of assessment as a part of the evaluation process. In the Apparel Skills classes students present a fashion show as a culminating activity, modeling the ensembles they have created throughout the year. In many classes, oral and videotaped presentations chronicle the student's year long learning.

The final exam schedule continues to be evaluated to determine what is the most effective schedule for evaluating students. Results of a faculty survey conducted in the Spring of 98 demonstrated that the faculty continues to favor the two (2) hour block schedule for final exams. The schedule provides teachers and students ample time to implement performance assessment tools which help link the instructional activities to our ESLR's and district standards.

In the Fall, reading tests are administered by English teachers in their classrooms. The results of the tests will be used to plan instruction, establish cooperative groups and assess growth. In addition to teacher-administered

reading tests, the district's drive towards literacy has resulted in the acquisition of accelerated reading and math programs. These computer-based instruction and assessment programs provide students with enriched opportunities to develop their academic potential and achieve the ESLR's and district standards at their own pace with minimal teacher supervision.

An overall evaluation of our implementation of this recommendation finds us still at the early stages of implementation. However, with the advent of AB1626 which eliminates social promotion in grades 2-9, new graduation requirements will be adopted by our district. Those graduation requirements will include a minimum score on Stanford 9, performance assignments and performance assessment tests. These requirements will force all schools to adopt a timeline for addressing assessment and accountability that is aligned with the District's timeline of July 1, 2000.

- B. The student support services have been identified. The task now becomes to develop an organized and collaborative approach to coordinate services to better address the needs of the students.**

In 1996, Locke was a recipient of the Healthy Start planning grant. This grant seeks to coordinate the various resources in the community to better assist and address the health and social service needs of the students at Locke and their families. Monthly meetings are held with representatives from the cluster, Locke and various community based organizations. A coordinator from Locke has been designated to implement the program. This position was vacated in the fall and recently filled this spring. So once again we are in the initial stages of program coordination. The next step will be to write an operational grant to support the full implementation of the Healthy Start program. The grant application will be submitted in the Fall of 1999 and implementation is anticipated upon approval. In the interim, the coordinator continues to work on identifying collaborative partners. One future goal is to open a school based health clinic in the Infant Child Care Center across the street from Locke. (ESLR's 3,7)

Each month the Jordan/Locke Cluster holds an Instructional Cabinet meeting with representatives from all of the schools in the cluster and cluster personnel in attendance. At the Instructional Cabinet meeting, students, teachers, administrators and parents have an opportunity to address student support services and instructional activities that promote academic achievement. The Cabinet has several committees that focus on such issues as attendance, technology, parent involvement and staff development. The Cabinet also helps focus district resources towards student achievement.

A Student Study Team has been established to identify students with special needs to determine if they qualify for special education services. The team is comprised of regular and Special Education teachers, the school nurse, the

school psychologist, the administrator in charge of counseling and guidance and the RSP teacher.

- C. The staff development plan needs to have a built-in long range component to facilitate flexibility of needs, diffuse conflicts, and meet the overall needs of the staff.

A three-year staff development plan was written as a result of our Focus on Learning self-study. At the end of each school year, however, the staff completes a needs assessment identifying areas they would like to address for staff development the following year. They also are given an opportunity at the end of each staff development meeting to evaluate the session and suggest topics for future sessions. This information is turned over to the staff development committee which is a sub-committee of the Shared Decision Making Council. The committee is composed of teachers and administrators who plan the staff development for the school year. The committee meets twice per month and is open to all staff.

Despite long-term planning of staff development, the need arises where changes in the plan must occur. For example, with the adoption of District Standards, it was necessary to provide staff development on the implementation of those standards. This topic was not in our original three year plan because the standards were still in the developing stage at the time the plan was written.

- D. The school administration and counseling services must continue to investigate strategies that address attendance reform.

Since 1995, in-seat attendance has continued to increase each year. Motivational strategies such as perfect attendance certificates from fast food restaurants, pizza parties for the homeroom with the best attendance per month, weekly bulletin notices and daily P.A. announcements reminding students about attendance and tardiness, teacher incentives in the classroom and assemblies for students with good attendance have all contributed to the increase in the attendance rate.

Teachers and other staff make daily phone calls to the homes of students who are chronically absent. A full time Pupil Services and Attendance (PSA) counselor is employed to make home visits to students who cannot be reached by telephone.

An attendance committee made up of teachers and administrators meets regularly to address attendance, investigate strategies and evaluate the current attendance trends.

The Cluster sponsors a monthly attendance contest. Most recently, Locke was the recipient of the trophy for the high school with the best attendance for the month. The Cluster also provides monies to assist in supporting some of our attendance activities such as field trips, certificates and pizza parties.

Bicycle Police are assigned to Locke on a rotational basis to assist school personnel with students who are loitering on and around the campus and surrounding areas. Citations, which carry a heavy fine, act as a deterrent to students who may be truant. Tardy sweeps are held regularly as we have found that many of our students come to school but do not go to class. The Phone Master calls the homes each day of students who are absent from their period 2/homeroom class.

These frequent citations and daily tardy sweeps have had a positive effect on our ESLR's of maintaining a clean, orderly campus that is free of graffiti, drugs, tobacco and alcohol; and maintaining good attendance and reporting to class on time.

- E. The present quality of student work reflects a need for evaluation. The instructional programs must continue to raise the standards of student work until quality is aligned with state frameworks.

Departments have purchased instructional materials that are aligned with the state frameworks. The instructional materials, manipulatives, software, and reference books, enable the students to produce work that reflects high standards.

We have more than doubled the honors and AP class offerings in an attempt to build an instructional program that will result in quality student work. As this is the first year for many of our honors and AP classes, we recognize that it will be another two to three years before we see the high quality student work we anticipate these courses will produce.

During the summer of 1999, the UCLA Chemistry/Physics Bridge Program will be offered at Locke. This is an enrichment program designed to better prepare students for success in college preparatory chemistry and physics. This program targeting entering 10th and 11th graders will significantly increase the number of students who take and earn an "A" in chemistry, physics and AP science courses. This focus on grooming students for AP courses in Science, Math, Social Studies and English help to develop students who are "critical thinkers who analyze synthesize, construct, evaluate and compute information to solve problems".

Each year at Open House, student work is displayed for parents and community to view. The band, drill team, NJROTC, cheerleaders, drama class and apparel skills class all perform during Open House and at other

events throughout the year. These activities are meant to encourage students to put forth their best efforts and take pride in any projects that they engage in while supporting our ESLR on working effectively on task as members of teams and independently.

- F. The positive influence of the academies on the school environment is evident. A concerted effort must begin to incorporate the concept into the total academic program.

Since the previous visit, funding for two of our academies has changed. Metro Transit Authority (MTA) continues to be the partner for our Transportation Careers Academy; however, due to budget constraints they have scaled back some of their participation and support. The DOD (Department of Defense) did not renew its five-year grant for our Visual and Performing Arts Academy. Despite these changes in funding, attendance and grades for students enrolled in the academies continue to exceed that of non-academy student.

The concept of the academy has been incorporated into the curriculum through other means. The CBOP (Career Based Outreach Program) partners 45 identified 9th graders with UCLA Fellows for academic support and enrichment. These students meet weekly through their English classes. Two teachers in Science, Math and Social Studies have been identified with the goal of integrating curriculum.

The Kaplan Program is a District approved intervention program that reinforces reading, writing, math and reference skills using a computer-based curriculum. The 40-50 students currently in the program also receive skills practice and test-taking strategies to build their confidence and boost scores on standardized tests. The students participating in the program receive instruction twice per week for a two-hour block. The academy concept is evident through the use of team teaching and integrated curriculum. A Program Director meets regularly with the teachers and teacher assistants involved in the program for continual monitoring, evaluation and discussion of students' needs.

Activities to increase the number of students enrolled in existing academies continue. Counselors and academy coordinators go to feeder middle schools in the spring of each year to recruit 8th grade students into the academies. Each academy produces newsletters that are distributed to students and staff. Teachers recommend and academy students recruit other students for the academies. TCA students wear their academy T-shirts on Fridays and participate in monthly assemblies. Academy coordinators meet periodically to exchange ideas and give updates of their activities.

Master schedule constraints do not allow for all students to participate in academies; however, attempts to get as many students as possible involved in the concepts of academies is ongoing. Teachers from various subjects have participated in developing lessons that are integrated and interdisciplinary.

Summary

The LHS Concorde began its virgin flight in the Fall of 1996 having received an approval of its flight plan for the next six years. The flight plan included major stops at Assessment, Support Services, Staff Development, Attendance, Student Work and Academy Concept for refueling and maintenance.

As we now look back over the past three years, we can see that the flight has been a good one. We have increased our passenger list. Jet lag and turbulence have caused a loss of key employees. However, despite the many air pockets and flight delays, we have managed to accomplish many goals at the stops. We have also come to realize that there are some stops we will have to revisit on a return flight.

One of the highlights of our flight was the improvement of our scores on the Stanford 9 Test. Schoolwide test scores rose two percentiles over the previous years scores. Although we still have the majority of our students scoring below the 50th percentile, we feel this is an area that will continue to improve over the next three years and will be used as a benchmark for assessing our achievement of ESLR's 1 and 2. On the mid-year evaluation that was conducted in February, 1999, 92% and 87% of the faculty who completed the evaluation indicated that they feel Locke has implemented ESLR's 1 and 2 in the range of "somewhat" to "very good".

Multicultural activities involving students and staff occurred throughout the year to enhance our students appreciation and respect for cultural, linguistic, mental and physical diversity. Some of the activities that took place included Kwanzaa celebration, Cinco de Mayo assemblies, Black History essay and art contests, multicultural fairs and guest speakers of all races. A variety of music representing all cultures are played at school dances and all students are welcomed to attend. Special needs students served in many facets of the school such as student council, peer counselors, yearbook staff, drama productions and track and field. Meeting this ESLR was especially critical as the demographics of the student body changed from majority African-American to majority Hispanic. The faculty responded that this ESLR had been met by 85%.

ESLR 4 "work effectively on task as members of teams and independently" is evidenced as you visit classrooms on the campus. Many teachers have their classrooms designed to facilitate group work and cooperative learning. Recently, Locke was one of two schools selected to restore an original trolley car built in 1890. Students from several classes will collaborate on this restoration project. Computer Assisted Drafting classes will recreate the designs of the trolley car. The Wood class will rebuild the trolley car and the English and Social Studies classes will research and write the history of the

trolley car and document the project activities. This ESLR represented an 89% favorable response from the faculty on the mid-year evaluation.

Increased student attendance was another highlight of our flight up to this point. Each year additional strategies have been incorporated and in-seat attendance has steadily risen. Our ESLR on attendance has been met (91%) and we will maintain this increase as this is one of the major indicators of the Superintendent's Accountabilities.

Graffiti is painted over on a daily basis. Tardy sweeps conducted daily decrease the number of students in the hallways which in turn decreases the amount of graffiti around the campus. Students caught on campus under the influence of drugs or alcohol are required to participate in group counseling for twelve weeks through the IMPACT program. The sessions are at the school site and are co-facilitated by community agency personnel and trained teaching staff. The 72% implementation rate assigned by the faculty on the mid-year evaluation indicates that this ESLR "maintain a clean, orderly campus that is free of graffiti, drugs, tobacco and alcohol" will need additional support in the next three years.

The Healthy Start grant is a focal point in our attainment of ESLR 7 "practice and support appropriate hygiene, proper nutrition, physical fitness and safety". The grant, once fully implemented, will address the health and social needs of the students at Locke and their families. The Fire Department has conducted CPR classes for staff and students enrolled in P.E. classes. Assemblies on bicycle safety and hygiene are provided for students each year through health classes. Students received vital information about health issues related to HIV via a mobile health unit that was at the school for several days. Additionally, the mobile health unit provided free HIV testing for students and staff at their request. Additional campus aides have been hired to patrol the campus and insure that students feel safe at school. An 85% implementation rate from the faculty indicates that more could be done in this area in the next three years.

Throughout the flight our stakeholders have remained on a steady course. We have maintained the Focus Groups that had been established at the onset of the Focus on Learning Self-Study Review. The composition of the Focus Groups included representatives from each of the subject areas who met once per month to discuss the improvement process and evaluation of the instructional program. The Leadership Team met monthly to discuss the agenda for the upcoming Focus Group meeting.

The Leadership Team and the Curriculum Council have served as navigators for this flight. Together they conducted mid-year evaluations of our attainment of the ESLR's and made suggestions for changes based on the feedback that was received from the Focus Groups. Each year the mid-year

responses revealed an increase in the number of people who felt that we have implemented Locke's ESLR's. Feedback received from the Focus Groups indicate a need to revise, modify or add ESLR's that reflect technology and careers. A change in ESLR's will reinforce a commitment to the ESLR's and help to continue our academic momentum.

After a review of the flight plan for the next three years, the LHS Concorde staff has concluded that we must revisit all stops as we soar into the new millennium. Attendance and Staff Development will be brief layovers. We feel that these recommendations have been addressed and we will be stopping only for refueling and maintenance. Assessment, Student Support, Student Work, and Academy Concept will drive our flight plan for the next three years. With the district mandates of Standards Based Promotion, School Reform and Accountability, all effort and activities will be aligned to ensure compliance.

We will continue to meet in monthly Focus Groups with the Leadership Team acting as the facilitators. The Leadership Team, along with the Curriculum Council, will rewrite the action plan to focus on the areas we have identified above as the focal points for the next three year journey.

The captain has turned on the seat belt light. Please prepare for take-off.....