

CHAPTER I

STUDENT/COMMUNITY PROFILE

Alain LeRoy Locke High School is located in a predominantly residential area that includes some federal housing projects, some scattered retail areas and some light industry.

Economic levels of the community range from poverty to lower middle class. Almost 90% of the 1800 students qualify for free or reduced meals. The population consists of 53% African American and 46% Hispanic and the remaining students composed of white, American-Indian and Asian. The transiency rate is one of the highest in the Los Angeles Unified School District as evidenced by the data provided that over 50% of the students attended at least 80% of the time. 29% of the students are identified as LEP. Due to open enrollment, Latino student population has decreased as they choose to attend predominately Latino high schools.

The students at Locke High School are offered a challenging and practical curriculum. Based on random student interviews they believe they are being adequately prepared for postsecondary education/vocational training and entry level employment. The students take pride in their school as indicated by their personal grooming, mannerism and demeanor. They work to keep their campus relatively clean, safe and create a positive learning environment. The students in attendance seem to be motivated, attentive and have a desire to learn. Students are polite and respectful and relate well to adults and to each other.

The active parents have shown a vested interest in the school, programs and the education of the students. They are supportive of the administration and are an integral part of the school culture. The parents have invested time and resources on the school by creating an attractive and functioning Parent/Multicultural Center. The parents of LEP students have an active part in the bilingual advisory council. They frequently attend the school to monitor the progress of their students and confer with teachers.

Of the 272 responses, the student survey indicated the following:

- 75% of the students complete 1 to 2 hours of homework per day.
- 64% of the students agreed that the assignments at school are challenging.
- 78% of the students find instructional materials to be effective.
- More than 75% of the students agree that they receive adequate instruction in reading, writing, communicating, problem solving and computational skills.
- 60% of the students felt that they know the discipline policy and that it is fair and consistently applied.

- The students' response was evenly divided about their freedom to confide in adults at Locke about personal problems. Of those who felt free to talk, the majority felt they could talk to a teacher or counselor.
- 66% of the students feel that the library is inadequate for research and needs more materials.
- 62% of the students do not participate in after-school programs, clubs and special interest groups; however, 74% of the students feel assemblies were interesting and worthwhile.
- The student survey indicated that the majority of the students did not feel Locke was a safe and pleasant place to be, however current informal interviews indicate that the majority of the students now feel safer.
- 52% of the students complimented Locke's staff for helping them with problems concerning drugs and alcohol.
- During this school year, there has been a noticeable improvement in school appearance.
- 84% of the students believe getting a good education is important to them, corresponding with 74% of the students desiring to obtain a 2-year or 4-year post-secondary education.
- 70% of the students felt Locke was adequately preparing them for the real world.

Since the last accreditation there is an obvious change in student attitude and opinion about the school as result of the changing leadership. The current school motto "Where Students Come First" has affected the total school environment in a positive manner.

CHAPTER II

PROGRESS REPORT

COMMENTS ON THE SCHOOL'S MAJOR CHANGES AND FOLLOW-UP PROCESS SINCE THE SELF-STUDY.

Central to the major changes and progress the school has undergone since the last WASC visitation is a change in leadership. The school now has a dynamic and visionary principal, the first female in the history of Locke High School:

Addressing the school's recommendations has been a central focus at the school. The school has seen the completion of the Transportation Careers Academy Technology [Lab 2000], the Performing Arts Center for the NJROTC Academy, and the Perkins Academy.

Since the last accreditation the school has made a concerted effort to enrich the quality of its academic program and instruction through a variety of staff development opportunities, increased line of communication with parent/community and instill school pride. Also the school made great strides in creating a clean, safe and secure learning environment under the "new vision" for Locke High School, and collaboration with local school stakeholders (Faculty, Students, Parents, Assistant Superintendent, School Operations, Cluster Leader, District Maintenance and Operations, and Law Enforcement.)

Across the curriculum, schoolwide effort is focused on raising the academic achievement of all students through increased:

- Emphasis on instruction (time on task)
- Preparation for competency-based and State testing programs
- The alignment of curriculum across some disciplines (English, Mathematics, ESL, TCA and NJROTC) so that teachers can focus on the achievement of students utilizing interdisciplinary strategies.

DISCUSSION OF THE PROGRESS MADE ON ALL RECOMMENDATIONS FROM THE LAST FULL VISIT.

The previous WASC major recommendations have been addressed in a satisfactory manner. These recommendations dealt with philosophy, goals, higher expectations for student learning, teacher inservices, tardy/truancy policies, instructional time on task, and reduction of graffiti and vandalism. The following are summaries of the issues addressed:

- The revised school's philosophy/mission, goals and objectives are displayed in classrooms, offices and published in the weekly bulletins. It is communicated to parents and community.
- Several staff development and advanced placement training sessions have been held. High risk and under-represented college bound students are receiving hands-on, real-life experiences through the academies to prepare them for the world of work and to make them more marketable. School-wide efforts focused on increased emphasis on instruction and preparation for competency-based and State testing programs. Efforts are in place to develop departmental examinations.
- Inservice opportunities focused on the district-mandated 24 hours of LEP training, which included cultural awareness and sensitivity, teaching strategies and methodology, alternative assessment and conflict resolution.
- Implementation of a revised and improved tardy policy with built-in consequences and parent notification.
- Teachers are encouraged to use a variety of teaching strategies and expand their lessons to last the entire period.
- Through the use of Locke's Drug Free Zones resources, students are hired to provide graffiti abatement services. Graffiti is removed from walls daily and students are encouraged to report vandals and graffiti writers anonymously. Taggers are required to do campus clean-up and parents are notified. Security screens and gates have been installed to reduce vandalism. The entire school was re-keyed to improve security.
- The percentage of graduates completing A-F requirements and AP classes has increased, in keeping with the Superintendent's "Call To Action" document.
- Transiency rate has declined from 82% in 1992-93 to 69% in 1994-95.

Recommendations to the process, program, resource, student and parent committees have also been addressed. Among the noted changes are:

- Clubs and organizations such as Men of Locke Delegation, Phenomenal Ladies, African Student Union, MECHA, Bible Club, Les Chevalier's Court, Student Council and IMPACT worked together to increase positive interaction between students from diverse backgrounds. Counselors have contributed toward promoting a more positive school environment.
- Through the district cluster structure Locke participates in monthly instructional cabinet meetings which allows articulation with feeder schools and strategies to improve educational services for students.
- The multi-cultural committee plans activities designed to share and develop

cultural awareness and sensitivity of the school's divergent population.

- The English department developed and implemented a sequentially reinforced writing program.
- A new parent room where bi-monthly parent seminars on various topics of concern in English and Spanish are given.
- A tri-lingual newspaper is being published.
- A placement process has been devised to help in the placement of all incoming 9th graders.
- In addition to the core college preparatory curriculum, the school now has three academies - Perkins, NJROTC and TCA academies.
- In keeping with reform documents such as Second to None, A vision of the New California High Schools and the SCANS report, the school is a leader in providing academy programs which offer advanced technological training in preparing students for postsecondary education and the school-to-work transition.
- Cultural Awareness Committee was organized to provide programs and activities which promote appreciation and respect for cultural diversity.
- The principal's Campus Life Student Advisory Group was organized in March, 1996 to provide a vehicle for students to openly share their feelings and concerns and serve as Peer Role Models for Conflict Resolution.
- Through the existing Title I, Bilingual and School Improvement Advisory Councils, a well-defined series of parent inservice programs are provided on a regular basis.

CHAPTER III

THE SELF STUDY PROCESS

Accomplishments of the Seven Key Outcomes and Accuracy

The school used the self-study process to foster schoolwide collaboration and to direct its energy and resources toward improved student achievement. This innovative process produced a new decision-making procedure, staff empowerment, and a refocusing of efforts toward student success. The process has created a dynamic tension which lead to the writing and rewriting of the ESLRs. There is no doubt from the visiting committee's viewpoint that the self-study was developed according to the guidelines.

1. The involvement and collaboration of each stakeholder group in the self-study.

The leadership team is composed of individuals from all segments of the school's population and provided direction and guidance to the self-study process. The leadership team was very strong and highly motivated. The recommendation is that emphasis now be placed on collaboration among all stakeholders in order to implement the ESLRs. We are concerned about the amount of "buy-in" by the rest of the staff.

The visiting team commends the leadership for their hard work and enthusiasm in completing the self-study; however, more collaboration needs to take place.

The parent group, although a small number, was very involved in the process. An attempt should be made to broaden the parents and students concepts to the academic program at the school. Parents and students should give input in developing student learning outcomes (academic decisions).

2. A better understanding about the impact of the program on student learning

The Focus on Learning process has made the staff keenly aware of the program needed to enhance student success. This is evident through the knowledge gained from the analysis of the current curriculum and instructional program as compared to the criteria, frameworks and reform documents, i.e., Second to None. Collaboration and dialogue with Focus Groups, in an effort to determine the schools' ESLRs, were instrumental in creating a shared commitment and responsibility for ensuring mastery of these outcomes. The process has provided a blueprint for the refinement of the program which will result in the attainment of the ESLRs. The instructional leadership at the site has set the pace and cultivated the students' conducive environment to ensure success.

3. The development, clarification, or refinement of expected schoolwide learning results.

The formulation of the expected schoolwide learning results was developed in accordance with the Focus on Learning process. Evidence indicates that staff, students, parents and community organizations were involved in the development of these ESLRs. The ESLRs were revised several times before adoption by all stakeholders. They are realistic, measurable and a true reflection of Locke's student population. There is a close alignment with schoolwide vision and objectives. Time restraints have limited the school's ability to obtain an accurate picture of the impact of the ESLRs. However, the stakeholders vested interest in this Focus on Learning process will be the driving force for continuing schoolwide improvement, student achievement, professional growth, and accountability.

4. A better understanding of specific disciplines/support programs compared to appropriate curricular references/current educational thinking

The schoolwide action plan should take a multi-faceted approach. The action plan should have three major components: performance objectives which have measurable outcomes (ESLRs); process objectives, which are the major activities that support the performance objectives, and the related strategies for the objectives. The document needs to be flexible enough to allow for the changes in the process of the attainment of the ESLRs. It must be open-ended in selection of training needs of the staff. This may include the selection and timing of the staff development topics. It should reduce tension among staff during this change process. It should include an on-going evaluation process to continually measure performance.

5. The assessment of actual student program and its impact on student learning with respect to the criteria, the guide questions, and the rubrics

Current technology is available for coordinating, evaluating and monitoring all aspects of school programs. All programs at Locke High School will benefit from a broader and more organized utilization of such technology.

6. The development of a schoolwide action plan and correlated discipline/support program action steps to address identified growth needs.

The schoolwide action plan should take a multifaceted approach. The document needs to be flexible enough to allow for changes in the process of the attainment of ESLRs. It must be open-ended in selection of training needs of the staff. This may include the selection and timing of the staff development topics. It should serve to reduce tension among staff during the change process.

7. The development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan.

The self-study has identified an effective system of accountability which will monitor and evaluate the progress made. The progress of the Focus Groups will be evaluated by the Leadership Team bi-annually. The Leadership Team will combine all pertinent data in order to refine and adjust the progress made toward achieving the ESLRs.

CHAPTER IV

QUALITY OF THE SCHOOL'S PROGRAM

A. VISION, LEADERSHIP, AND CULTURE

What currently exists:

- A1. Clearly stated school vision or purpose based on 1) beliefs, 2) students needs, and 3) current educational research. Support of school's vision or purpose by governing authority and the central administration. School's purpose defined by expected school-wide learning results: what all students should know and be able to do.**

The self-study clearly addresses a majority of the criteria established in the Focus on Learning criterion sections. There is a clearly established mission statement and expected school-wide learning results for all students. These documents were developed with input from a variety of stakeholders. Once developed, the instructional goals were established to provide each student with the highest possible opportunity for success, based on current research, state and local standards, and student need. Individual teachers support the school's vision and goals, as evidenced by their choice of lessons and course of study.

The staff is led by the principal and leadership team in the development of activities that focus on student achievement. The leadership team communicates with the school community to encourage attainment and celebration of student progress. The leadership team also provides input into the allocation of resources to support the aforementioned achievement.

- A2. School leadership decisions and initiation of activities that focus on all students achieving the expected school-wide learning results.**

The self-study process has been instrumental in the development of heightened understanding of other disciplines and has resulted in open dialogue among staff. The staff members gave high ratings for safe school efforts, staff empowerment opportunities, creation of a nurturing environment for students and administrative support.

A3. School culture characterized by trust, professionalism, high expectations for all students and focus on continual school improvement.

Locke High School is a safe and orderly place which nurtures learning. There is a concerted effort by the staff to develop a higher level of trust, professionalism, and improvement. The school, as a whole, continues to strive towards making Locke High School a safe and orderly place where students feel learning can take place. There is sufficient evidence of a feeling of caring for students by all concerned stakeholders. The staff members gave high ratings for safe school efforts, staff empowerment opportunities, creation of a nurturing environment and administrative support to attain the ESLRs

B. CURRICULAR PATHS

What currently exists:

B1. Student participation in a challenging, relevant and coherent curriculum.

The evidence indicated that the students in this culturally diverse student population are exposed to a challenging and practical academic foundation that is closely aligned with the state frameworks. The wide array of course offerings enables all students the opportunity to achieve the ESLRs. The four academies provide their students with hands-on training, student-mentoring, career exploration, academic remediation, attendance motivation, articulation with postsecondary opportunities and self esteem.

The articulation process with local colleges is highlighted by programs such as L. A. Paths, Upward Bound, Transportation Careers Academy.

An increasing number, diverse students in particular, is enrolled in college-bound courses. The three academies provide students the practical hands-on, school-to work experiences, careers in business opportunities, apprenticeship programs, and the use of industry models to show the relationship between classroom curriculum and the workplace.

B2. Upon graduation students are prepared to enter the work force or continue their education in either a technical or academic program.

The curriculum and sequences of courses prepare students for postsecondary education, vocational training and the world of work. The graduation rate for seniors indicate that 50% of all students go on to postsecondary schools. Of the 50% previously mentioned 10% attend 4 year colleges and 40% attend 2 yr. colleges or technical schools. These figures do not include private/out-of-state universities.

There is a strong link to community resources. All students have access to the core academic and academy programs, which provide postsecondary choices and career options. Technological and community resources are available to help all students. There is a need for a structured career component for grades 10-12 for career exploration and multi-faceted career aptitude battery.

- B3. All students have a personal learning plan, which are educational road maps for accomplishing their post-high school goals.**

All students have a Personal Learning Plan (mini cums) which are used primarily for scheduling classes and are check sheets of required courses for graduation and/or college entrance. The array of student individual plans show flexibility and a broad range of educational options from postsecondary plans to alternative education, vocational education and school-to-work. There is collaborative work between the guidance office, college/career office and parents.

- B4. Organizational structure for school and community commitment to professional development. Staff utilization of professional development opportunities to facilitate greater achievement of the expected schoolwide learning results. Staff monitoring and support given to facilitate greater achievement of the expected schoolwide learning results.**

All the stakeholders are provided four professional development days per year under the school based coordinated program, which is ratified and monitored by the shared decision-making council. The staff development plan is decided through a needs assessment and voted on by the shared decision-making council. Additional time is provided by utilizing minimum and shortened days. Two mentor teachers provide support to new teachers. Relevant professional development activities were conducted which involved all the stakeholders within the school community. These activities were focused on the attainment of the students ESLRs.

C. POWERFUL TEACHING AND LEARNING

What currently exists:

- C1. Teachers involve all students in challenging learning experiences. Teachers utilize a variety of strategies, including the use of technology, which actively engage students and help them succeed at high levels.**

The focus on learning process has helped most teachers understand the importance of exploring the use of different teaching techniques and strategies to actively engage students in the learning process. Consequently, content delivery is moving from

"textbook driven" to a more "student-centered" approach. WASC criteria, state frameworks and reform documents are used as a framework to guide curriculum and instructional decisions in an effort to redesign courses to offer a more integrated approach to learning and meet the needs of a diverse student population. With more student-centered activities, teachers are beginning to see themselves as guides and facilitators who are actively engaging students in the learning process. Students and how they learn are at the core of all planning, implementing and evaluating. Staff development has supported this and continues to do so. Sheltered techniques are used to increase student knowledge and performance. Discussions and debates are used as a means of integrating oral expression throughout classes. Mentor teachers assist new teachers in utilizing effective techniques. Teachers continue to try new techniques and explore new technology to enhance student growth. Many classrooms display student work and real life applications are used when the subject matter is presented.

- C2. So that students achieve the school-wide expected learning results, they are all encouraged to do challenging work integrating higher order thinking skills with application of new knowledge and skills. Students experience current, relevant courses which interface vocational and academic content. Collaboration occurs 1) among teachers, 2) between teachers and students, and 3) among students.**

Positive reinforcement and a display of genuine interest are used to build students' self-esteem and confidence in an effort to engage them in challenging work.

Learning experiences involve students in oral presentations/projects, research, reading activities outside the classroom, and a literature-based writing program to develop and sharpen reading, writing, listening and speaking skills. Through various academics, many students are exposed to summer jobs, or receive work experience on campus and at various agencies.

Students also take career planning and are provided mentors from various companies that support the school and community. Guest speakers are invited frequently to address preparation for employment.

Collaboration occurs among students as they share in deciding classrooms, rules, act as peer leaders, and participate in student forums. Teachers interact with students through involvement in student activities by sponsoring and supervising various events. Collaboration among teachers occurs only within the same department. However, the self-study process provided an opportunity for collaboration across disciplines.

The self-study process, peer observations and numerous staff development activities have increased collaboration among teachers and focused primarily on improved teaching and learning for all students. Specifically, the Language Arts department has developed a school-wide writing program; the Math department has developed and is implementing department-wide entrance and exit exams; the Science

department is in the process of implementing integrated science curriculum for 9th and 10th graders.

C3. Students routinely use a variety of resources for learning and engage in learning experiences beyond the limits of the textbook and the classrooms.

Students frequently use library resources to complete assignments and enhance the quality of their work. Students have the opportunity to engage in activities that provide field experiences and connections to the real world. Examples include field trips, guest speakers, and campus assemblies.

Although the resources in the school library are limited, through district mail and the use of public libraries students are able to find material to complete most research assignments.

Teachers are beginning to establish a comfort level for the use of technology as evidenced by computers in some classrooms. However, staff training is needed in the area of the use of technology as a tool for learning.

Areas of Strength:

- A commitment to address the needs of a diverse student population.
- An increased awareness by many staff members of the importance of exploring the use of different teaching techniques and strategies to actively engage students in the learning process.
- The desire by the staff to continue to dialogue with regard to curriculum and instruction and improved student achievement.

Key Issues:

- That teachers begin to increase the expectation of the quality of student work.
- More staff training in the use of technology as a tool for learning
- A staff development plan for the attainment of ESLRs that is long-ranged and focused enough to ensure change.

Important evidence about students learning from the self-study and the visit that supports these strengths and key issues include the following:

- Observing instruction
- Schoolwide Focus Group dialogue
- Dialogue with students and staff, individual and stakeholder meetings
- Extended dialogue with the Leadership team
- Self-study and additional written comments from faculty that reflects changes they have made in course content, materials, and strategies to adapt to changing student needs.

D. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

What currently exists:

- D1. Support system in place for every student to help ensure academic success. The administration and staff must thoroughly examine the support programs for students academic and personal growth to ensure that the ESLRs are an integrated part of each program/service.**

Locke is the center of a resource network comprised of numerous support services, activities and opportunities for students. The school embraces a philosophy of early intervention. It provides enrichment opportunities as well as remedial support. Students are encouraged to become a member of a group.

- D2. Students have access to a system of support services, activities and opportunities at the school and within the community.**

Locke High School combines its instructional program with a wide variety of co-curricular activities. Student government is consulted on school policy and gives input on the spending of student funds. Several clubs and organizations provide opportunities for students to become involved in the community and school activities. Students are offered a comprehensive counseling and guidance program to serve both their academic and social needs.

- D3. School leadership employment of a wide range of strategies to allow parental and community involvement in the school's support system for students.**

The school's leadership has employed a wide range of strategies to allow parental and community involvement in support for students. A group of parents is actively involved in all aspects of the school's programs and activities. The Action Plan has addressed methods for increasing this participation and developing total community involvement and support.

E. ASSESSMENT AND ACCOUNTABILITY

What currently exists:

- E1. School, district and community regularly review student progress toward accomplishing the expected school-wide learning results.**

The school's action plans include goals that will monitor the accomplishment of the ESLRs. Action plans such as efforts to decrease the number of students absent or tardy to class are already in place with early evidence of improvements. The staff has also committed to provide alternate forms of assessment based on student learning styles. The school's steering committee, which consists of department chairpersons, is directly responsible for reviewing student progress toward accomplishing all of the ESLRs.

- E2. Teacher and student use of assessment is frequent and integrated into the teaching/learning process. Assessment results serve as the basis for re-evaluation and redesign of the curriculum, instructional practices and the students' personal learning plans.**

Locke High School currently employs a series of testing methods for assessing student basic competency, including CTBS, SHARP, WRITE and TOPICS exams. The school is committed to providing each student ample opportunity for remediation until mastery of such tests are achieved. The Testing Coordinator provides sample lesson plans to teachers to help students improve their basic skills. Test results are regularly posted throughout the campus. The focus, however, is achieving mastery of basic skills. The assessment results are not integrated into the teaching/learning process, nor are curriculum and instructional practices reevaluated based on test scores. More emphasis should be placed on the students' individual learning plans using assessment results to help to direct the students' individual plans. The self-study demonstrates the staff's willingness to try other methods of assessment including speaking, reading, writing and critical thinking.

- E3. Assessment of expected school-wide learning results drives the school's program development and resource allocation. Assessment results are reported to the entire school community on a regular basis.**

The testing committee reports all assessment results to the entire school community. This enables all staff to take an active role in assuring all students succeed. The staff's desire to continue focus group meetings will allow an avenue of change. The Shared Decisionmaking Council will continue to make resource allocation decisions. Since the ESLRs are pivotal to the school's professional development, the school will continue to be driven by their goal to achieve the ESLRs. The staff is committed to this process. The visiting team unanimously believes that the school has the structure in place to continue to assess their progress toward achieving the ESLRs.

SYNTHESIS OF SCHOOLWIDE AREAS OF STRENGTH AND SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP.

General Comments

The school must be commended for the undertaking of the Focus on Learning process. The process requires risk takers who are willing to become involved. The dynamic leadership created a culture whereby the Focus on Learning process has brought about a multi-faceted use of teaching techniques and an increased use of technology. It has also increased the instructional use of critical thinking skills; helping students to become independent thinkers. It has helped the school to cope with the changing demographics. The active parent participation combined with the dedicated staff involvement has more closely aligned the school to the needs of the community.

As a part of the school's vision, the Expected Schoolwide Learning Results for students, and in response to the recommendations made by the previous WASC Visiting Committee, is the underlining focus to continue to provide a safe and secure campus environment, enhance pride and self-esteem among students, provide state of the art technology for all students and improve student academic achievement and attendance, and parent involvement in the educational program.

The process produced areas of strength: New committee members, new techniques, greater emphasis on current research, shared decision making, greater community involvement, improved attendance, increased use of technology, increased parent involvement, recognition of students and staff success.

Schoolwide Areas of Strength

1. The staff's commitment to the focus groups as a means of attaining the ESLRs as a forum for problem solving and maintaining high morale.
2. The new leadership has created a new culture for the school. The principal is building a coalition of strong leaders, dedicated to student success.
3. The academies have built camaraderie among the staff, lowered amounts of discipline problems, escalated student achievement, improved attendance and lowered drop-out rates, provided technology and created curricular paths for students.
4. The Focus On Learning process has brought about multifaceted teaching techniques and brought about increased use in technology. It has also increased the instructional use of critical thinking skills, helping students to become independent thinkers. It has helped the school to cope with the changing demographics, helping the school to accommodate diversified cultures.

5. The active parent involvement on campus has aligned the school with the community.
6. The staffs' increased use of a variety of teaching strategies, including cooperative learning, team teaching, interdisciplinary teaching, and teacher shadowing.
7. A significant number of staff has placed great emphasis on professional growth, i.e. language acquisition, CLAD and BCLAD
8. Programs like Drug free Zone, Impact, Tutorial Program, Urban Teacher Commitment Program, Amer-I-Can, USC Educational Talent Search and Upward Bound have had a positive impact on student attitude, self-esteem, academic achievement and attendance.
9. The majority of the academic departments and support programs are cohesive, dedicated, and are focused on student success.
10. Strong support by the LAUSD Cluster 24 has had a positive impact on the school.
11. The current process of celebrating student success and supportive atmosphere within the school have encouraged students to participate in community competition with a high degree of success.
12. Staff members have been recognized for their outstanding achievements and accomplishments.

Schoolwide Critical Areas for Follow-up

1. That the school community further structure the assessment and accountability procedures in order to make them more effective in designing the instructional program.
2. 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.
3. The staff development plan needs to have a built-in long range component to facilitate flexibility of staff needs, diffuse conflicts, and meet the overall needs of the staff.
4. The school administration and counseling services must continue to investigate strategies that address attendance reform.
5. 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.
6. 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.

ONGOING SCHOOL IMPROVEMENT

SCHOOLWIDE ACTION PLAN

- Adequacy
- Addressing the critical areas for follow-up
- Enhancement of student learning
- Flexibility within existing resources
- Degree of commitment schoolwide and system wide

The Visiting Committee found that the Action Plan proposed by Locke High School is appropriate as a beginning tool. The present plan lacks the basic components, flexibility and timeline to guarantee success. There is a need to re-examine the Action Plan to establish linkage among all components. The performance objectives are measurable outcomes, i.e. ESLRs. The process objectives are major activities that enhance the performance objectives. The final component must be the strategies that indicate linked relationships. Each component of the Action Plan must be monitored regularly to ensure success.

The Schoolwide Action Plan is a work in progress. The Leadership Team gathers, summarizes and prioritizes data provided by the Focus Groups. The new format for developing the Action Plan lends itself to greater specificity with respect to accountability and timelines. This activity will create greater buy-in by all stakeholders who will work diligently to implement the plan. Support groups will then be able to develop a more direct approach that will be strongly connected to the total school mission.

The Visiting Committee's concurrence with Locke High School's Action Plan is a validation of the chosen direction. The Committee is confident that the school will achieve rapid growth as it pursues the goal of overall higher school performance. There is tremendous enthusiasm, support and leadership, combined with professional commitment. All stakeholders are aiming toward success as they proceed with the implementation of these action plans.

EXISTING FACTORS THAT SUPPORT SCHOOL IMPROVEMENT

Through the Focus on Learning process the staff has recognized that these are just the beginning steps and is committed to working diligently to maintain a positive direction. A key factor in this positive direction is the staff's awareness that there is a need for collaboration combined with on-going monitoring and evaluation. This enables the Shared Decision Making Council to prioritize the needs and to disperse funds accordingly. The Stull process provides another form of accountability which encourages professional growth and ensures quality instruction.

High level of parent participation in the total school program added direction.

Vigilance in maintaining the present commitment and enthusiasm of all stakeholders will lead to the successful attainment of the ESLRs.

IMPEDIMENTS TO SCHOOL IMPROVEMENT

- The staff development plan did not include a long term and short term action plan.
- The lack of adequate technology to maintain current student profiles.
- Programs seemed too segmented. A viable collaborative approach is needed.
- An existing spirit of isolationism over a broad spectrum in curriculum, departments, programs, and support personnel.
- Interruption of existing programs by factors beyond the control of the school; i.e. staff reduction/change/budget, community unrest.

SOUNDNESS OF FOLLOW-UP PROCESS TO MONITOR ACCOMPLISHMENT OF SCHOOLWIDE ACTION PLAN

It is apparent that all stakeholders are committed to the follow-up process. Focus on Learning has generated dialogue which led to the identification of topics that were the formation of schoolwide action plans. The Focus on Learning process has brought to the surface areas that need to be strengthened in a continuing improvement process. The Shared Decision making Council is a strong, functioning entity for change. The staff has committed to continue working in focus groups. The Shared Decision Making Council will prioritize Focus Group concerns and provide the necessary budget for actualization.

Locke High School is looking forward to the continuing movement towards the celebration of progress in student learning, the attainment of the ESLRs and the improvement of educational programs and services on campus.