

Code 2006-0006
Assigned by the Michigan Department of Education

CHECK ONES THAT APPLY IN EACH GROUP:
 Middle School Previous Michigan
 Junior High School Blue Ribbon School:
 High School Yes No
If yes, year(s) _____

2005-2006 Blue Ribbon Schools Program **Certification Sheet**

Name of Principal Mrs. Gloria Bawol
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Eisenhower High School
(As it should appear in the official records)

School Mailing 6500 25 Mile Road Tel. (586) 797-1300
Street/P.O. Box
Address Shelby Twp MI 48316 Fax (586) 797-1301
City State Zip Code+4 (9 digits)
Website/URL www.macomb.k12.mi.us/utica/ike Email gb2mucs@ucs.misd.net

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Joan C. Sergent
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Utica Community Schools Tel. (586) 797-1000

District Mailing 11303 Greendale Fax (586) 797-1001
Street/P.O. Box

Address Sterling Heights MI 48312
City State Zip Code

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Gene L. Klida
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

(School Board Trustee) Date _____

Preparation of School Self-Assessment

Representatives of all relevant stakeholder groups (including administrators, teachers, other school staff, students, parents, and community representatives) should be involved in the preparation of the School Self-Assessment. Information about its preparation is required under F3 and is used in scoring that item in conjunction with the information requested below. List the individuals involved in preparation. If necessary, add an additional page numbered "2a."

Name	Position/Title
<u>Kelly Coval</u> (List Primary author/editor here)	<u>English Teacher</u>
<u>Tom Lietz</u> (List Primary author/editor here)	<u>Social Studies/Speech Teacher/Advisor</u>
<u>Gloria Bawol</u>	<u>Principal</u>
<u>Ken Cucchi</u>	<u>Associate Principal</u>
<u>Christopher O'Brien</u>	<u>Associate Principal</u>
<u>Jim Allen</u>	<u>Co-op Teacher</u>
<u>Mary Blain</u>	<u>Foreign Lang. Teacher/NHS Advisor</u>
<u>Amber Bronson</u>	<u>Activities Director</u>
<u>Derek D'Angelo</u>	<u>L.C.T.T./Social Studies Teacher/Coach</u>
<u>Martha Davidson</u>	<u>Math Teacher/Coach</u>
<u>Mary Jo Diegel</u>	<u>Parent</u>
<u>Kyle Dysarz</u>	<u>Student</u>
<u>Dr. Catherine Gillespie</u>	<u>English Teacher</u>
<u>Jennifer Guracech</u>	<u>Student</u>
<u>Monica Klesko</u>	<u>Foreign Language Teacher</u>
<u>Colleen Ladopoulos</u>	<u>Parent</u>
<u>Louise LaFaive</u>	<u>Business Teacher</u>
<u>Aggie Legowsky</u>	<u>Parent</u>
<u>Lorell Leon</u>	<u>Counselor</u>

Name**Position/Title**Amy LoeArt Teacher/NAHS AdvisorFran MeerschaertSecretary to Associate PrincipalKathy Mehney-DobbinsSpecial Education TeacherJackie NoonanForeign Language Teacher/N.C.A.Pat PackanC.T.E. TeacherDyann PuglieseCareer Development FacilitatorLinda RobertsParentJade SemrowTeacher InternChris SmithPhysical Ed Teacher/CoachCarla ThompsonSecretary to Associate PrincipalRuth VanHoutenMedia SpecialistTom VerseleCounselorLarry WilkBusiness TeacherKathryn WilletteEnglish TeacherSylvia ZawieruchaScience Teacher/Science Olympiad

PART II - BACKGROUND AND DEMOGRAPHIC DATA

DISTRICT

1. Total number of students (PreK-12)* enrolled in the district: 29,670

2. Number of schools in the district:

<u>30</u>	Elementary schools
<u>n/a</u>	Middle schools
<u>7</u>	Junior high schools
<u>4</u>	High schools
<u>41</u> TOTAL	

3. District Per Pupil Expenditure: \$7908.00
Average State Per Pupil Expenditure: \$8607.00

SCHOOL (To be completed by all schools)

4. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban school
<input checked="" type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural

5. 8 months Number of years the principal has been in her/his position at this school.
8 years If less than three years, how long was the previous principal at this school?

6. Number of students enrolled at each grade level or its equivalent in the school:

Grade	# of Males	# of Females	Grade Total
10	383	332	715
11	300	333	633
12	370	322	692
Total	1053	987	
TOTAL STUDENTS IN SCHOOL			2040

* Include pre-Kindergartners only if the school and/or district operate Pre K programs.

7. Racial/ethnic composition of the students in the school:
- 0 % American Indian or Alaska Native
 - 1.3 % Asian
 - 1.2 % Black or African American
 - .6 % Hispanic or Latino
 - .1 % Native Hawaiian or Other Pacific Islander
 - 0 % Undisclosed
 - 96.89 % White

100% Total

8. Student turnover, or mobility rate, during the past year: 6 %

(This rate should include the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

9. English Language Learners in the school: 0.5 %
12 Total Number

Number of languages represented: 25
Specify languages:

Albanian	Chinese	Italian	Polish	Serbian
Arabic	Croatian	Korean	Portuguese	Spanish
Assyrian	German	Macedonian	Punjabi	Swahili
Cantonese	Greek	Malayalam	Romanian	Yugoslavian
Chaldean	Hmong	Mandarin Chinese	Russian	

10. Students who qualify for free/reduced priced meals: 4.8 %
This number includes the Eisenhower feeder schools 365 Total Number

If this is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

11. Students receiving special education services: 9.7 %
198 Number Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 0 </u> Hearing Impairment	<u> 0 </u> Other Health Impairment
<u> 2 </u> Deaf-Blind	<u> 12 </u> Emotional Impairment
<u> 2 </u> Autism	<u> 85 </u> Specific Learning Disability
<u> 0 </u> Cognitive Impairment	<u> 10 </u> Speech & Language Impairment
<u> 0 </u> Traumatic Brain Injury	<u> 0 </u> Visual Impairment
<u> 27 </u> Physical Impairment	<u> 30 </u> Severe Multiple Impairment

12. Describe any significant changes in the data reported in items 4-11 that have occurred during the past five years and explain why the changes occurred.

***Number designates correlating item number:

5. Mrs. Gloria Bawol, was a former Associate Principal for eight (8) years in our building and became our Principal.
6. Student enrollment has increased on an average of 70 students each year over the past five years.
7. Ethnic students also have increased by approximately 50%, especially in Hispanic, due to the migration of the Hispanic people in local employment.
8. Turnover rate is very low due to the Alternative Education programs in Utica Community Schools.
9. We have become a melting pot for many families, moving to the suburbs from the inner city and moving to our area from many different countries.
11. Special education enrollment has increased another 27% over the last year over and above the increase in enrollment the general education population.

13. Indicate the full-time and part-time staff members in each of the below categories.

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 4 </u>	<u> 0 </u>
Classroom teachers	<u> 97 </u>	<u> 5 </u>
Special resource teachers/specialists	<u> 13 </u>	<u> </u>
Paraprofessionals	<u> 3 </u>	<u> </u>
Support staff	<u> 56 </u>	<u> </u>
Total number	<u> 173 </u>	<u> 5 </u>

14. Total number of classrooms in the school 88

15. When was the school built? 1972
 Date(s) of any major renovation(s) See below

If the school has been renovated, briefly describe the nature of the renovation.

School Renovations

1978	Auxiliary Gym added
1988	Weight room added to gym area
1991	Computer lab added for English department
1997	Computer lab added for Science department
1998	Architecture and Drafting labs updated
1999	Counseling Office Remodeled
2000	Fitness center added to gym area
2001	Electronic sign installed to entrance
2002	Counseling Office Remodeled
2002	Computer lab added for Foreign Language department
2002	Multi-media production lab built
2002	Soccer field built and tennis courts upgraded
2002	Restrooms facilities upgraded for students and staff
2002	Handicap Bathroom installed into Student bathrooms
2003	Softball and Baseball field upgraded
2003	Landscaping installed to exterior of school
2004	Media/library/technology center built
2005	Performing Arts Center construction begins
2005	Ongoing Upgrades through bond money

PART III - SUMMARY

Eisenhower High School's journey continues in its 33rd year of servicing the community in beautiful Shelby Township, Michigan. Dwight D. Eisenhower, our namesake, said it so clearly: "Success is a journey, not a destination." Eisenhower High School is the heart of the community and is called home by over 2,000 students. Founded in 1973, Eisenhower has played a critical role in the lives of countless thousands of students who have become civic leaders, athletes, lawyers, doctors, caring family members and so much more. This community, which begins in the tenth grade, continues well beyond graduation, as students return to become volunteers and coaches. Eisenhower continues to enrich the lives of students with the highest levels of academic discipline and social consciousness. Eisenhower readies its students for the journey of life, and its students, indeed, succeed in that journey.

Eisenhower boasts twenty-one Advanced Placement (AP) classes with 674 students enrolled in one or more of these AP classes (34% of our total enrollment). Seventy-six percent of those students enrolled took AP exams and 56% earned AP scores qualifying for college credit. In 2004 – 2005 we were a county-leader in core area MEAP scores. Eisenhower High School was awarded the Governor's Cup Award both in 2000 and 2003, for the having the most MEAP scholarships awarded in the 27 school Macomb Area Conference (MAC). In 2004-2005, 516 students took the ACT with our students exceeding the state standards in each of the core areas. The number of students continuing on to a post secondary educational facility exceeded 78% attending a four-year university and 9.7% attending two-year colleges. Eisenhower's estimated data from the Michigan Department of Education shows a retention rate of 98.3% in 2004. Our four year graduation rate is an impressive 93.38%, excluding students who remain in school and graduate at a later date or through alternative education. Eisenhower High School provides a foundation of excellence and maintains an exceptional educational program for all of its students.

In the class of 2005, Eisenhower had forty students with a 4.0 or better GPA. Eisenhower placed twenty-five seniors on the Macomb County All-Conference Academic Team, while seven seniors placed within the top 5% in the nation's American Mathematics Competition. The class of 2005 represents the academic excellence that is indicative of Eisenhower High School. One Eisenhower student was named to the *USA Today* All-Academic Team, while another was named Utica Community Schools Career and Technical Educational Outstanding Student. Still another was honored by the Sterling Heights Area Chamber of Commerce, *The Advisor & Source* Newspapers and Detroit Edison as their Student of the Year.

Eisenhower High School is accredited by both the North Central Association (NCA) Commission on School Accreditation/Improvement and the State of Michigan's Education YES! program. Our 105 instructional staff members are all highly qualified. Eisenhower has been continuously NCA accredited.

Students have boundless opportunities to involve themselves in the Eisenhower community, through athletic teams, extracurricular activities and various clubs. Faculty and students actively initiate new activities and programs to assure that all students find their niche in the community. This year's new clubs, including Destination Imagination, The Young Republican's Club and The Human Rights Club, were added to our already impressive array of opportunities such as Student Council, Quiz Bowl, Debate and Forensics. More than 55 groups are available to our students, and more than 60% of the student body is involved in these groups throughout the year. Service is at the foundation of our community. Through student efforts, Eisenhower raised over \$4,500 for Hurricane Katrina relief efforts and thousands of dollars to help local abused women; they helped build and sustain a community in Honduras through Project Outreach and raised thousands of dollars for UNICEF to immunize and feed children in various third world countries. A small child ravaged by cancer had six life-saving months of treatment paid for by our students' charitable spirit. Less privileged elementary schools in Michigan benefited from hundreds of books and playground equipment donated by our students. Our school is making a difference, both in our community and around the world.

In 2005, more than 100 Eisenhower athletes were named to the MAC Academic Team. The wrestling team was proud of its Division I State Champion wrestler while the boys' basketball team won the district championship. Boys' soccer, boys' bowling, girls' cross-country, girls' tennis and the dance team were all state finalists in athletic competitions. Varsity football, girls' and boys' swim and girls' track were MAC Championship teams. At Eisenhower, winning is secondary to good sportsmanship. The following teams won the MAC Sportsmanship Awards: football, boys' golf, hockey, wrestling and girls' soccer.

The faculty and staff of EHS have successfully created an environment conducive to academic success. Faculty members, more than 70% of whom have Masters, Specialists or Doctoral degrees, pride themselves on providing a stimulating curriculum, geared toward preparing students of varying abilities for the future. Our continuously revised curriculum offers core required academic courses, as well as 182 electives across ten departments. All offerings stress relevance, rigor and authenticity. In conjunction with the curriculum department, Eisenhower faculty works diligently to align its curriculum to meet state and district standards. For example, the Social Studies Department resequenced its entire curriculum to align with the state framework and benchmarks, including requirements in Economics. Our Math Department has revised its curriculum and ordered new books for Algebra I, Algebra 2 and Geometry, while the Business Department is realigning its Marketing I and Marketing II programs. The Career and Technical Education (CTE) Department is restructuring its childcare class (Contacts) to become a Teacher Cadet program. The majority of the Language Arts Department, along with teachers from several departments, will attend a Reading Apprenticeship Workshop this year. Language Arts continues to develop a common syllabi and common assessments. Our award winning Fine Arts Department is preparing to move into the new Performing Arts Center, which will be completed by August of 2006. Students in the Foreign Language Department benefit from a state of the art language lab that enhances communication skills and their academic experience. Our Media Center Department is moving into the newly renovated Media Center with a Distance Learning Laboratory, which will facilitate virtual learning lessons with schools and students from around the world. Our Physical Education Department is preparing to have all new bleachers installed in the main gym, while a new Auxiliary Gym is slated to be added in 2006-2007. The Science Department has added an A.P. Environmental Science class and a Historical Geology course. The Special Education Department creates a challenging and secure educational experience by providing an unprecedented number of co-taught classes for its students.

More than 80% of Eisenhower graduates go on to continue their education beyond high school. Equipped with 21st century skills, Eisenhower graduates are ready to meet the challenges of the working world. There are several opportunities in the areas of industrial and technological arts, such as vocational automotive, Cisco, construction and building trades, medical and health sciences and visual technology. Our School to Work Coordinator supervises over 100 students in a cooperative work experience in the community. The partnerships developed with many corporations, such as with William Beaumont Hospital, are second to none.

Our school community thrives, thanks to our incredibly active parent volunteers. Various booster clubs for athletics and academic clubs are active partners in more than just fundraising events. The Beautification Club and the Parent Sounding Board are stakeholders who make substantive improvements to our physical and philosophical composition. Many parents volunteer their time by chaperoning activities. Likewise, parents totally plan and coordinate the Senior All Night Party. Parents also coordinate with staff to plan and host Eisenhower's end of the year Senior Picnic. This celebration is unique to Eisenhower, both in the district and the surrounding area. At Eisenhower, success is expected and rewarded. This celebration is a distinctive opportunity to provide our students with a caring and supportive environment conducive to their success.

As Eisenhower High School continues its journey through academia, athletics, clubs and activities, it will be the students, staff and parents who will continue to fuel our continuous efforts toward greater student success, achievement and excellence. To that end, every child will achieve at Eisenhower.

PART IV: VISION/MISSION STATEMENT

The mission of Eisenhower High School states: *“Through the cooperation of students, parents, teachers, support staff, and community, Eisenhower High School will provide positive learning experiences that emphasize educational growth, personal development and social responsibility.”* The mission of Eisenhower High School begins with the educational community that students are provided – a community in which students and teachers work as partners in education. Eisenhower has created an educational community in which students are more than the recipients of knowledge; they are active shareholders and its students have flourished in this supportive atmosphere.

Dedication to this educational community begins with the partnership between faculty, students and community. Every shareholder contributes greatly to the betterment of its members and seeks new opportunities to expand the educational opportunities of the student body. This supportive yet challenging relationship drives students to achieve their highest potential. The staff and greater community that embody Eisenhower High School are committed to a fair, friendly and nurturing climate in which students feel welcomed and able to achieve. Eisenhower’s unique combination of teachers, administrators, faculty, students, businesses and families are dedicated to the idea that we are one greater community. Moreover, we are dedicated to the driving principle that through the greater educational community, every member will become more successful.

The curriculum at Eisenhower High School is demanding and rewarding and strives to involve students in the design and implementation of the educational community. Eisenhower believes in the Utica Community School’s goal that *“Every Child Achieves”* and assures that every child has the tools necessary to meet this goal. Our rigorous curriculum includes a plethora of Advanced Placement courses, School-to-Work opportunities and innumerable real life experiences in the classroom. Our unique educational community offers not only these distinct opportunities but also an award-winning faculty to assure academic success. Our courses are designed to stress higher order thinking skills and our teachers relentlessly pursue opportunities to develop curriculum, embrace successful educational theory and practice and maintain high standards.

It is the singular goal of Eisenhower High School, and all of its shareholders, to see that students leave Eisenhower’s learning community prepared for any and all of life’s challenges. While we are proud to see students leave the halls of our academic institution, we are even prouder to say that they remain welcomed and valued members of our educational community.

A1. How is the school's population best described? What are the students' needs? How does the school assure that the needs of all students are met? Students come from three metro-Detroit suburbs: Macomb, Shelby and Washington Townships. Eisenhower's demographics include predominately middle and upper-middle class families, diverse in ethnicity and culture. Curriculum and school programs are designed to assist students in maintaining excellence while appreciating and respecting diversity. Twenty-four different languages are represented at Eisenhower High School, with 12 students utilizing the district's *English Language Learners (ELL)* program (C3).

Students meet with a counselor annually to develop and revise their comprehensive four-year educational plan. These plans focus on academic needs and career goals, as well as aid in the development of a daily schedule. Students have the opportunity to select classes to meet and challenge their individual academic needs, with placement determined by classroom performance, student interest and teacher recommendation.

Preparation for post-secondary options is a priority at Eisenhower, and more than 80% of the graduating Class of 2005 planned on continuing their education at universities, community colleges or trade schools. A Career Development Facilitator (CDF) further assists students by helping them research schools and careers. With over 200 course offerings, the curriculum is designed to serve all Eisenhower students (A3). Special needs programs assist students preparing for either the workforce or for post-secondary educational endeavors. At EHS, 198 students (9.7% of the student population) receive special education services through a variety of staff and programs. Sixteen co-taught classes integrate special needs students into regular education classrooms and 55% of special education students utilize the *Learning Center Tutorial* program where they can work on assignments from other classes, take tests or receive individualized attention from a tutorial teacher (C1, C5). Sixty-seven students develop effective communication through services provided by Eisenhower's speech/language therapist. Thirty-three special needs students are involved in a *Work-Study Program* where the *School-to-Work Coordinator* assists them in preparing for employment by connecting lessons learned in school to experiences in their after-school jobs (C2, C3).

Eisenhower's students excel in twenty-one Advanced Placement (AP) courses offered in art, English, math, science, social studies, and foreign languages (C1). In 2005, 250 students attempted 514 AP tests, 65% of which were scored at or above Level 3 (C1, C2, C5). Students have the opportunity to attend the *Math, Science and Technology Center (MST)* as well as programs at other UCS high schools. The district *Learning Links* provide the framework for specific educational goals. These outcome-based standards exist for every curricular area and designate what students are expected to accomplish upon completion of a class or grade level (D1, H5, F1).

Eisenhower utilizes the *North Central Association (NCA)* accreditation process to assure student achievement. Meeting the requirements for the Outcomes Endorsement by *NCA* in 2004, Eisenhower achieved goals of student improvement in critical thinking skills, communication, community involvement and problem solving, through a nurturing and supportive learning environment. Student surveys showed students felt unprepared for constructed-response items on tests, which required problem-solving skills (E1, E4, F4). The *NCA* team developed and in-serviced staff on the *SODA* (State the problem, Organize your ideas, Devise a plan of action, and Access the results) approach. Teachers were also in-serviced on techniques to improve students' problem-solving skills through constructed-response items and department meetings were utilized to share effective instructional techniques (F3). MEAP pre/post-test analysis demonstrated success, with increased percentages of students achieving the two highest performance levels on English, math, science and social studies tests (F4).

For students who are not successful in the traditional high school setting, alternative programs are available at the *Utica Center for Applied Learning (UCAL)* and the *Utica Learning Academy (ULA)*. *UCAL* is an alternative educational setting in which students can earn up to six credits per year in English, math, social, studies science and two elective courses. The *ULA* program provides an alternative high school experience for older teens wishing to complete their high school education in the evening hours.

A2. What non-academic services and programs are available to support students, and how do they relate to the student needs and goals identified? A number of nonacademic services and programs are

available to support Eisenhower students and their families. EHS's counseling department provides individual and group counseling to address both academic and personal issues through its five full-time counselors, one part-time counselor, social worker and school psychologist. The social worker leads weekly group meetings that deal with such topics as self-esteem, career awareness, organizational skills and peer relationships. Currently fifty-five students participate in one or more groups.

Eisenhower offers options for students with physical and learning disabilities. The school has a program for cognitively and physically impaired students, *Life Centered Career Education (LCCE)*, that focuses on building competencies needed for success as an independent adult. Classes offered in the program include Daily Living, Social Skills, and Occupational Guidance and Preparation (C2, C3). Cognitively impaired students also learn essential job skills through *Community Based Instruction (CBI)*, *Work Training* or *U-Connect*, where they are assigned to a work site that has appropriate levels of supervision. There are currently thirty-five students utilizing *LCCE*.

A Utica Community Schools' nurse provides training to staff on proper usage of defibrillators and epi-pens, as well as edification on topics such as food allergies and potentially threatening diseases like viral meningitis. The registered nurse ensures a safe environment for all students by certifying immunization compliance for Eisenhower students entering the district.

Student mental health issues are addressed through the services contracted from *Community Assessment Referral and Education (CARE)*. Counselors can refer students and families experiencing social, emotional, or substance abuse problems to *CARE* for a free assessment from a mental health professional. Counselors deliver *Yellow Ribbon* suicide prevention presentations to small groups where students receive information on suicide warning signs and are given a *Yellow Ribbon* card with emergency numbers and instructions on how to help themselves or friends (B1). Various school programs support drug and alcohol prevention and education. *Students Against Destructive Decisions (SADD)* hosts "Red Ribbon Week" to promote awareness of the dangers of drugs and alcohol.

The Eisenhower Administrative Team established a *Peer Mediation* program designed to decrease student conflict and ensure a more positive learning environment for student achievement. Peer mediation utilizes a diverse group of student leaders trained as "peer mediators." In 2004-2005, thirty-five students were trained to resolve student conflicts by employing positive communication techniques. Ten different incidents were resolved through peer mediation in the 2004-2005 school year (H1, H5-5).

Eisenhower utilizes six campus monitors and numerous teachers during their duty hours to monitor students throughout the building. Campus monitors use radios to keep themselves, as well as administrators, apprised of building issues. The parking lot attendant ensures safety by monitoring traffic on the campus grounds, and attendance officers utilize cameras posted around the outside and inside of the building to prevent potentially hazardous acts. The school enacts numerous emergency drills to prepare for potential dangers and ensure safety during a school-wide crisis. EHS has a *Crisis Team*, consisting of twenty-six staff members, that is designed to counsel students in small groups in the event of a crisis situation (B4).

Dropout prevention is a primary concern at Eisenhower. Members of *Student Needs Assessment Committees (SNAC)* and *Individualized Educational Plan (IEP)* teams regularly consult to assess special needs students and to help them achieve social and academic success. Members of the *National Honor Society* offer tutoring services for all students at Eisenhower experiencing academic difficulties. In order to prevent students who are short on credits from dropping out of school, the district *Credit Recovery Program* allows seniors to make up one class per semester. Students also have the option of earning credits through the *NCA* accredited correspondence course program. Additionally, there are fifteen summer school courses students may take for credit recovery. If students continue to struggle with the standard curriculum despite these opportunities, counselors and administration stress the importance of continuing education and encourage enrollment in the district's alternative educational programs: the (*UCAL*) or the (*ULA*). Eisenhower's low dropout rate, which has ranged from 1.61% to 1.86% between 2002 and 2004, is evidence of successful interventions (A1). Administrators assemble an at-risk group of students and meet with them every five weeks and measurably increase their ability to achieve. The program focuses on seniors at risk of not graduating, juniors on academic probation and sophomores

recommended by their junior high administrators. In September, students are invited to learn strategies for success. Every five weeks an administrator meets with each student to review progress report/quarterly grades, reward successes and revise strategies. Graduation becomes a reality for these at-risk students.

The *Student of the Month* program recognizes students for good citizenship and positive attitudes. Students are nominated by any member of the staff for nonacademic contributions to the school. Awardees receive a \$10 gift card to the *Eagle's Nest*, the school store, and a *Student of the Month* pin. Additionally, they receive recognition on the district public access cable channel and in the school newspaper. Their certificates are also proudly displayed in a showcase outside the front office.

A3.How does the school determine and address the developmental needs of students as they move from grade to grade? Eisenhower High School has grade specific meetings, activities, and presentations to address the developmental needs of students. Counselors meet with ninth grade students in small groups at their junior high schools in March. During these presentations, students are provided a current *Student Curriculum Guide* that lists class offerings and descriptions, prerequisites and credits. In addition, a packet, *Course Scheduling and Educational Development Plan*, is distributed (A1, A2). It is designed to assist in scheduling and researching post-secondary choices.

In late May, incoming tenth graders from feeder schools, private schools and home schools are invited to a transition program: *Seeking New Heights – Curriculum and Careers*. A Welcome Assembly is held in the gym where administrators, counselors and student leaders are introduced to the students. Tours of the building are conducted by members of the Student Council and National Honor Society. In the auxiliary gym, clubs, athletic teams and recreational athletic groups have informational tables staffed by officers, athletes, and club members. To promote a feeling of “being Ike,” each ninth grade student receives an Eisenhower *Seeking New Heights* t-shirt (C1).

In the first month at Eisenhower, counselors visit the tenth graders in their English classes, advising them on counseling department services. Additionally, the students are brought to the Career Center to create an *EDP* using *Career Cruising*, a career and post-secondary research web-based program that gives career results aligned with *Michigan Department of Education Career Pathways*. Counselors also make classroom presentations to eleventh graders to review credit and graduation requirements. Students who are at risk for graduating are encouraged to examine their class choices for their senior year and may be encouraged to attend summer school. *Dual Enrollment* may be suggested, whereby a student takes college courses in addition to high school classes.

In the fall of the twelfth grade, students meet individually with counselors to evaluate whether they are on target for graduation and to formulate post-secondary educational plans (C7, C8). Students are provided information regarding college applications, scholarships and financial aid information at *Financial Aid Night* held in January for seniors and their parents. In attendance are financial aid specialists and college representatives who make presentations regarding the financial aid process. Prior to graduation, mandatory parent-student meetings are held to inform parents of plans and expectations for the senior class and to invite parents to volunteer for the *Senior Picnic*.

Every August, *Registration Day* is held for all students (C1). Administrators, secretaries, campus monitors and student leaders direct, assist and supervise the students as they go from station to station and offer a friendly environment for students to take their first steps into Eisenhower's academic community. Students receive their schedules, locker assignments, computer logins and passwords, photos for school ID cards, vision tests and are provided the opportunity to get information on clubs, activities, sports and co-curricular activities that will become fundamental to their time at Eisenhower. With student participation at over 92%, *Registration Day* has been highly successful as a means of welcoming students to Eisenhower, easing transition and assuring that class time is not lost in the process.

Throughout the year, college representatives make presentations to interested juniors and seniors. Technical, vocational and career institute representatives are also invited to provide students who are not college-bound with post-secondary options. At *Open House*, parents visit each classroom, following a reduced student schedule. This gives them the opportunity to meet the teachers, who, in turn, go over their class plans, rules, expectations and grading policies.

Transfer students are welcomed by the office staff, which provides assistance in the registration process. The students and their parents meet with the assigned counselor who evaluates past course selections and aligns them with Eisenhower's curriculum. They are provided a list of clubs, organizations and athletic offerings and are escorted on a building tour with the assistance of an EHS student. New and transfer students are also provided the opportunity to attend bi-yearly student breakfasts and are paired up with student council members to assure a fluid transition into their new community.

The CDF works with students and encourages self-directed, hands-on research. The CDF provides assistance and support to students in researching careers, making informed career choices and investigating post-secondary educational plans. Additionally, the CDF teaches job skills such as resume writing and interview techniques. A listing of websites, which includes post-secondary educational institutions, scholarship research, *ACT* and *SAT* sites, occupational information, federal and state employment laws, and *NCAA* information for athletes, is maintained in the *Career Development Center*. The CDF has designed career research assessments and worksheets for special education classes to provide those students with realistic expectations and goals. Working with the *Student-to-Work* coordinator, the CDF has created assignments to be completed each card marking by co-op students, which are graded and assembled into a career portfolio. The worksheets require taking a career assessment, researching two careers, investigating post-secondary educational institutions, writing a resume and cover letter and evaluating the occupational outlook for the selected career.

A4. What co curricular activities are available for students and how do those activities extend the academic curriculum? A student's journey at Eisenhower High School is greatly enhanced by the opportunities to expound on the classroom curriculum through co-curricular clubs and activities. Club membership, exceeding 1,650, allows students to extend their classroom learning to after school meetings, weekend and summer field trips, competitions and peer discussions. EHS has thirty-three active clubs, ten of them extra-curricular. Twenty-three clubs relate immediately to subjects taught within the classroom. Eisenhower High School also boasts twenty-seven athletic teams with 935 male and female student athletes. These teams allow students a rich competitive environment to expand their knowledge in a number of core academic skills including leadership, problem solving, physical fitness and health. Eisenhower maintains balance between male and female sports and its activities are all co-ed and encourage leadership and the participation of all students. The continued contact between teachers and students builds very important relationships which foster students' self-esteem and sense of belonging, while furthering the study in the relevant curricular area (B2). All of these clubs are regulated and approved by our student government which provides a student voice to decision making at Eisenhower.

"Eagle Pride" is alive and well in a school that is successful in so many arenas. Varsity Football has been *State Runner Up* at the Pontiac Silverdome in 1999, 2000, 2001 and 2003, while Student Council was awarded the *Michigan Association of Secondary School Principals Award of Excellence* with a perfect score for the past two years. Students are encouraged to join school clubs at a *Club Fair* held at *Open House* in the fall and *Curriculum Night* in the spring of each school year. The Activities Director informs parents of co-curricular and extra-curricular opportunities through the *Clubs and Athletics Catalogue* published at the beginning of each school year and through the monthly school newsletter, *The Flight of the Eagle*. Examples of Eisenhower's most active co-curricular clubs include the following:

National Honor Society – Students are invited to join the George C. Marshall Chapter of National Honor Society once they achieve a 3.45 GPA. There are 137 Neophytes and 138 Members in the 2005/2006 chapter, representing 13% of the student body. Membership requires students to achieve academic excellence and take an active role in the charitable organizations surrounding the school and community. Members sponsor a *Peer Tutoring* program at elementary feeder schools. Neophytes logged 3,540 service hours and the members' logged 3,880 hours, for a combined total of 7,421 service hours in the 2004/2005 school year.

French, German, Japanese, and Spanish Clubs – Membership in these four clubs represents 41% of the building. *Foreign Language Week* promotes languages and culture with foreign food days celebrating cultures from around the globe. Our award winning Japanese program serves as an

outstanding example of this excellence. Instructor Caroline Cochran is one of the most sought after high school Japanese Language presenters. Her students have won more contests/scholarships from the Japanese Consulate than any other program in Michigan (C3, C5).

Project Outreach - Citizenship is critical to Eisenhower's academic goals and Project Outreach exemplifies this ideal. One of the largest recipients of its philanthropic efforts is the *Mission of Hope* Organization. This group provides housing and daily needs for people living in impoverished Honduras. Project Outreach donated approximately \$2,500 to the *Mission of Hope* in the 2004/2005 school year and most recently raised money for those affected by the tsunami in Southeast Asia. Most impressively, Project Outreach is one of the largest sponsors in the country for the *UNICEF* collection; in 2003/2004 Eisenhower was recognized as having the second highest donation in the state and the third highest in the country.

Quiz Bowl - This co-curricular organization allows students to compete against other schools in the *Macomb Area Conference (MAC)* to demonstrate knowledge accrued in math, science, social studies, English and the arts. In 2004/2005 the team enjoyed a 19-3 record and was awarded the Division I Champion title, placing second overall in the *MAC* League.

Science Olympiad - Science Olympiad competes in a variety of different competitions including engineering, biology, physics and fossils. This organization has enjoyed first place in 2002/2003 at the State Competition and was invited to compete at the National Competition. Last year Eisenhower's Science Olympiad Team earned First Place at the Macomb County Competition and placed tenth at the State Competition.

Debate - Members utilize this co-curricular activity to prepare for competitions by building cases on assigned topics and discussing current events that may relate to issues to be debated at local, state and national tournaments. Last year Eisenhower cleared top seed at the Junior Varsity State Finals and finished in the quarterfinals at the Varsity competition. Debate has been awarded numerous honors including the coveted *George Ziegelmeuller Award* as the most successful Class A program in the State of Michigan. Individual members, and even the advisors, have also been recognized for their achievements. In 2005, a student member was awarded First Place at the prestigious *John S. Knight Senior Debate Scholarship Competition*.

Student Council - This fifty-one member citizenship organization plays an active role in establishing the positive climate that Eisenhower students experience daily. Members of Student Council represent the student body and often collaborate with administration on school rules, building issues and student concerns. This philanthropic club hosted ten events in the 2004/2005 school year, raising over \$4,800 for local charities. The council led the state by hosting the 2005 *Michigan Association of Secondary Schools Regional Conference* for 600 students from 27 schools in the region. For the past three years, the council received a score of 100% on the *MASC Award of Excellence*.

A5.How does the school address the accessibility of its facilities to students and others with disabilities? Accessibility concerns for students and adults with disabilities are monitored by the EHS administration and the UCS Department of Operations and Security, in accordance with municipal and state codes and OSHA regulations. The overall interior physical layout of EHS is a single level floor plan extending from a center rectangle known as the Commons. Three large semi-circular pods emerge from three sides of this area. Aside from safety doors placed just outside of the pod areas, no physical barriers exist to impede any student's mobility. Classrooms have adequate egresses for entering and exiting, and all but six classrooms within the Forum pod are accessible to students confined to wheelchairs. Classrooms on the interior of the Forum pod were built up on a raised floor, two steps above the foundation. When students who are in wheelchairs are assigned to a teacher who uses one of these rooms, the teacher is placed in another room, which has accessibility. Furthermore, ramped floors rise to classrooms on the outer edge of the Forum pod, eliminating the need for steps into these classrooms. Fire exits have also been equipped with ramps if they were not previously at ground level. Student restrooms have been adapted with areas and materials for use by the physically impaired while, students with disabilities are released five minutes early from class for safety reasons. Additionally, areas of the physical campus include a performing arts center, a gymnasium, administration offices and outdoor sports

fields. With the passage of the 2003 Bond Issue, EHS is currently erecting a new state of the art performing arts facility. The current theater has wheelchair access to the stage from rear and side doors and a seating area in the back of the auditorium at ground level providing easy access for the disabled. All other areas allow for easy entering and exiting. EHS was audited by the Office of Civil Rights (OCR) in the spring of 2005 and successfully met its standards and provides a positive, safe and equitable learning environment for its students.

B1. How does the culture of the school support the learning of all its members and foster a caring community? Staff, coaches, students, and parents take pride in academic, athletic and extra-curricular accomplishments (A4, B2). Eisenhower High School is known statewide for its academic excellence and athletic prowess (A4). The staff at EHS, a diverse group of veteran and novice teachers, has one common focus - the academic and emotional welfare of all of its student body. The *Learning Links* (C1) and *Success Skills* (Personal Best, Integrity, Responsibility, Respect, and Positive Communication) provide a framework by which a caring, educationally focused atmosphere is created and nurtured.

The entire faculty embraces the student-focused goals of the *School Improvement Process* (E1, F1). Through this process the staff works to identify the best ways to address the academic, social and emotional needs of the students. The staff studied the student profile at the beginning of the last *NCA* cycle and collectively identified student areas to target (E1). This reflective process lead to strategies like *SODA* which accommodates the problem solving needs of students and a variety of other decisions designed to improve student achievement and improve the student learning environment (A1). *Project Outreach* was organized to satisfy the need for community involvement while the Senior Hand Wall was established as a way for students to feel a sense of belonging and community by leaving their handprint and signature on Eisenhower's campus. Through the continual *NCA* cycle, *Education, YES!* and *PA. 25*, EHS continually addresses the needs of students through school improvement.

The counseling department and the support staff work diligently to identify the emotional needs of students and provide new opportunities for support. The *Yellow Ribbon* campaign identifies students at risk for suicide while the *Peer Mediation* program allows students to help one another peacefully resolve conflicts (F1, F4). Counselors meet with students at least twice a year to offer academic guidance and encourage them to take full advantage of the wide range of course offerings.

Eisenhower recognizes the accomplishments and achievements of its students in numerous ways, including in the school newspaper, *The Eagles Eye* and with an electronic sign in front of the building. *Students of the Month* are recognized with certificates along with profiles in the school newsletter, *The Flight of the Eagle*. Additionally, the district regularly recognizes students and staff at bi-weekly School Board Meetings. The atmosphere created in this academic community meets the needs of students both academically and emotionally and is best summed up in the Mission Statement that seeks "cooperation of students, parents, support staff and community" to "provide positive learning experiences and personal growth and development" (IV).

B2. What opportunities do students have to build sustained and caring relationships with teachers and other adults? How does the school promote a healthy peer climate among the students? Eisenhower encourages students to take advantage of the countless activities offered to all students (A4). Eisenhower has approximately 2,000 students and the co-curricular and extra curricular clubs that are offered here boast a membership of 1,650 students. This does not take into account the outstanding Eisenhower High School band, the over 140 member *Marching Eagles*. EHS's athletic teams have 935 student athletes who are successful not only on the field, but in the classroom as well. These activities allow students to work with each other and with classroom teachers, as teachers and staff members advise or coach these activities. Interaction between staff and students fosters greater respect for each other, and teachers become mentor figures to the students. Each department has its own strategies to individualize student education while each core academic department is aligned so that all students, regardless of which teacher they may have, are receiving a consistently challenging education (B2, C1, C5). Grief counseling to troubled students, programs dealing with at risk students and numerous coaching and mentoring opportunities assure that connections between students and teachers help students cope with the difficult times in a positive manor (A2).

B3. How are teachers hired in the school? How are teacher assignments made? The Executive Director of Human Resources informs the building principal of the anticipated number of regular education staff members allotted to the school, based on the projected pupil count. That number is then used for teacher allocation for the following school year. In the attempt to maintain the most highly qualified staff, over 70% of Eisenhower's staff have Masters, Specialists or Doctoral degrees, making this an exceptional group of fine educators.

Teacher recruitment is an important facet of the hiring process. Central Office administrators, as well as building level administrators, attend university *Teacher Fairs* around the state each spring. Student teachers and substitute teachers, who are observed and evaluated in the classroom, also provide an additional base for potential hires. Summaries from the *Teacher Fair* interviews are submitted to the Executive Director of Human Resources, who uses the information to prepare a candidate list which is given to all building principals.

A team, consisting of administration, department chairs and others, is involved in the interviewing process. The following items are considered: curricular skills; motivational/inspirational potential for students; and commitment to student achievement. The hiring committee also looks at the candidate's interest in working with students in co-curricular and extra-curricular activities. Building assignments are made by the building principal, based on the teacher's content certification and areas of expertise. Decisions are also made in conjunction with department chairpersons and in terms of placing staff members where they have the greatest impact on student learning and achievement. Eighty-five percent of club sponsors and 77% of athletic team coaches are current classroom educators at EHS. (App.)

B4. What is your school's plan for school safety, discipline, and drug prevention? What is your record for past five years? Fire, tornado and security drills are held periodically to ensure students and staff are well acquainted with safety procedures and a new fire alarm system has recently been installed. Administration, campus monitors and front office staff are equipped with two-way radios, while classroom phones have been installed with an "Office Alert" button if immediate attention is necessary.

EHS is a *Zero Tolerance* building. The student handbook explains student discipline and policies regarding alcohol, tobacco and drugs and corresponding consequences. First time violators of the drug and alcohol policy are referred to CARE for assistance. In a school of over 2000 students only fourteen students were violators and only one student was a recidivist in 2004/05. The newsletter, *The Flight of the Eagle* includes any updated safety policies and *Sophomore Orientation* and new student meetings are held at the beginning of each school year to inform students of expectations and policies, which are all based on the *Eagle Respect Code* (F1, G1). Students are required to take a health class in which they receive intensive lessons on substance abuse. Eisenhower also has an active *S.A.D.D. (Students Against Destructive Decisions)* Club and all seniors sign a "Prom Promise" at *Senior Meetings* (A2).

All school functions have adult chaperones to provide a safe environment. The school has the services of a Shelby Township Police Liaison Officer, a Campus Security Officer, an Attendance Officer and Campus Monitors. Visitors must sign in at the main office and are given a Visitor's Pass before they are permitted to enter the building.

Eisenhower has an excellent counseling staff, a social worker and a school psychologist to meet student needs (A2). Eisenhower has an intensive *Crisis Management Plan* and a trained *Crisis Team* in place (A2). EHS *Peer Mediation* program helps to mediate conflicts before they escalate, while *A.E.D.s* have been placed in three different locations in the building, with a large number of staff members trained to use them (E2, F1, F4). Peer mediation along with *In School Suspension (ISS)* has led to an impressive 373% reduction in absences from suspension, increasing student class time and avoiding lost credits (F4).

Eisenhower has continued a low rate of negative behaviors and improvements in the areas of smoking and inappropriate use of language. These areas have decreased, though the school population has increased (App).

C1. How does the curriculum serve the broad goals for student learning and development that the public expects education to achieve: personal and intellectual growth, citizenship, and preparation for work and higher education? What relative emphasis does the school place on these goals in the

curriculum? The educational philosophy of Eisenhower is centered on the need to assure that all students' academic and personal needs are met through the educational process. Core academic programs have been resequenced and rescoped to assure that all students get the same rigorous academic experience (B2, C1, C5). As a result of these efforts, all teachers share common syllabi and materials with other teachers in their specialties. By the end of the 2005 – 2006 school year, all teachers will utilize common assessment as a significant portion of their midterm and final exams.

Teachers in each of the academic disciplines utilize in-service and Professional Development time to assure that their individual and shared curriculum continues to improve student achievement in the classroom and on standardized tests (C5, D1, F1, F4, F5). *MEAP* scores in the Social Studies Department indicated a need for improvement on interpretative exercises that involved acquiring information and answers from graphs, charts or other visual aides and data driven departmental action (C5). Adjustments in scope and sequencing as well as professional development on informed response questions was implemented to assure increased student success.

Eisenhower provides personal and intellectual growth by adhering to and excelling beyond the district wide UCS goals. All departments have developed goals and continue to refine their goals to assure that students meet district wide requirements and surpass district expectations on standardized tests and *AP* tests (C5). Moreover, Eisenhower's *NCA* process has continually stressed higher level thinking skills, communication skills and increased personal involvement in the learning process for all students and members of the community (E4). These and many other strategies assure that Eisenhower's student body achieves unparalleled academic growth. *AP* courses demonstrate this success with over 65% of the more than 500 tests taken scoring a three or higher. (A1).

Eisenhower's learning community is dedicated to personal as well as academic growth. The Counseling Department provides a number of unique services to assure the opportunity to grow through *Registration Day*, which is attended by 92% of the student body (A2). EHS's successful *Peer Mediation* program is a unique coalition of students, teachers and counselors that helps students to learn the value of decision making and conflict resolution (F1, F4). All of Eisenhower's core curriculum and elective courses provide students the opportunity to engage in decision making that will be of value to them in higher education, in the work place and in society (C5). The outcome of these efforts is unquestionable with over 70% of students meeting or exceeding state *MEAP* standards in writing, math and science in 2002 – 2005 and 65% of students meeting or exceeding state standards in reading comprehension (H5). In 2005, Eisenhower had forty students receiving a 4.0 GPA or better and twenty-five *MAC All Academic Team* seniors. Seven seniors placed within the top 5% in the *American Mathematics Competition*, and one senior was named to the *USA Today All-Academic Team*.

Eisenhower's staff consistently engages in student learning that extends beyond the classroom into the greater community. The *Student Council*, during this year's presidential election, organized its own "Rock the Vote" which brought students, teachers, community and civic leaders together. The purpose was to explore the campaign issues and to encourage students to become active participants in the political process and in their own political socialization (A4). Eisenhower students make a civic difference locally, nationally and internationally raising thousands of dollars for *Project Outreach*, *UNICEF* and *Habitat for Humanity*.

Eisenhower's curriculum is designed to prepare students for every path in life. Utilizing the *Career Pathways*, in students' four year individualized plan, students take courses that prepare them for post-secondary education as well as the work force. With a wide array of course offerings from *AP Chemistry* to trade classes such as Auto, Metal and Wood shops, students are aptly prepared for their transition. Programs such as Cooperative Education allows regular education students to directly enter the work force as part of their curriculum. Special Education students benefit from *Work Training* (A2).

C2. How is the school organized to provide for differing student academic needs within the school's goals, priorities, and curriculum? Eisenhower's faculty works to ensure that all students' individual academic needs are met by working cooperatively to provide optimal placement of students (C1, E1, F1, F5). The school's mission and goals (IV) are met by the vast array of courses offered. EHS offers special services to special education students as well as *AP* courses for those students desiring more of an

academic challenge (A1, C5). The structure of the school day provides students the opportunity to pursue a wide variety of elective courses, in addition to the required college preparatory courses.

The counseling department and department chairs collaborate early in January to facilitate appropriate class placement. The counselors initially meet with the students to provide scheduling information, timelines and graduation requirements. Counselors then meet individually with students to finalize their schedules (A2, C7, C8). Teacher recommendations are required for all mathematics classes, all AP courses, CTE vocational classes, specific art courses and the school store. Parent signatures are required, as well, assuring parental input. Special education students have their caseload teachers present at their *Individual Educational Planning Committee (IEPC)* meetings, where the appropriate schedule is created to ensure educational opportunities in the least restrictive environment (A1, A3).

Several programs meet the academic needs of the special education population, including sixteen co-taught academic courses offered in the core academic areas taught both by core academic teachers and special education teachers (C5). Special education students may also be scheduled to take their mathematics or English courses in an *IEP* course taught directly by a special education teacher. Currently, 106 special education students elect to be enrolled in a *Tutorial* hour directed by a certified special education teacher. *Tutorials* are designed to provide students with individualized assistance on assignments from any of their classes. Students with severe learning disabilities are assigned to the *Special Education – LCCE* program that offers classes in Daily Living, Personal-Social Skills and Occupational Guidance (C3).

Challenging and rigorous coursework is available in all departments. The Language Arts Department offers honors courses in the tenth and eleventh grades and the Mathematics Department offers accelerated course work in Advanced Algebra and Trigonometry and Analytical Geometry. Fifteen different *Advanced Placement (AP)* courses are offered in science (4), mathematics (1), social studies (4), English (1), foreign language (3), and the fine arts (2) (A1, C1, C5). Currently there are 442 students enrolled in at least one AP course. Beginning in the ninth grade, qualifying students are also provided with the opportunity to attend the *Math, Science & Technology Center (MST)* for an accelerated and rigorous mathematics and science curriculum. Each core academic program provides adequate opportunity for students to transition between general to college prep courses. Our mathematics and science programs, for example, design curriculum that prepares excelling applied students to transfer into advanced courses such chemistry. Upon completion of the applied courses, students who have excelled are encouraged by their teachers toward more advanced courses.

The Counseling Center has a variety of programs offered through the Career Center that provides students guidance (A1). The Counseling Center ensures that all college requirements are being met and also assists students investigating their post-secondary educational options. These *EDPs* are pursued through the core curriculum and the 172 elective courses offered at Eisenhower. Elective courses are offered in English (13); social studies (15); science (12); and mathematics (7). There are extensive elective courses offered in foreign language (19); fine and performing arts (16); vocal and instrumental arts (12); *Career Technology Education (CTE)* (28); medical and health sciences (3); business (17); and Life Skills (3) (A1, C1, C5).

C3. How does the school ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students, and students placed at risk) have the opportunity to learn challenging content and achieve at high levels?

Ensuring that “*Every Student Achieves*” and in the spirit of inclusion, students with disabilities have access to co-taught core classes (C2). Students who benefit from intense remedial instruction take advantage of our *Learning Center* classes where individualized instruction is further refined. *Tutorial* classes for individualized support are also available to assist with additional instruction, homework and test taking (C2). By definition, all co-taught courses are teaching to UCS curriculum standards, and additional IEP courses are designed to parallel the *Learning Links* for the district.

Work-Study is a unique program that incorporates work experiences within the last half of the school day. The *Work-Study* coordinator assists students in finding jobs in the community and evaluating their tasks to assure they receive high school credit for this experiential learning. Students with

significant disabilities are prepared to transition into post high school life by participating in the *Life Centered Career Education program (LCCE)* (A2, C2). The curriculum focuses on daily living skills, social adjustment skills and vocational skills as well as speech and language services. *Community Based Instruction (CBI)* exposes students with disabilities to the world of work through experience in a competitive work environment. This experience develops work habits and attitudes critical to vocational success in postsecondary careers. Transitional connections to post high school training and vocational success are a priority for special needs students. Eleventh grade special needs students have the opportunity to participate in a collaborative summer program between *Michigan Department of Labor and Economic Growth (MDLEG)* and Utica Community Schools, as well in as the *College Connection* program through Macomb Community College.

Gifted and talented students are provided opportunities to meet their diverse learning needs as well. Advanced Placement classes in all core academic areas are available to those who desire this challenge. The *Math Science, Technology Program (MST)* is offered to students with high math and science aptitude; and a variety of honors and accelerated courses supplement the core curriculum for advanced learners (A1, C2, C5). Seventy-eight Eisenhower students attend *MST* courses in science and mathematics. *The East Asian Institute* adds cultural diversity to the educational process through the study of Japanese history and language (C5). Advanced work in a variety of *CTE* areas is also available for students who demonstrate an aptitude for this type of curriculum. Thirteen *Dual Enrollment* students take classes at Macomb Community College and independent study is also available to students to enhance learning experiences.

Bilingual students are accommodated through *English Language Learners (ELL)* programs that take place at the *Training and Development Center (TDC)* where students participate in English and social studies classes. This half day intensive program augments the required coursework for graduation. Students with limited English skills are placed in classes where there are other students with the same native language who can be instrumental in helping them adjust to their new educational environment. Our program boasts 100% completion with all of our bilingual students graduating. Further, we have three students who began as intensive bilingual students who have been moved to the regular *ELL* program.

C4. What is the process for continuous curriculum renewal at your school? What question about curriculum is your school currently addressing? Curriculum change and renewal begins when a group of interested stakeholders recognizes the need for change. After investigation and research, interested parties and the System-Wide Department Chair present a comprehensive proposal to the UCS *Secondary Steering Committee*, then to the *Central Curriculum Council* and lastly the Board of Education. Eisenhower teachers such as Louise LaFaive, who proposed district wide business curriculum reform and Bob Duda, who began the district's first and only Cisco program, take active leadership roles in this district wide process (C1, D1, E3). Continuous curriculum reform is accomplished through *North Central Association (NCA)* and *School Improvement*. These utilize professional development to establish outcome based goals and standards for improving student learning (E1, E3, F1). Eisenhower has also pursued and received planning grants for *Smaller Learning Community* initiatives and has pursued reform through organizations like General Motors *PACE* program and currently a design and technical program through Ford Motor Company (Ford PAS). At Eisenhower, school improvement is not an occasional event, but a constant process that occurs in monthly staff meetings and on a monthly basis in departments such as our English Department which considers *MEAP* and standardized testing scores to reform curriculum and drive student learning.

The Language Arts and Social Studies Departments have realigned their curriculum to better meet student needs and district structural changes (B2, C1, C5). They have aligned curriculum for grades seven through twelve, realigned classes to fit semesterization and are currently providing students with the knowledge they will need to continue their success on the *MEAP* (C5, F4, H5-5). Language Arts has also developed district wide common assessment for their exams. All of our core area departments have revamped their scope and sequence to more adequately prepare students for the *MEAPs*, the *ACT* and *PLAN* testing. They have focused their curriculum to increase focus on decision-making, interpretation

and critical thinking skills beneficial to each of these assessments. Teachers attend a number of conferences such as Reading Apprenticeships, in addition to presentations by speakers and outside presenters, who share new and invigorating teaching techniques that ripple through the staff, positively altering the teaching environment. When new strategies are adopted, staff in-servicing provides the means to successfully implement them into the curriculum (E1-4). Surveys such as the *NASSP* indicate significant improvements in school satisfaction from both students and parents between 1999 and 2003 when the surveys were completed (F5).

C5. Successful schools offer all students opportunities to be engaged with significant content. How does the school assure that students achieve at high levels in the core areas? Curriculum and core offerings are aligned with district standards as described in the *Learning Links* (A1) and the *Michigan Curriculum Framework and Benchmarks*. All students, regardless of skill level, are required to meet the same rigorous set of learning standards across the curriculum.

a. English. The vision for Language Arts is to instill in students the idea that communication is a lifelong skill. Language Arts focuses on ensuring that all students will communicate knowledge-based and critical thinking skills effectively, demonstrate reading and writing fluency and efficiency, and active listening skills, while developing self-confidence in public speaking. *MEAP* scores indicate that students are successfully utilizing these skills (H4). Eisenhower requires all students to complete four English credits for graduation. Students with special needs are offered co-taught courses in each grade level, while gifted students benefit from honors and *AP* courses (A1, C1, C2). All other students receive a rigorous and relevant four-year curriculum. 2005 statistics follow: of the 67 students who took the *English Language Composition* test, 54 students received a score of three or higher; of the 58 students who took the *English Literature and Composition* test, 48 students received a score of three or higher. Eisenhower holds a *Student-Writing Appreciation Week* where student manuscripts are recognized throughout the building. The rich Language Arts curriculum includes co-curricular courses such as Debate I, II, Forensics, Speech I, II, Yearbook, Journalism, and Newspaper. In order to challenge individual interests and promote the humanities, EHS offers electives like Shakespeare, Poetry, Mythology and Creative Writing.

b. Mathematics. Eisenhower's Mathematics department believes that math is one of the fundamental skills of learning. Students are required to take at least three years of math. The goal of the Eisenhower mathematics department is to prepare students not only for college but also for their chosen occupations. Essential skills such as reading, writing and critical thinking are addressed through data analysis, problem solving and critical thinking exercises. To facilitate integration of content areas, the Math Department integrates cross-curricular learning into its courses. In Statistics, students learn to analyze data collections and make predictions by making bar, circle, and line graphs. Students can present their findings in a written form utilizing language arts skills. Technology is integrated through the use of graphing calculators, *Geometric Sketchpad* and the *Blackboard Website* (D3, D4, F6). Students in the Math Department prepare for common assessments that assure all students benefit from the same rigorous curriculum and common syllabus in each subject area. Accelerated courses offered for Algebra II, Trigonometry, and *AP* Calculus meet the needs of gifted learners (A1, C1, C2). In the 2003-2004 school year, 19 students took the *AP* test and 63% received a three or better; in the 2004-2005 school year 31 students took the test and 77 received a three or better. Our students excel at the *Michigan Mathematics Prize Competition* in which a number of students are recognized each year. Approximately 50 students a year take the competitive exam and of those, approximately 10% progress to Level II indicating that they scored within the top 10% in the state. Applied mathematics courses are provided for non-college bound students and co-taught classes are available to meet the needs of academically challenged students.

c. Science. The Science Department believes it must prepare students for the rigorous scientific demands of the 21st century. Students must be scientifically literate in the application of problem-solving skills, the development of an inquiry approach through laboratory experiences, the demonstration of critical thinking skills and the application of scientific principles to everyday life and occupations. Biology II, Anatomy and Physiology, Chemistry, Physics, along with *AP* courses in Biology, Chemistry, Physics, and Environmental Science, challenge more advanced students. Physical Science and Earth Science are paced to challenge students, with some sections co-taught to accommodate special needs students. Students

taking science courses utilize a variety of technology to facilitate successful learning (D3, F6). One hundred fifteen AP science tests were taken in May of 2005 in six areas. Sixty students scored a three or higher (A1, C1, C2). Cross-curricular teaching is incorporated throughout the sciences, with students identifying important people and events, applying mathematics when gathering and analyzing data and problem solving and communicating conclusions through formal writing.

d. Social Studies. The Social Studies Department integrates history, social sciences and the humanities to promote civic competence (C1). In order to better prepare students for the *MEAP*, the Social Studies department has revised its scope and sequence of courses adding an additional semester of United States History (three total), one semester of Economics, and one semester of U.S. Government. The following AP courses are offered to meet the needs of high achieving college bound students: AP U.S. History, AP Western Civilization, AP U.S. Government, A.P. Comparative Government and AP World History. A total of 205 students took the AP Social Studies test last year with 126 students scoring a three or better (C1, C2). Psychology, Sociology, Law, Contemporary Issues, Contemporary Living and Anthropology are offered as electives to further engage students. Social Studies explicitly demands cross-curricular learning by utilizing charts and graphs, writing and communication skills, the fine arts in cultural studies and even mathematics in economics and government. To assure students with special needs are accommodated, several co-taught courses are offered in history, government, and economics.

e. Fine Arts. The Fine Arts Department, consisting of vocal, instrumental, theatre/performance, traditional and visual arts, offers a rich and diverse cultural education (A4). Reading, writing, and critical thinking skills are addressed in each discipline. Filmmaking requires students to create and write their own scripts and storyboards, the vocal and instrumental courses implement the reading and writing of music and arrangements, while visual arts students constantly act as critics of their own work and that of their classmates. Students work through progressive course sequences, challenging students through intermediate toward advanced coursework. The Arts Department integrates cross-curricular learning into all of their classes. Math and science are natural collaborators with the arts, as students learn how to draw perspectives, utilize color and geometrical forms and even construct sets and structures for the performing arts. Students collaborate with language arts students to create art for publication in short story illustrations, poems and children's stories. Courses such as studio and AP Art History are offered to advanced learners. Twenty-five percent of students who took this AP test received a three, 50% received a four and 12% received a five (C1, C2). Students with special needs have found the arts a safe and challenging environment. Students with special needs are excelling in theatre, vocal and instrumental music as well as visual arts. Eisenhower's *Eagle Voices* choir has ten special education students who add their voices to the choir. This year, 54% of the *Eagle Voices* are special education students. Forty-six percent of our special education students are taking courses in the fine and performing arts.

f. World Languages. Eisenhower High School emphasizes the 'five Cs' of foreign language education: communication, culture, connections, comparisons and communities (D1). Eisenhower language teachers infuse the standards for *Foreign Language Learning* into the curriculum. Communication strategies such as circumlocution, intelligent guessing, questions and inferences and other higher-level skills are encouraged and expected. Students are encouraged to take at least two years of a foreign language, but many opt to complete four or five years. In the fall of 2005, 986 students had enrolled in French, Spanish, German or Japanese. In the eight years that the French department has offered the AP test, five to eight students have taken the test annually, with an average score of three (C1, C2). The majority of those students place into 300 level college classes. World Language courses are designed to help prepare students for college placement exams, and of those reporting back, 100% placed into the 200 level or higher. Access accommodations are made to assure students with disabilities have the rich cultural and educational experience provided by our language lab. Students utilize a state-of-the-art computerized language lab, and the "all-digital" system allows the teacher to communicate with students, and students to communicate with each other via "telephone" and "chat" features. In addition, students can record and assess their own progress using *D.A.V.I.D.* (*Digital Audio Video Instruction Device*). The World Languages champion cross-curricular learning through the study of history and culture, and reinforce skills learned in language arts.

C6. What other content areas or programs play essential roles in the school wide curriculum goals?

The Career Technical Education Program (CTE) provides two unique content areas that play an essential role in the EHS curriculum. Its three content areas, Industrial Technology (IT), Medical Health Sciences and Business provide Eisenhower students with skills that make them immediately marketable in the work force and prepare them for post secondary education at the university, community college or trade school level. The IT Department provides courses in architectural CAD (Computer Aided Design), mechanical design CAD, auto repair, Cisco, networking, electronics, engineering design, machining, and metal technologies. The department provides practical application through a student centered hands-on approach. Students use math and science skills throughout the curriculum (i.e. measurement, algebra, geometry) and utilize industry standards in process, safety and outcome assessment. All IT students utilize critical thinking and problem solving skills throughout their curriculum. Students from all academic skill levels excel in IT classes. Programs like architecture, engineering and Cisco networking challenge students with advanced mathematics and science, while programs such as auto repair and design, machining and metal technologies provide hands-on learners with an environment in which they can excel. Eisenhower's Cisco program, one of only three located in Macomb County and one of only forty-five programs throughout the state's 600 high schools, introduces students to effective use of tools, technology, and safety.

The Eisenhower Business Department is in the process of restructuring its entire curriculum to more effectively meet student needs. Courses such as Web Development I, II and MOUS (Microsoft User Specialist) have been added to assure that students of all skill levels are receiving skills necessary to excel in the 21st century's global economy. A district wide testing center will bring professional certification for these students into the district. Through their three years at Eisenhower, students will receive the tools, skills and certification necessary to make an immediate transition into the work force or into post secondary education. Classes in Marketing and Entrepreneurship, with the School Store being used as the Learning Lab, offers students practical experiences that can be immediately utilized in the business environment.

Both of these exciting curricular areas provide a unique and an unusually effective curriculum. These courses provide critical thinking skills, which prepare students for testing and general course work. Additionally, they provide 21st century work skills that could transition immediately into the work force. The success of these programs is evident in the success of cooperating programs like *DECA (Distributive Clubs of America)* and design contests such as Robotics and Drafting and Design competitions in which Eisenhower students excel.

C7. What requirements must be satisfied before a student is promoted to the next grade or level of schooling? Students must earn twenty-four credits for graduation. One credit is granted for each one-year course successfully completed or one-half credit for each semester course completed. To be promoted to the next grade level, students must accumulate five credits per year. A student is recommended to a credit recovery program if they are deficient. Students who fail courses may take them again during the following school year or during summer school. This is not often, as 97% of Eisenhower students excel beyond the twenty-four required credits for graduation. Thirteen students have taken advantage of the dual-enrollment opportunity to expand their academic learning.

Eisenhower high school policies and practices for eligibility to take accelerated course work are based on student performance, previous coursework and teacher recommendation. Students work closely with teachers, counselors and parents when deciding to apply for accelerated classes.

C8. What are the course requirements for graduation? What percentage of the last graduating class completed curriculum requirements typically required for college admission? What percentage of the last graduating class completed course sequence designed to prepare them for transition to work? What percentage of the graduates completed some other sequence required for graduation?

Eisenhower High School students need twenty-four credits to earn their diploma and graduate. Included in these credits are four years of English, three years of social studies, three years of math, three years of science, one year of physical education, one semester of health and three years of elective courses in the areas of fine arts, foreign language and/or career/technical education. Credits are met both through

required and elective courses. These district wide graduation requirements are amongst the most challenging in Macomb County. With few exceptions, Eisenhower and UCS already meet or exceed proposed State Board of Education standards. Approximately 80% of EHS students achieved a college preparatory curriculum. As well, 35% of the students completed a course sequence designed to prepare them for transition to work, while 33% of students completed course work in career and technical education. (App.)

D1. How are teaching practices and learning experiences in the school consistent with current knowledge about successful teaching and learning? Eisenhower teachers recognize that active teaching increases student participation, energizes students, helps them to take more ownership of their learning and thereby more positively impacts student achievement. The EHS faculty employs practices and strategies that maximize opportunity for student interaction. They consistently keep up with Best Practices by attending UCS district-wide in-services, professional seminars and conferences, summer workshops and participate in the *School Improvement Process* and continuing education classes (C1, E1, F1, F4).

Eisenhower teachers create teaching and learning opportunities for interaction between teachers and students, among the students themselves, as well as between students and materials. The world is brought to the science classrooms through virtual tours on the *Internet* and distance learning opportunities (F6). Many of the labs are inquiry based and students perform various experiments in order to determine critical answers. Labs are relevant, hands on and investigative, thereby making the connection from theory to concrete. Several science teachers use *Blackboard.com* (D3, D4, F5).

Mathematics teachers also stress real world applications of mathematical concepts. Lower level classes use red and white beans to represent the concept of integer, and coins and dice to simulate a probability model. Concrete examples of abstract concepts help to address the learning styles of a majority of students. Upper level classes stress the use of graphing calculators to visually understand complex equations used in Statistics, Calculus and Analytical Geometry. All math students have online access to textbooks, practice problems and assessments (C1, C5).

The Social Studies Department uses multiple methods to distribute information and engage students. Employing tools like *Blackboard.com* and *PowerPoint*, in conjunction with Socratic discussions, allows students the opportunity to see and hear discussion points. Notes, along with primary sources are placed online on Blackboard, allowing students individual access at all times. Further, the Blackboard site allows students to engage in discussions with instructors and peers in an online forum. Utilizing the Socratic Method, teachers emphasize employing students' knowledge to guide their classes through a discussion toward a more educated answer (F6). Students are forced to reason and synthesize information, encouraging higher level thinking skills and more engaged learning (C1, C5).

Teachers in the Foreign Language Department attend an annual state-wide conference to keep up to date with current strategies, practices and theories. In an ever-shrinking world, emphasis on communication that is situationally appropriate is of paramount importance. Therefore, teachers strive to create activities which realistically and resourcefully encourage language acquisition. Language lessons are presented using *Total Physical Response (TPR)*, *PowerPoint* presentations, relics from the target culture, gestures and visual aids (F6). Students are engaged in acquiring and functioning in the language through dialogues, skits, role-plays, music and art. Students of all ability levels work together in small groups to accomplish specific objectives. Daily, students use critical thinking skills as they make cross-cultural comparisons of vocabulary, grammar, syntax and customs. The state-of-the-art Foreign Language lab allows teachers to connect 21st century technology skills to the curriculum (C1, C5).

The English Department engages students in a variety of activities to help them become better readers, writers and thinkers. Multiple intelligences are addressed through the use of music where lyrics are thematically linked to the literature, group activities with visual aids, hands on activities with real world examples, theatrical performances and multi-media presentations. English teachers utilize *Bloom's Cognitive Taxonomy* to enhance student learning by encouraging higher levels of critical thinking. Strategies and methods such as accessing students' prior knowledge, brainstorming, graphic organizers, and journal writing are used throughout the English department (C1, C5).

Special Education teachers, through co-taught classes, *Tutorials* and the assistance of paraprofessionals, work to facilitate the accommodations that are necessary for special education students to be successful in the regular education classroom (A1, C1, C5, D5).

Throughout these courses, alignment through the *Learning Links* promotes high expectations for all students, while allowing for a variety of instructional methods and resources (A1). Content standards promote instruction planned to meet the learning needs of all students while maintaining consistently high expectations for all students. Also, the *Learning Links* are updated annually to promote alignment with the *Michigan Curriculum Framework*. This alignment promotes higher-order thinking, deep knowledge, substantive conversation and connections to the world beyond the classroom (A1, C1, C5).

D2. In what ways do teaching practices support student-initiated learning? Flexible grouping and cooperative learning are recognized as essential components for successful student-initiated learning. These practices encourage initiative, self-direction, self-motivation and interdependence. Jigsaw grouping, where students must effectively share their knowledge with the group in order to complete the “puzzle,” is widely used by Eisenhower teachers (C1, E1, E3). All students acquire 21st century skills through the use of technology in all curricular areas. Students at Eisenhower complete independent projects throughout their coursework (F6).

Geometry students carry out a project called “Redecorate Your Bedroom.” Using a scale model of walls, ceiling and floor, they measure to find the total cost of paint and carpet. Science classes take a virtual field trip to a planet of their choice and then make presentations using *PowerPoint* or *iMovie*. Students make movies to explain projectile motion and Newton’s Laws of Motion. Foreign Language students plan a four-day tour of Paris, Madrid or Munich, using the Internet to research monuments, museums, cathedrals, shopping, hotels, restaurants and transportation. Medical Health Science students set up their own job shadowing experiences during the course of the year (F6).

Several classrooms are set up with tables or desks organized in pods, with students next to and facing each other to further encourage collaborative learning. In many cases across the curriculum, students select their own groups, divide the responsibilities of an assignment and use class time effectively. Classmates in the audience are both learners and evaluators as they participate in the lessons and then offer constructive criticism and input into the group’s overall assessment. The problem-solving skills that students practice across the curriculum turn into life-long skills, essential to achieving the goals they set for the future (C1, C5).

D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts? The EHS Media Center has an abundance of resources available to assist both students and staff (D4). The library collection contains 19,243 titles, which include print, video and audio materials. All are easily accessible to students and staff before, during and after school. In January 2006, a brand new state of the art Media Center opened, with 11 carts of 15 laptop computers available for student and faculty use. Some laptops are available for overnight and weekend checkout. Two presentation areas in the Media Center with LCD projectors are available for classroom presentations by staff and students and four LCD projectors are available for classroom use. A Media Station is available for using *iLife*, (MAC based multimedia software and computers). Students can make *iMovies* using *iTunes*, *iPhotos* and scanners to burn the final product to a DVD (F6). Additionally, EHS has access to three distance-learning facilities, including a new Teleconferencing Center. This new center has capacity for two classes to be taken, via teleconferencing, to anywhere in the world for an interactive session with museums, hospitals, college classes or civic presentations. EHS also has a portable teleconferencing cart that can be set up in any classroom and needs only a computer hook up to transport a classroom to an educational experience (F6).

Students have a selection of over 2,000 fiction books for recreational or required reading, while research is facilitated with over 17,000 non-fiction books. These books can be used in the Media Center, checked out or put on carts for classroom use. Last year, forty-six teachers used carts of books in their rooms when the media center was unavailable during construction. Eighty-three percent of teachers take their classes to the Media Center or to computer labs, through the school year.

Each classroom has two network access points for computer or wireless connectivity, thereby providing *Internet* access. In addition, a variety of computers exist for student access in the following locations: Communication Center (34 PCs); the science lab (29 Macintosh computers); the electronics lab (25 PCs); the multimedia lab (24 Macintosh computers) and two business labs (62 PCs). There are five digital still cameras, fourteen digital video cameras and supporting equipment available for in-class use and homework. In the past year, teachers signed out the computer carts for a total of 1,808 classroom hours. Teachers are also able to check out audiovisual equipment such as LCD projectors, DVD players, and a TV Video cart.

Through the network, students are able to access a wide variety of databases, which have included: *Associated Press Multimedia Archive*, *Gale Group Student Resource Center*, *Grolier Multimedia Archive*, *Infotrac*, *Grolier Home Access*, *OCLC First Search*, and *Bridges*.

D4. What technology applications is the school using? How do they relate to curricular goals and how do they support teaching and learning? Technology is integrated into every aspect of daily living at EHS. Foreign language, English, social studies, math, science, business, CTE, counseling, and the Art Department all have their own computer labs available for students to embrace hands on learning (D3). There are also computer labs available in common areas such as the Media Center for classes or individual student use. In addition, to bring technology directly into their classrooms, laptop carts may be checked out by teachers (D3). The entire building is connected to the *Internet* through wireless technology, which enables students to break down the walls that exist in a traditional classroom.

Each classroom at Eisenhower is equipped with a computer that is connected to a large television, enabling both teachers and students to display information or visual aids to the class (D3). Social studies classes utilize this technology to show video from *CNN.com* to display current event applications of the curriculum being taught. The use of video editing software is integrated with digital video technology. A filmmaking class is offered for students to become more literate with editing skills and camera techniques. Students are then able to take these skills to their other classes and demonstrate learning in a more visual way. Teachers are able to travel around the world through the use of videoconferencing technology. Medical Health Science and science classes have witnessed live surgery from *COSI*. Social studies classes have been able to talk with an exonerated former inmate from the Louisiana State Penitentiary. Anthropology students are able to visit virtual museums and have connected with witnesses of the 1994 genocide in Rwanda. The Science Department has used this technology to take a virtual field trip to a rainforest while the Astronomy class has been able to take technology out of this world with a virtual field trip through the solar system (D3, F6). The Special Education Department has students use *PowerPoint* as an alternative way for students to display information they have learned instead of written reports that can be challenging for students. *Alpha Smart* is used to help student achievement. The Fine Arts Program utilizes video production equipment to produce high quality student news broadcasting on a weekly basis. Choir students complete a recording project where each student mixes his or her own singing with accompaniment, using software and digital recording devices.

The Business Department includes courses in marketing, management, Microsoft Office, accounting, and web design that use the multiple computer labs in this area of the building. Accounting classes use a *Net Op* program to demonstrate worksheets, balance sheets, and income statements. The Web Design course teaches students skills that will be marketable in the new economy. Students are also given an avenue to display their creativity and knowledge by being in charge of designing and updating Eisenhower's web page. The web page is used to communicate to the school and community. Information regarding academic course offerings, athletic activities and contact information for staff are included on the web site.

The wide variety and amount of technology in the building allows for teachers to differentiate their instructional methods to allow for achievement by all students. Tools such as *Blackboard.com* are used by teachers in many subject areas to provide online grade books, discussion forums, web related links and resources, online notes, and online testing that provides immediate feedback. These teacher-created web sites allow students to connect to learning while at home or out of school for a period of time.

The Eisenhower staff is well trained in the use of the technology. Multiple staff members have served as *Lead Curriculum Technology Teachers (LCTT)* to guide fellow staff members in the integration of technology into the curriculum. *LCTTs* are released from certain responsibilities throughout the day to assist teachers in training with both hardware and software. *LCTTs* survey the staff about their technology needs and run training sessions after school and on Professional Development days (F6).

E1. What opportunities do teachers and other staff have to build professional community that enhance their collective capacity to work together to support student learning? Communication occurs during weekly cabinet meetings between administration and department chairs who share information regarding school related issues such as student achievement, *MEAP* and *ACT* results, crisis management, community relations and staff development opportunities. (F1, G1). Department chairpersons communicate at the cabinet meetings, examining interdisciplinary approaches to increasing achievement on essential examinations and measures of student learning and retention. The discussion certainly continues into individual classrooms, teacher workrooms and other unofficial collaborative time where teachers share concerns and explore more effective means of improving student learning.

Professional Development days are utilized to explore pertinent topics that directly support improvement of student achievement, development of common assessments, analysis of student performance and data and evaluation of *NCA* goals (F3, F5). To ensure adequate time is allotted for Professional Development, the district provides five days of Professional Development and requires at least six hours of *On Your Own (OYO)* Professional Development (E2, E4, F1). District wide in-services provide teachers time to meet, share and discuss teaching strategies and attend seminars on current and progressive teaching strategies. Teachers are given the opportunity to “customize” their professional development day by choosing workshops that are beneficial to their disciplines. Local, state and national experts present workshops focusing on Best Practices and creative teaching techniques in all curricular areas (C1, D1). Teachers and administrators work collaboratively on providing the most adequate Professional Development experiences available. *MEAP* and *ACT* scores indicate that these measures have successfully sustained Eisenhower’s dedication to academic excellence, as we have consistently exceeded state averages (C1, C5, H5-5).

The teaching staff, support staff and administration work collaboratively on the *NCA* process to develop goals and monitor strategies to increase student achievement driven by *MEAP* scores and other tools for academic assessment (C1, F3, H5-5). Teachers and staff are given tremendous support to try new and innovative means to directly improve student learning. Examples of this support include the Business department’s participation in *School Technology Expo* Conference in Chicago, Language Art’s *Writing Appreciation Week* and the *Foreign Language Extravaganza*.

In 2002 – 2003 district-wide Professional Development provided an opportunity for teachers to select from over forty unique opportunities to travel out of the school and into the business world to see the environments for which we prepare our students. Destinations ranged from local restaurants and industry to Greenfield Village, Ford Field, and TACOM, to gain a holistic sense of what skill students must successfully learn and maintain to be successful in the 21st century business environment. Even in the traditional educational environment, UCS teachers are creating unique opportunities to help one another succeed. In the fall of 2005, master teachers from around the district were recruited to share their unique skills, strategies and style with teachers from across the district. A number of Eisenhower teachers were recruited to bring offer expertise and take an active leadership role in Professional Development.

Lead Curriculum Technology Teachers (LCTTs) are available to our core curriculum areas as well as to our electives to provide instruction and assistance on technology needs in the classroom. In addition to their own classroom functions, these teachers help other teachers implement technology into their individual lesson planning and their entire approach to their subject matter. Teachers and students have benefited from increased technology in classrooms in the form of *Blackboard.com*, *PowerPoint* presentations and a variety of other technological approaches to pedagogy (C5, F6).

Eisenhower teachers have been rewarded for their outstanding efforts to improve student learning and retention. Their creativity and dedication to their art have led to a number of staff members receiving local, state and national endorsements and awards (H8). Teacher awards are announced through

cabinet meetings, emails, monthly staff meetings, the monthly newsletter, the school newspaper, on the UCS (Utica Community Schools) channel, on the school web page and at UCS board meetings.

E2: How does a coherent approach to professional development for teachers and other staff ensure their ability to effectively implement the school's curriculum, instructional strategies, and support system? How do organizational arrangements, such as time and teaching assignments, and school norms and culture, make professional development a priority? Professional Development begins with monthly staff meetings that include guest speakers and in-house experts who speak on topics such as communication skills, service learning and *Smaller Learning Communities*. Media Center personnel conduct training sessions for the staff throughout the school year on such topics as *SASI*, *IntegradePro*, plagiarism and use of new equipment (F6). Departmental curriculum meetings ensure the implementation of the district *Learning Links*, common assessment, instructional strategies and district goals.

This instructional leadership and expertise is put to work within the school walls through our successful *Mentoring* program. New teachers are assigned a mentor within their department who has the responsibility of regularly meeting with the apprentice to share experiences, Best Practices, and strategies on how to more effectively manage classroom and lesson plans (E4, F4). Department heads work collaboratively with these mentors to assure that new members of our academic community have the tools necessary in helping students succeed. Department chairs utilize release time in their contract to facilitate these interactions and to share practices from other experts.

The heart of Eisenhower's continuing effort to maintain a professional and competent staff, focused on student centered approaches to learning, is our successful *NCA/SIT* process (F3). Long-term professional development goals begin in the *NCA/SIT* process and are carried out by its committees of dedicated staff, students and parents. Regular opportunities are provided for staff and committees to meet and discuss student learning, assess data, discover new and exciting practices and strategies. Additionally they plan for future Professional Development (A1, C1, E1, E3-4, F3, H1). This process has yielded consistent and convincing results. Eisenhower's *MEAP* scores have remained amongst the strongest in the state and have reliably exceeded state standards (C1, H5-5).

Contractually, six hours of additional *On Your Own* (OYO) Professional Development hours are required of teachers in the district and are determined by the individual teacher. Teachers use after school time, summers and breaks to take advantage of workshops, conferences and seminars around the region, state and nation. Teachers can collaborate within their departments to meet these standards or take a more individualized approach to the OYO hours by selecting from a series of workshops offered through the *Macomb Intermediate School District (MISD)* or other local and national resources. The *MISD* offers a variety of Professional Development opportunities, in conjunction with UCS, such as the *Reading Apprenticeship* seminar that is currently being attended by 25% of staff members representing eight curricular areas. Teachers use their summers to attend web design training, technology training and classes in their disciplines, as well as district, state and national conferences designed to improve student learning.

Personal time, as well as school release time, is utilized to encourage involvement in professional organizations and activities. Members of the Eisenhower staff have excelled beyond participation into leadership roles in organizations such as *International Thespian Society*, the *Michigan Interscholastic Forensic Association* and *Michigan Speech Coaches*, the *National Federation of High Schools Speech, Debate and Theatre Association*, as well as a host of other state organizations and professional groups.

E3. How does the school tailor professional development and support to address the differences in career experience or professional responsibility? The EHS staff welcomes new teachers through formal and informal support that enables successful integration into the EHS academic community. New teachers attend full day orientation sessions before the school year begins to become acquainted with the policies, expectations and procedures of both UCS and EHS. Monthly *New Teacher* meetings and a *Mentor* Program reinforce that integration (E2). New teachers and veterans alike receive scheduled evaluations to ensure that Best Practices are being utilized and to provide constructive feedback to improve teaching skills.

Teachers who have been assigned new responsibilities receive peer coaching in order to make the job transition successful. Veteran teachers are given opportunities throughout the school year to refresh and renew their classroom techniques and approaches through Professional Development opportunities (E1, E2). The *NCA/SIT* coordinator and principal plan four half and two full days of Professional Development for the entire staff, focusing on topics directly related to the student centered *NCA* target goals (E1).

The unique skills of Eisenhower High School teachers are utilized by colleagues in Professional Development settings. During the 2001-2002 school year, individual teachers held a variety of seminars in an after-school "Cyber Café" setting, and in the fall of 2005, teachers hosted a series of workshops on a variety of instructional and professional topics at a district wide workshop series. Additionally, teachers have the opportunity to attend local, state and national conferences to keep abreast of current trends in education in their areas of expertise (E2). Every year a representative group of experienced teachers attends the state *NCA* Conference in order to gain insight into further successful means of implementation of student centered goals (F3).

E4. How does the school use the processes and results of student assessment, staff evaluation, and school review to support professional growth? How has teacher professional development improved teaching and resulted in higher student achievement and success? Professional growth at Eisenhower High School begins with data assessment on student performance from *MEAP*, *AP* and *ACT* testing and quarterly and semester grades (C1, C5, E1-4). This data provides administrators and teachers a core measure for developing staff *IDPs* (*Individual Development Plans*) and determines Professional Development aims and goals to improve student learning (C1, C5, H5-5, H9). Departmentally, Social Studies provides an example, having utilized data to target a number of areas for improvement, including evaluation of charts, data based questions and higher level thinking skills. The entire Math Department received training in *Geometers Sketchpad* through conference and departmental professional development. *Geometers Sketchpad* is used in both our Geometry and Applied Geometry classes to draw figures, explore geometric properties and assist in coordinate proofs. It has also been used in Calculus to draw tangent lines and approximate limits of functions. This assessment data, as well as writing scores and general aptitude markers, provide a means of tailoring Professional Development and our *NCA/SIT* process to the needs of the student body (C1, C5, E1-4, F3).

Student exit surveys provide another unique measure by which Professional Development techniques and pedagogy can be customized. The Eisenhower community has established a *Mentor Program* for new teachers, which supports formal mechanisms for evaluation and improvement (E2-3). New teachers are required to have both formal and informal evaluations by an administrator in order to secure tenure. Master teachers are also required to have annual evaluations by administration. Counselors experience ongoing training through district and *MISD* resources on subjects such as career planning and the *Comprehensive Guidance Model* of the American School Counselors Association. Administrators participate in monthly workshops at the UCS Leadership Academy and through *MISD* Principal and Associate Principals' Academy. Currently all four of our administrators are enrolled in these *MISD* programs. Administrators, in conjunction with *NCA/SIT* chair, plan Professional Development to improve student achievement on tests and in the classroom (E1-4). The *NCA* process provides a holistic measure of how well Professional Development has been implemented and a means to implement further Professional Development to assure improvements in student performance. *ACT* and *MEAP* scores reflect the success of Professional Development (F3, H5-5).

Our *CTE* department utilizes relationships with local business and devises Professional Development to substantially increase student achievement. Business teachers Eileen Palazzolo and Larry Wilk, with the support of the collaborative *CTE Advisor Committee*, utilizes Professional Development to provide certification for students to learn *MOUS* and become certified within the confines of the high school, hence making our students immediately competitive in the work force.

F1. How does leadership move the school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals? How does leadership move the school toward its vision/mission? How is the instructional leadership role

defined and implemented? How are resources aligned with goals? Shared leadership is at the core of the mission of Eisenhower High School (IV, E1, F2). The Leadership Team is composed of administrators and department chairs and functions to serve students through a collaborative decision making approach to promote learning.

Policies and practices promote and protect learning by minimizing interruptions of instructional time and by limiting co-curricular and extracurricular disruptions. Teachers are encouraged to teach and practice new skills and concepts (D1). The principal meets weekly with the associate principals and the department heads. Monthly meetings are held with the *Sounding Board*, the *Beautification Committee*, *Students of the Month* and faculty (F2). At the end of the 2005 school year, each department met with the Leadership Team to assure that every member of the staff had a voice in improvements designed to meet the vision/mission (IV).

Building leaders actively maintain high visibility. Daily informal meetings occur between staff and students on school issues. Additionally, it is common to see several administrators present at co-curricular and extracurricular activities. Administrators regularly recognize excellence in teacher performance at staff meetings and at School Board Meetings. Sharing positive memos and adding these to personnel files reinforce exceptional teacher performance. Students are provided with incentives for learning by honoring students for academic accomplishment and good citizenship at assemblies. The leaders meet with students who display significant academic improvement or superior academic achievement and give them formal rewards including mention in the principal's newsletter to parents. Administration gives support to teachers who recognize or reward students for performance or contributions during class. Programs such as the *Academically at Risk* initiated by administrators improve performance (A2, B2). Annually, administration selects an *EHS Teacher of the Year* and a *Rookie Teacher of the Year* to celebrate teacher leadership at every level of experience.

Students are encouraged to develop relationships with adults in the building by actively encouraging them to participate in clubs, sports and activities. *Club Fairs* are available during *pre-registration*, *Freshmen Orientation*, *spring Curriculum Night* and at the *Seeking New Heights* transition activity. Administration has encouraged student participation by utilizing *Student Council* and student leaders as vital advisors to the school reform process.

Eighty-five percent the principal's budget is allocated to instructional resources. The principal has increased available revenue for professional development. Leadership has successfully guided and supported *NCA*, *Blue Ribbon* and other efforts to improve achievement throughout the school (E1-4, F3). District experts were brought in to work with the Special Education Department to develop strategies, purchase specialized review materials and create a more supportive test-taking atmosphere to increase MEAP scores in special education students.

F2. How does the school engage its internal and external stakeholders in leadership and decision-making? What is the relationship between the principal and stakeholders? The Eisenhower Leadership Team engages all stakeholders in the operation of the school and the implementation of the school's policies, procedures, priorities and goals (F1). The relationship between the principal and the stakeholders is an active one, where the principal models the best possible collaborative behavior that fosters trust, commitment to excellence and instills ownership in all stakeholders. This collaborative leadership and decision-making approach clearly communicates the desired outcome of excellence in education and inclusion of all students, allowing "Every Child To Achieve." In 2005, Robert Van Camp was awarded the *Michigan Association of Student Council's Region 9 Principal of the Year Award* citing efforts to achieve a positive school climate and use a collaborative process with students.

Administration, in collaboration with staff, parents and students, regularly reviews the long-range goals and priorities of Eisenhower and determines if desired goals are being met. As a direct result of this cooperative leadership, Eisenhower received a composite grade of "B" and made *Adequate yearly Progress* on the *Michigan School Report Card* for 2005 (H5-5). In addition, the school achieved accreditation status through *NCA* by meeting the required goals and then began preparing to meet newly formulated goals (F1).

Externally, Eisenhower administration attends numerous meetings through the year including those with other high school principals, joint sessions between high school and junior high schools, and meetings and conventions that bring our leadership and leadership from around the region together to evaluate issues that are affecting districts around the state. This information is communicated to the staff and other shareholders through a various modes of communication (F1, G1). In addition, administration regularly attends meetings at the Utica Board Office to keep abreast of administrative policy changes at the local, state and national levels.

Within the school, Administrative Team duties such as *Parent- Teacher Conferences*, scheduling, *MEAP*, and *Crisis Team*, are divided among the principal and the three associates. Each administrator also oversees three subject area departments, and all share common duties such as safety, curriculum/instruction and board goals. Each administrator's responsibilities are clearly delineated, thus facilitating effective coordination and communication with internal staff and students. The principal holds regular weekly cabinet meetings with department chairs, who in turn, share a leadership role in taking turns running the meetings (F1).

In addition to staff, the Leadership Team recognizes students as important internal stakeholders and decision makers. Regular monthly meetings with *Student Council* (F1), and a school newspaper, *The Eagle's Eye*, ensure that students have a voice in critical decisions that impact their school community and overall high school experience. Eisenhower's award winning Student Council, assisted by its faculty advisor, also serves as a liaison between the student body and administration.

Eisenhower openly welcomes and encourages participation by external stakeholders, including parents and members of the community at large. The Leadership Team recognizes that quality education requires a strong working partnership between the community and the school. The *Sounding Board* is an ad-hoc parent advisory group that meets monthly with the principal to discuss school policy and activities and to voice opinions and concerns. This parent group has provided guidance on guest speakers for student assemblies and played a tremendous leadership role in our recent Bond Proposal and its recommendations (G1). Parent involvement in the *Beautification Committee* continues to enhance the environment with gardens and other building improvements. These stakeholders actively worked with students and administrators to develop Bond Issue proposals that resulted in a new Auxiliary Gym, Performing Arts Center, Media Center and skylight in the commons of our high school (G1).

F3. What kind of participatory school improvement process operates at the school? How did the school prepare its Self-Assessment for the Blue Ribbon Schools Program and how did this initiative relate to other school improvement and planning efforts? In the fall of 1999, Eisenhower began its second cycle of the *North Central Association Outcomes Process (NCA)*. The prior cycle produced impressive results and administration, students, parents and staff were eager to continue many of the initiatives implemented during that endeavor. In continuing the *School Improvement Process* and in order to conduct a true needs assessment, the *NCA* building Chair administered the *National Association of Secondary Schools Principals Survey* to all major stakeholders, including parents, students and staff (F5).

A number of in-service hours were dedicated to exploring the actual *NCA* process, the many sources of data available and the role of the team members (C1, E1-4). The building team attended annual seminars provided by *NCA of Michigan*. In January 2000, Eisenhower's *NCA* team began including in-service and seminar time in which staff, parent and student representatives were introduced to the process. Through data analysis, survey results and small group discussions examining potential target goals for the present *NCA* cycle, the Mission Statement was revised and goals were adopted (IV, C1, E1-4). The entire student body, parents, teachers, administration and support staff participated in a unique comprehensive "visioning" event (IV). A school profile was produced and was sent, along with target goals to *NCA of Michigan*. The Visiting Team Chair provided input and support. Team chairs refined their improvement plans and provided highly successful Professional Development experiences specific to Eisenhower's goals. By the end of the 2003 – 2004 academic year, Eisenhower High School had been awarded the *Governor's Cup* twice for achieving the highest number of students proficient on the *MEAP* in its conference (H5-5). These awards, along with a multiplicity of outstanding achievements by graduates, students, faculty, support staff, athletic teams and administrators, highlight the dynamic

journey that continues at Eisenhower High School. In the spring of 2005, Eisenhower High School was again awarded *Outcomes Accreditation* from the *North Central Association*.

Additionally, each year since its approval, Eisenhower has participated in the *Education YES!* self assessment. Administration, faculty and parent leadership collaboratively performed a thorough self-assessment. To insure inclusion of the entire staff, the Leadership Team submitted this report to the entire staff for their review and feedback. This process has been repeated annually.

Finally, the *Blue Ribbon* process has been an amazing undertaking of staff, parents and students. The entire Eisenhower community has come together for this opportunity to explore the curriculum and and develop a unique vision for school improvement. In collaboration with *NCA* and practices necessitated by state and national law, the *Blue Ribbon* process has provided a capstone opportunity for the Eisenhower academic community to take a holistic approach to school curriculum and school improvement.

F4. How does the school leadership use the most current information about education to promote continuous improvement in the school? How does such evidence influence decision-making? Eisenhower's success is a result of a combination of factors, including high standards, strong and supportive leadership, Best Practices, common assessments, aligned curriculum, efficient management and adequate resources (A1, C1, C5, E1-4).

Continuous improvement focuses on the most current research and data available for Best Practices. *National High School Reform Conference* themes stressing relationships, rigor and relevance are integrated into Professional Development opportunities and school improvement. The staff utilizes technology integration, project-based learning and active learning strategies (C1, E1-4, F6).

New teachers meet monthly with administrators and draw lessons from master teachers (E1, E2) and *Master Teacher* and *Educational Leadership* magazines from the *Association for Supervision and Curriculum Development (ASCD)*. In 2005, 25% of the staff from across the curriculum will attend *Literacy Apprenticeship Training* at the *Macomb Intermediate School District (MISD)*. The Leadership Team studied *Professional Learning Communities at Work* to establish a more collaborative and constructive leadership environment. This year's newly elected department chairs attended a *Leadership Development and Teambuilding* Conference.

Data collection and its dissemination resulted in student centered goal setting throughout the *NCA* process (F3). *No Child Left Behind* and *Education Yes!* have brought about major school reform efforts and are the driving force behind our school improvement goals to increase student learning (D1-4). Improvements in subgroup performance on the *MEAP* have enabled Eisenhower to make *Adequate Yearly Progress* this past year (F3, H5-5). Eisenhower has also actively supported *Smaller Learning Communities* and has recognized its value in the curriculum and to student learning success. Eisenhower was awarded a *Smaller Learning Community* Planning Grant of \$32,000 that helped develop curriculum and provide Professional Development for the staff (C1).

Changes in instructional methodology and delivery have impacted achievement. Eisenhower has transitioned from yearlong courses to semester courses. Teachers have aligned each course curriculum with the *Learning Links* and the *State of Michigan Standards* (C1, C5-6). Each course has common semester exams, developed through the Professional Development process (E1, E2). Best Practices, such as critical thinking skills, were improved across the curriculum. Students improved their writing skills from 82% to 90% (H5). Problem solving workshops were held with the entire faculty to develop awareness of the utility of problem solving across the content areas. As part of our *NCA* strategy, in-servicing continued for the duration of the last three years in individual department meetings. Utilizing rubric-based assessment techniques in each department saw successful results in the *MEAP* and through student surveys (F3, H5). (App.)

Attendance and disciplinary concerns were critical to Eisenhower's school improvement process. A *Peer Mediation* Program was implemented to decrease student conflicts and the *In School Suspension (ISS)* program was developed as a tool to reduce out of school suspension time, hence reducing the number of absences from suspension (A1, B4, F1). The *ISS* program was instituted to deter inappropriate behaviors, including attendance infractions, while allowing students the opportunity to complete their

required assignments. Since the inception of the *ISS* room, out of school suspensions have decreased by an impressive 373% while the number of tardy detentions decreased by 30%.

F5. Reflecting on the last five years, what conditions or changes have contributed most to the overall success of the school? The Eisenhower NCA process earned *Outcomes Accreditation* in the spring of 2005 (F1, F3). Efforts in this last *NCA* cycle have greatly increased a sense of community and improved academic achievement (C1, F3, H5-5). Student input and involvement in the school improvement process have increased ownership and reinvigorated pep assemblies, spirit weeks, charity drives and student interest in the academic process. Additionally, there has been an increase both in variety of and participation in extracurricular school sponsored clubs (A4). As Eisenhower High School continues its journey through its current *NCA* cycle, it continues its introspection, development and improvement (E1-4). All departments work to meet educational standards of school improvement (C1, C5, F3). This process has been overwhelmingly successful as indicated by *NASSP* climate and school satisfaction surveys. These surveys of parents and students were done in 1999 and again in 2003. Students recognized substantial improvements in decision making, school work/content and activities. Parents also saw substantial improvements in student activities as well as in parental involvement in the school community. (App.)

Another important improvement to increase student achievement has been the use and implementation of technology throughout the building (D3-4, E3, F6). Student attendance is tracked and reported with the addition and streamlining of *SASI XP*, while *IGPro*, *Blackboard.com* and email make communication more efficient within the school and throughout the community. The wireless *Internet* technology throughout the building has enabled the staff to plan and provide students with lessons that integrate technology and bring the world into the classroom. Several computer labs have been installed and updated, including one each in Foreign Language and the Counseling-Career Center. In addition, two portable wireless computer labs with printers are available for any teacher to use in classrooms. *LCTTs* (*Lead Curriculum Technology Teachers*) are available for training and ongoing support (D3-4, E3, F6).

More than 50% of the Eisenhower staff is either a new hire or new to the building within the last 10 years. These additions have brought with them an awareness of the latest research on Best Practices and instructional strategies and an ever-growing technological proficiency. These hires join an already exceptionally talented and devoted staff to create a community of educators committed to a shared mission of leading students on a journey of lifelong learning.

Finally, physical improvements are another critical aspect of Eisenhower's success as a community and as a place of academic learning. Through the efforts of the *Eisenhower Beautification Committee*, the school was revitalized (F2). An electronic school sign and school club banners now adorn the front of the building and the parking lot. Much of the school has been recarpeted, repainted and refurnished. A new state of the art Media Center is slated to open in January 2006, while construction on a Performing Arts Annex is well underway and will be ready for the 2006-07 school year.

F6. How has the school integrated technology to improve management and program efficiency and effectiveness? Technology in Eisenhower ensures a cohesive staff and student body. Programming, special events, the weekly student news and other vital communication can be broadcast throughout the entire building through closed circuit cable lines. Email is used by 100% of the staff as surveyed at Eisenhower High School and is a critical tool that allows the administration to communicate private messages to the staff throughout the school day. Technology facilitates curriculum sharing between teachers and distribution of curricular materials to students. Students and parents are able to email instructors outside of school hours and staff can access this email from home to help the communication process if a student needs guidance (D3, D4, E3, F5).

Email features are integrated in the electronic grade book used by the Eisenhower staff. In *IntegratePro*, the staff has the ability to email a current report of a student's progress to parents at any time with the click of a button. Parents have access to accurate and timely progress reports for their students. This has increased communication with parents while increasing efficiency, allowing teachers to spend more time on instruction and preparation of instruction, hence bolstering student achievement.

IntegratePro increases accuracy of reporting and allows teachers a means of assessing their own performance by tracking student progress and failure.

Ninety-six percent of the Eisenhower staff believes their curriculum planning and/or instruction has changed due to technology. Professional Development offered throughout the year includes technological components. In 2005, all staff attended sessions to learn how to use *IntegratePro* in collaboration with the student data management program, *SASI*. The school district selects and releases certain educators to provide district wide technology support. The district trainers help develop *Lead Curriculum Technology Teachers (LCTTs)* within the staff at all district buildings. *LCTTs* at Eisenhower have worked with the staff to provide support and instruction on *iMovie*, digital camcorders, *iDVD*, *Integrate Pro*, *SASI*, *Powerpoint*, *internet*, *webquests*, *Inspiration*, *Blackboard.com*, *Smartboard*, videoconferencing, emailing and many other invaluable curricular tools. Technology training is what many teachers choose to do to complete their required six hours of OYO Professional Development time. One hundred percent of the Eisenhower staff report that they have attended trainings on the use of technology. Students benefit from the comfort level the staff has with the integration of technology. Ninety-eight percent of the staff have taken their students to a computer lab or brought the laptop computer lab to their classroom. The support for teachers is provided by the *LCTT*.

The *Utica Learning Interchange (ULI)* is used by staff district-wide to share lessons that have been successful in their classrooms. The *ULI* also updates staff to news within the district and provides a member search to facilitate communication among district employees. Staff Development opportunities, as well as tools to aid in their classroom instruction, are listed for teachers.

MEAP data is not only being analyzed by the school district, but also by the individual teachers at Eisenhower. Teachers were provided a web site they could access and analyze how students performed on each *MEAP* question in their curricular area. This data was used to help the Social Studies Department realign its curriculum. U.S. Government was moved to the junior year and Economics was made into a required course to increase student achievement on state mandated testing.

F7. What are the major educational challenges the school must face over the next five years, and how does the school plan to address them. Eisenhower High School is already preparing to meet and exceed the curricular changes of State Board of Education proposals, *No Child Left Behind*, Michigan's *Education YES!* and the *NCA* process over the next five years. Despite the statewide budget crisis, Eisenhower is continuing to develop curriculum and strive towards the goals of state and national education reform by utilizing our talented administration, teachers and support staff. Despite hardships, Eisenhower maintains a rigorous curriculum that has enabled its students to achieve amongst the region and states top performers (C1, H5).

Use of technology, such as email and the *World Wide Web*, has made communicating to the 150 plus employees in the school, the more than 2,000 students and thousands of parents and community members more efficient and cost effective. Teachers have been using other methods of turning in assignments, which include email, compact discs and web sites (D1, D3, E3). Teachers utilize web sites as a means of communicating to students and parents. Web sites are a useful tool to the parents in our community as a way to help them remain involved in their children's school life.

Another challenge teachers and administrators are faced with is the growth of our community and the influx of diverse cultures into the school district. Teachers have been faced with increased class sizes and increased diversity in the social and economic backgrounds of their students. In order to meet our goals at Eisenhower High School, teachers have attended conferences and developed strategies on lesson planning to meet the needs of this diversity. Clubs and organizations such as the *Human Rights Club*, *Stand Up*, and political and social action groups also help meet the needs of our diverse population. Eisenhower has trained *Peer Mediators* who encourage students to take an active part in curbing any social disruptions that might occur in this changing environment (H1, H4). Moreover, Eisenhower staff members will be taking leadership roles in the district wide *Cultural Diversity Committee* that will ensure that all students have a positive and successful experience while at Eisenhower and around the district.

Recent world and national events have dictated the need for heightened security in our building. Eisenhower has adopted all of the measures necessary for providing our students and workers a safe

learning environment. The UCS Emergency Plan, Lock Down procedures, as well as procedures for tornadoes and fire are regularly tested to assure that teachers and students are prepared for any safety intrusion that might occur. Our school, with the help of district security, our custodial staff and other experts, will continue to update safety procedures with additions like the new fire alarm system and security cameras around the building's perimeter. A number of technological improvements have been made including instant staff access to the office at all times and immediate notification to all necessary responders. Eisenhower's police liaison officer has a permanent office in Eisenhower High School assuring an open, continuing and mutually beneficial relationship with the Shelby Township Police Department.

G1. What are the goals and priorities of the school, family, and community partnerships? How have the school and community both improved as a result of these partnerships and how did the school measure the improvements? Eisenhower's Mission Statement assures that all stakeholders are encouraged to take an active role in planning and implementation at Eisenhower (IV). EHS has maintained two goals for its interaction with its community. First, parents are actively involved in school climate and community building. Second, partnerships with businesses continue to provide educational opportunities to enhance student learning. A survey conducted by the NASSP indicates that both of these goals have been successfully achieved (F5).

Parents are involved on the district wide *Citizens for Education Projects (CFEP)* to identify and recommend improvements in the areas of capital outlay. In 2003, local citizens passed a \$141 million Bond Proposal to update all of the district's schools. A committee, comprised of students, teachers, parents and community leaders, created a proposal for Eisenhower, including renovations such as the new Media Center, Distance Learning Center, Performing Arts Center and Auxiliary Gym, in addition to various technological upgrades. Parents are represented on the *Enrollment Distribution Committee (EDAC)* that determines the redistricting needs for over 29,540 pupils in our expanding district. Eisenhower's *Sounding Board* brings parents and administration together monthly to share both concerns and achievements of the school community (F1). In addition to the numerous athletic events and the Fine Arts Department performances that are hosted at Eisenhower, the school regularly serves as a meeting place for more than twelve community organizations. To bring together students, teachers, families and local businesses, Eisenhower hosts a *Career Expo* every four years with participation from approximately one hundred local businesses and approximately eight hundred students and their families. Eisenhower has many clubs that sponsor food drives, raise money, adopt other schools and help the community on a local and national level (A4). Surveys of these parent interest groups have shown consistent satisfaction with this essential partnership. Community education also plays an integral role in meeting the needs of our local community. This partnership between Eisenhower, UCS and our local community has been successful.

Approximately ninety local employers participate in Eisenhower's *School to Work (STW) Cooperative Education and Internship program* which allows eleventh and twelfth grade students to work in a positive and educational environment, consistent with their career goals. Students are evaluated by the business partner four times a year and receive an on-site visitation from the *STW* coordinator a minimum of five times a year, ensuring that students receive a quality work experience. Other career related opportunities for Eisenhower students include job shadowing at William Beaumont Hospital for Allied Health students and guest speakers from the business community and from over twenty statewide colleges. Industry leaders have shown their approval. Over 50% of EHS's current employment partners have continued their relationship with the program and over 25% keep our graduates on as employees.

G2. How does the school involve families in their children's education? EHS understands that the partnership between students, families and the school is integral to a successful educational experience and we offer a plethora of ways for parents to participate.

Effective communication begins with numerous publications, newsletters, websites and school-parent functions. The *Student Handbook* provides detailed information about school policies, student expectations and offers suggestions to parents on ways to improve student academic performance. Our monthly newsletter, the *Flight of the Eagle*, includes current news and upcoming events and a

'Counseling Communiqué' section to keep parents and students abreast of the latest counseling information (F1, G1). School-parent functions, such as *Open House* and *Parent-Teacher Conferences*, welcome all parents to Eisenhower. Parents may also contact the school directly, to share any concerns or visit the EHS website, which has a comprehensive list of staff email addresses.

Parents offer support in many ways, including helping organize, supervise and chaperone activities. This support is evident by the success of the many extra-curricular activity clubs (*Forensics, Debate, N.H.S, Destination Imagination, Science Olympiad, Key Club, SADD*), boosters clubs (Athletics and Instrumental Music) and committees (*Sounding Board, Beautification Committee, Senior All Night Party* and *Senior Picnic*) (A4, B1-2, H8). Over 400 parents are actively involved in these committees and through our *Athletic and Band Boosters* (App.). In addition, parents have shown their overwhelming support by attending the 2004-2005 fall/spring *Parent-Teacher Conferences* (4,559 conferences) and the 2005 fall *Open House* (approximately 1,200 in attendance).

G3. How does the school support the needs and concerns of families? Open communication is critical to supporting the needs and concerns of parents. Five full-time and one part-time counselor, a social worker, a school psychologist, a speech pathologist, four administrators and various support staff act independently and as a team to support the well being of students and community (A2). This team provides assistance to students who are troubled by social, emotional or other problems within the school and refers them to outside agencies when deemed necessary. Problems that extend beyond the school walls are dealt with in conjunction with agencies such as *Havenwyck, Harbor Oaks* and *Community Assessment Referral and Education (CARE.)* These agencies provide assistance for substance abuse, family counseling, anger management and a variety of other behavioral issues.

The Eisenhower staff has organized and established a volunteer *Crisis Team* to meet with students and parents having problems coping with difficult or traumatic situations. Eisenhower High School also has a *Peer Mediation* program available through the counseling office for students who are in conflict with one another (A2, B4, F1, F4).

A certified nurse handles health issues that arise at Eisenhower and is available for medical counseling. The *Macomb County Health Department* also provides services to students such as vision and hearing screening (A2).

Eisenhower High School recognizes the importance of keeping parents informed of their children's academic standing. Academic and educational needs of families are dealt with in a variety of ways. *Parent/Teacher Conferences* in the fall and spring are very well attended. Regular parent/teacher communication assures open dialogue and proactive solutions to problems (E1, G1). Students may use a weekly Counseling department-generated progress report that is signed by all teachers. Parents may also request, at any time, a confidential progress report to monitor their student's progress (F6). Additionally, parents and teachers are provided a list of *NHS* tutors (A2). The Utica Community Schools system offers adult education opportunities for students. The *Utica Learning Academy (ULA)* offers an alternative program for students, aged 16 –19 years old, desiring to earn a high school diploma. *English Language Learners (ELL)* classes are also offered off-site during the school day for students (C3).

The safety of all students is a top priority at Eisenhower High School (B4, G3, F7). Eisenhower has a full-time police liaison officer and building security officer who works with administration in fielding concerns and establishing a positive relationship with the student community. The police liaison officer provides a unique service to the community serving Eisenhower and its feeder schools by speaking with students and classes on challenging topics. Having a liaison officer in the building has helped to increase safety in the school and throughout the surrounding community.

G4. How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families? Eisenhower's close proximity to metropolitan Detroit allows teachers the advantage of exposing students to cultural and technical learning experiences (E1). Teachers have taken their students to the Detroit Institute of Arts to observe and study various cultural works of art, to the Fox Theatre to experience first run plays, and to New York City to participate in instrumental and vocal workshops and performances at theaters (C5, App.). Eisenhower faculty also utilizes the school to facilitate community education in tennis, basketball and other activities (App.).

The EHS faculty has a number of opportunities for Professional Development outside of school. The *NCA/SIT* process has provided teachers with opportunities to seek Professional Development outside of the in-service process (E1-4). *NCA/SIT* and principal guided initiatives have provided teachers with opportunities to learn from field professionals and visit businesses, thereby increasing the relevance of students' educational experiences (F3). Teachers also have the opportunity to take other enrichment courses through *MISD/UCS* sponsored events.

A number of educational resources are available to families as well. The *MISD*, which serves Eisenhower High School, offers educational enrichment classes for students, teachers and family members (E1). Through these classes they are exposed to a variety of subjects, from recreation to technology, thus providing the community with new skills and information that they can utilize both inside and outside of the school setting.

Through the recently approved Bond Issue, Eisenhower has recently expanded and renovated its Media Center, along with its Performing Arts Center. These new facilities will expand the role of the school in the community helping host events like the *Community Career Fair*, which provides students with real world, relevant information on jobs and career training.

When school is not in session, Eisenhower's building is utilized by organizations such as the Boy Scouts, Girl Scouts, Homeowners Associations, MCREST, Shelby Township job testing, national and local voting, Shelby and Utica Swim Club, booster clubs and many others. These programs display the positive impact that Eisenhower High School has on its students, teachers, and families. Globally, Eisenhower plays host to many study abroad and cultural exchange programs, including a district wide exchange program with Kokusai Jo High School in Shiga Prefecture, Japan.

H1. What is the school's overall approach to assessment? How do the methods align with the educational vision/mission and curriculum? What questions about assessment is the school currently addressing? Eisenhower High School approaches assessment both by focusing on common and authentic forms of assessment. First, consistent and common assessment provides a clear and comparative measure of all student achievement (C1, C5). Utilizing alternative and authentic approaches assures a holistic and comprehensive assessment of individual student achievement (C5). This dual approach to assessment assures that "*Every Child Achieves.*" The school wide approach to assessment is designed to improve student achievement on the *MEAP* and other standardized tests, as well as to prepare them to apply skills in the real world. Eisenhower *NCA* goals reaffirm this commitment to growth and success in students through outcomes assessment (F3). Curriculum outlined in the *Learning Links* anchors classroom assessment practices and has driven the reform toward departmental standardized testing (A1, D1, F4). To assure students continue to excel on entrance exams such as the *ACT*, the *PLAN* test, a pre-test for the *ACT*, is offered to sophomores each year and is encouraged by teachers, counselors and parents. Every department aligns curriculum to the *UCS Learning Links*. Departments utilize Professional Development time to develop methods and assessments to exceed the rigorous standards set by the state and federal governments. The continuity created for students through unified testing has lent confidence and demonstrates our dedication to pupil success (E1-4). By the conclusion of the 2006 school year, all departments will have successfully created and implemented common assessments for midterm and final examinations. In conjunction with the semesterization of classes, teachers have adopted an approach that assures all students receive the same rigorous and relevant educational experience, regardless of class or teacher (C1, C5). As data from *MEAP* and other assessments is analyzed, departments utilize Professional Development time to fine tune and revamp assessment tools to assure that students' needs are being met and that students' intellects are being challenged (E1-4, H5-5).

Moreover, there is a constant effort to continually enhance higher order thinking skills such as synthesis and evaluation (C5). It is incumbent upon all Eisenhower teachers to constantly and consistently raise the bar and challenge students to excel beyond their expectations and give them the tools necessary to achieve these lofty heights. This commitment begins with common assessment and includes alternative and authentic assessment.

H2. How does the school use assessment results to understand and improve student and school performance? How are data used to influence decision-making? Assessment and teaching practices,

as well as progressive policy making, are a focus of the faculty, staff and administration at Eisenhower. Results from our school wide *MEAP* scores were shared by the principal with department chairs who, in turn, relayed the data to department members. The data is disaggregated and trends and areas of strength and weakness are identified. Annual departmental goals reflect attention to methodology, aimed at raising student achievement. For example, six years of *MEAP*, *ACT* and the *NASSP* survey data were used as baseline data for the last *NCA* cycle (H5-5, F3).

One of the strongest areas of implementation and monitoring during that cycle was the “Across the Curriculum Writing Initiative.” Problem solving was identified as another area needing attention, hence each classroom was asked by the *NCA* team and administration to display a *SODA* poster (F3).

Administrators have made a conscious effort to allow Staff Development time to be utilized interdepartmentally, assuring that these changes are integrated into the curriculum and that further needs are discovered and met. Release time is also aimed at allowing in-depth discussion within departments to encourage successful practices and improved command of new technology that will increase student learning. Administration has encouraged these initiatives with *OYO* Professional Development hours and release time, allowing faculty opportunities to in-service themselves on teaching techniques and assessment (E1-4). Faculty course websites and internet-based tools have enhanced learning and teaching (i.e. *Blackboard.com*, *Quia.com*).

Eisenhower High School’s most important means of utilizing assessment to influence decision-making is found in the newly adopted practice of common assessment across the curriculum (C1, C5). UCS and Eisenhower High School have committed to a practice of common assessment that assures students throughout a particular discipline are receiving the same information and learning and retaining the same necessary skills of their practice (C1). This not only gives a holistic look at the achievement and setbacks of the student body, but also allows teachers to align curriculum and introduce new methods to assure improvement of all students (C1, E1-4, F3). This comprehensive approach to assessment based strategy allows students to excel in their course curriculum regardless of instructor or class section.

Advanced Placement testing provides another measure of performance analysis (A1, C1, C2, C5). The detailed breakdown of results of student performance enables adjustments to instruction and strategy to increase achievement (E1-4). The Foreign Language faculty implemented more speaking and aural comprehension activities and greater use of the digital language laboratory to improve vertical integration of aural/oral skills at all levels of learning. Semester assessment includes facets of testing to assess all four skills in language learning: understanding, writing, speaking, and reading. Collegial sharing is a way of life at Eisenhower (C5).

H3. What assessment data are communicated to students, parents, and the community? What are the purposes of these communications? How does the school ensure that these stakeholders understand the standards for judgment and the meaning of the data? Parents, students and staff have access to email, voicemail, *Blackboard.com* and a variety of other means to communicate student assessment to the necessary stake holders. The *UCS Annual Report* provides district wide communication of standards and assessments for all of its schools including Eisenhower (F1, F6, G1). Each fall at *Open House*, community members are presented the *Eisenhower High School Annual Report*. This report contains essential information pertaining to standardized test scores, *AP* test data, graduation and dropout rates, *NCA* school improvement goals and school improvement initiatives (F3, H5-5).

All quarterly progress reports, report cards, and standardized test results are mailed home (F6). If a student fails three or more classes, parents are notified by one of three associate principals. After the first and third quarterly report cards, *Parent-Teacher Conferences* are held. In the 2004-2005 school year approximately 4,559 fall conferences were held. Eisenhower conducts a *Curriculum Night* for incoming tenth graders and meetings for the parents of seniors about to graduate. Assessment data is also presented and discussed in detail at a monthly *Sounding Board* meeting between the principal and parents (F1, G1). Annually, the principal reviews *ACT* and *MEAP* data with parents through *Flight of the Eagle Newsletter* and through the *Sounding Board* outlining Eisenhower’s plan to approve student achievement.

H4. What standardized norm-referenced tests developed on the national, state, or district level has the school given in the last five years? What are the results for the last five years? Student

assessment is used to improve instruction and curriculum (C1, C5, E1-4). One hundred percent of our 9th Grade students take the MAT8. Teachers, counselors and administrators encourage students who indicate an interest in attending college to participate in the *PLAN* assessment in the tenth grade. This test was administered during each year since 2002. Eisenhower High School students averaged a 35% participation rate on the *PLAN*, scoring more than one-third of a standard deviation above the norm over the past three years.

One hundred percent of Eisenhower's college bound students in 04/05, 80% of the entire population, took the *ACT* during their junior year at Eisenhower. Students have had an exceptionally high participation rate over the past five years, averaging approximately 70% participation from 2001 through 2005. Eisenhower students have performed ahead of the national mean on this test and the composite score for all students is more than one-third of a standard deviation above the national mean over the past five years. The statistically significant increases in our composite scores from 03/04 to 04/05 is even more significant given the more than 20% increase in students taking the exam. The 04/05 test group was higher than all other years in subset scores.

H5. What are the results from the MEAP for the last five years? The *MEAP* scores for Eisenhower High School strongly reflect the commitment made by administration, teachers, and counselors to increasing the number of students achieving at a proficient level in each of the five testing areas (C1, C5, E1-4, F3). Eisenhower High School has scored consistently amongst the highest in the county in math, science, reading and writing. When compared to the state, Eisenhower's scores are significantly higher over the past five year period. Eisenhower averaged 13 % higher in math; 11% higher in science; 1.3% higher in social studies; 5.2% higher in reading; and 6.5% higher in writing. Over the last five years, Eisenhower students taking the *MEAP* have met or exceeded state proficiencies in higher percentages than any other school in the district. This trend demonstrates that, despite slight vacillation in levels, Eisenhower has consistently maintained the highest levels of endorsement (App.).

The Eisenhower staff has been proactive in assuring that achievement continues to grow by taking measures to realign curriculum to meet *MEAP* standards and by altering assessment policies to assure that students receive the tools and the practice in utilizing those tools necessary to succeed (C1, C5, E1-4). Examples of this exist in the Social Studies and the Mathematics Departments, which have revamped curriculum to improve testing outcomes on the *MEAP* by preparing students in the classroom. Percentages indicate these changes have been and continue to be successful (C5). Special Education has seen significant improvements in its subgroup *MEAP* scores over the last three years. (App.)

H6. What alternative assessments of student performance does the school use? Every department utilizes alternative assessments to assure that all students' needs are met during the academic process (C1, C5). The use of rubrics ensures that students begin these assessments with a full understanding of the high level of expectations. A recent survey of the staff indicates that 93% use rubrics for grading purposes and share them with their students beforehand, helping students to understand the high expectations. All departments create and utilize common assessments, which draw questions from common test banks. The Mathematics Department utilizes the common assessment to continually update and revise curriculum to help students obtain mastery in skills required for *MEAP*, *ACT* and other assessments. All departments have utilized common alternative assessment to improve student problem solving skills and higher order thinking (F4). Our *Physical Education* department utilizes alternative assessments such as the *Presidents Council for Physical Fitness* standards in conjunction with more standard assessments of student growth. In the 2004-2005 school year, 514 students took *AP* tests in eighteen different subject areas and 337 tests scored a three or higher, thus qualifying for State Finals. Theatre students received rankings of Superior and Excellent at the yearly *International Thespian Society Festival*, while *Marching Eagles* and concert bands and orchestras consistently receive ratings of 1 or 2 (A1, C1, C2, C5).

The core academic subjects use a combination of traditional and authentic assessments, while the Fine Arts, CTE, Industrial Arts, and Physical Education Departments use alternative assessments almost exclusively. These assessments are either authentic or technology based. The authentic assessments

include an emphasis on project-based learning, such as tessellation projects in mathematics, mock trials in business law and culture projects in language classes (C1, C5).

The highlighted accomplishments of the 2004-2005 school year are evidence of the success of our use of authentic assessment. Four *DECA* students qualified for State Competition, the Eisenhower *Science Olympiad* team finished First in the Regional Competition; two students competed in the *Japanese Bowl*; the choir received numerous awards and one student won the prestigious *Interlochen Scholarship*. Additionally, art students submitted portfolios for *Scholastics Art Competition*; debate and forensic students competed successfully at the state and national level; the *Marching Eagles* have achieved scores of 1 or 2 at *MSBOA* Band Festivals; *Eagle Choir* has had numerous students accepted to the *State Honor Choir*, and many English students have had their poetry and writing published. Finally, Eisenhower had two *National Merit Scholarship* finalists.

H7. What are the data for the past five years in the following areas that serve as quantitative indicators of the school climate and engagement? (App.) Both students and teachers have a consistently high rate of attendance -- considerably over 90%. There is a noteworthy increase of 3.82% in student attendance from 2001- 2002 to the 2002-2003 school year, due to a change that restructured and simplified the attendance procedure. The teacher turnover rate is mainly due to retirements and an *Early Retirement Incentive (ERI)* offered in the 2003 – 2004 school year (B3). The turnover rate is low enough for constancy yet high enough to establish a diverse and lively teaching workforce. Lastly, the student dropout rate is extremely low because of the many interventions for at-risk students and alternative education programs (A1, A2).

H8. Which awards received by the school, staff, or students are most indicative of school success? Eisenhower High School is proud of its accomplishments in the following areas: **2005 Andrew Stoeckel:** (student) won the prestigious *John S. Knight Senior Debate Scholarship*. **2000 – 2001 John Chateau:** (Teacher) led a group of Eisenhower students to place second in Daimler-Chrysler's annual "Build Your Dream Vehicle" competition. **2005 Jacqueline Noonan:** (Teacher) is not only the Mayor of Utica but was also named *Alexander Macomb Woman of the Year* for Macomb County by the March of Dimes of Southeastern Michigan. **2004 Tom Lietz:** (teacher/club advisor) authored the 2004-2005 national high school debate topic as chosen by the *National Federation of High Schools Speech, Debate and Theatre Association* for debaters across the United States. Tom is also the youngest elected president of the Michigan Speech Coaches and serves on the Michigan Forensic Council. In **2000 and 2003 Eisenhower High School** won the state renowned *Governor's Cup*. **2005 Mike Sekula:** (Student) was recognized by Channel 7 as *Scholar Athlete of the Week*. Mike was not only a Valedictorian but he also bowled a 300 game. **2003 Science Olympiad:** (service organization) received second place in the State Finals. **2004 and 2005 Student Council:** (service organization) achieved a perfect score on the *Michigan Association of Student Councils Award of Excellence*. **2005 Leah Andrews:** (student) was awarded the *Michigan State University Alumni Distinguished Scholar* award. This award is given to only 15 students in the nation and pays for all of the student college costs including room and board and tuition for 4 1/2 years. **2005 Bob Lantzy:** (teacher/coach) was inducted into the *Michigan High School Coaches Association Hall of Fame*.

H9. (High Schools Only) What were the students who graduated in spring 2003 doing as of September 2004? This question was answered using data from the class of 2005 instead of the class of 2003. For sake of accuracy and recency this data was deemed a more reliable sampling of the student body. In May 2005, the Macomb Intermediate School District (MISD) initiated the first of an annual *Senior Exit Survey* to determine commitments of graduates to higher education and career pathways after graduation (App.). This data demonstrates a clear trend toward higher academic learning amongst Eisenhower Graduates (App.).

A4. Extra Curricular Activities

<u>Club Charter used to Collect Data</u>	<u>Co-Curricular Clubs</u>	<u>Number of Students Involved</u>	<u>% of students in building</u>
2005	Student Council	51	3%
2005	National Honors Society	278	14%
2005	Project Outreach	22	1%
2005	Key Club	50	2%
2005	National Art Honor Society	45	2%
2005	Thespian Club	38	2%
2005	Young Republicans	8	0%
2004	Model UN	12	1%
2005	Destination Imagination	7	0%
2005	The Eagle's Eye	12	1%
2005	Yearbook	21	1%
2005	Debate	54	3%
2005	Forensics	10	0%
2005	DECA (Distributive Education Clubs of America)	25	1%
2004	Creative Writing Club	13	1%
2004	Quiz Bowl	7	0%
2004	Environmental Club	23	1%
2005	French Club	124	6%
2005	Spanish Club	595	29%
2004	German Club	22	1%
2005	Japanese Club	101	5%
2004	Photography Club	36	2%
2005	Key Club	44	0%
2005	Science Olympiad	25	0%
2005	Human Rights	35	2%
	<u>Extra Curricular Clubs</u>		
2003	Ski Club	10	0%
2005	Equestrian	10	0%
2005	Stand Up	17	1%
2004	Field Hockey	27	1%
2005	Students Against Destructive Decisions	60	0%
2004	Eagle Flava	16	1%
2005	Beautification	3	0%
		1650	81%
	<u>Athletics</u>		
2004/2005	Football (Varsity and JV)	132	6%

2004/2005	Baseball (Varsity and JV)	33	2%
2004/2005	Basketball (Varsity and JV)	53	3%
2004/2005	Cheerleading (Varsity and JV)	38	2%
2004/2005	Cross Country	35	2%
2004/2005	Diving	1	0%
2004/2005	Golf	25	1%
2004/2005	Swim	42	2%
2004/2005	Soccer (Varsity and JV)	83	4%
2004/2005	Softball (Varsity and JV)	29	1%
2004/2005	Tennis (Varsity and JV)	70	3%
2004/2005	Track	149	7%
2004/2005	Volleyball	29	1%
2004/2005	Wrestling (Varsity and JV)	46	2%
2004/2005	Dance (Varsity and JV)	27	1%
	<u>Athletic Clubs</u>		
2004/2005	Bowling	25	1%
2004/2005	Lacrosse (Varsity and JV)	78	4%
2004/2005	Ice Hockey (Varsity and JV)	40	2%
		935	46%

B3. How are teachers hired in the school? How are teacher assignments made?

Teacher	Subject	Activity/Sport	Teacher	Subject	Activity/Sport
deCardenas, Ryan	CTE	Ski Club	Cochran, Caroline	Foreign Lang.	Japanese Club
Hopp, Yvone	Journalism	Newspaper	Klesko, Monica	Foreign Lang.	Spanish Club
Brent, Loni	Spanish	Yearbook	Cochran, Kelly	Foreign Lang.	Spanish Club
Bronson, Amber	Activities	Student Council	Wagner, Dan	Foreign Lang.	Spanish Club
Zwarenstejn, Ellen	Economics	Debate	Noonan, Jackie	Foreign Lang.	French Club
Lietz, Thomas	Soc. Studies	Forensics	Gissel, Aimee	Foreign Lang.	German Club
Tack, Bill	Business	DECA, Stand Up	May, Scott	Admin.	Beautification
LaFaive, Louise	Business	DECA	Doyle, Roger	Science	Enviro. Club, Boys Swim
Wilk, Larry	Business	SADD	Sadowski, Kelly	Soc. Studies	Field Hockey, Softball
Craun, Linda	Science	Key Club	Semrow, Jade	Intern	Eagle Dance Club
Bernier, Beth	Spec. Ed	Key Club	Walker, Sarah	Intern	Eagle Dance Club
Pajak, Craig	English	Project Outreach	Lantzy, Bob	Business	Football
Bulat, Andy	English	Project Outreach	Copacia, Terry	Soc. Studies	Football
Zawierucha, Sylvia	Science	Project Outreach	Smith, Chris	PE	Football, Track
Loe, Amy	Art	NAHS	Shotwell, Floyd	Science	Football, Softball
Swanson, Kelly	Math	NHS	Drath, David	Soc. Studies	Football, Wrestling
Schewsinger, Dave	PE	Golf, Boys Basketball	D'Angelo, David	Soc. Studies	Baseball
Straughen, Rick	Math	Cross Country	Multhaupt, Travis	Science	Track
Davidson, Martha	Math	Girls Golf	Layson, Chris	Soc. Studies	Tennis
Blain, Mary	Foreign Lang.	NHS, Spanish Club, French Club	Donahue, Kevin	Soc. Studies	Girls Basketball
Dewulf, Betty	Theatre	Thespian Society	deCardenas, Michelle	Special Ed.	Girls Basketball, Volleyball
Metz, Katie	Intern	Quiz Bowl	Doherty, Lisa	PE	Swim

B4. What is your school’s plan for school safety, discipline, and drug prevention? What is your record for past five years?

Enrollment accounts for both active and inactive students.

	2000-01	2001-02	2002-03	2003-04	2004-05
Enrollment	1886	1949	2006	2188	2162
Smoking	50*/2.7%**	14*/.7%**	10*/.5%**	9*/.4%**	5*/.2%**
Profanity	41/2.2%	62/3.2%	29/1.4%	63/2.9%	28/1.3%
Fighting	13/.7%	12/.6%	23/1.1%	22/1%	17/.8%
Drug/Alcohol	13/.7%	6/.3%	16/.8%	23/.1%	9/.4%

* Refers to the number of students

**Refers to the total student population

C5. Course Offerings

BUSINESS

Accounting I
Accounting II
Business Law
Business Service and Technology
Finance
Marketing
MS Office
Retail Operation
Retail Supervision
Seminar Store Operation
Seminar Store Supervision
Seminar Store Management
Web Page Development
Word Processing

Computer Studies

Advanced Computer Science
Cisco Networking I
Cisco Networking II
Desktop Publishing

English

English 10

English 10 Honors
English 11

English 11 Honors
English 12
English 12 AP
Debate

Advanced Debate
Forensics
Journalism
Mythology

Newspaper
Poetry
Shakespeare
Speech I & II
Yearbook

FOREIGN LANGUAGE

French I, II, III, IV
French IV AP
German I, II, III, IV
German IV AP

Japanese I, II, III, IV
Spanish I, II, III, IV
Spanish IV AP

Industrial Technology

Auto I & Body
Architecture I, II, III
CTE Auto Shop
CTE Architecture
CTE Computer, Elect. and Robotics
CTE Construction
CTE Design / Engineering
Electricity / Electronics

Advanced Electronics
Machine Shop I & II
Woodworking

MUSIC

Concert, Jazz, Marching, Symphonic & Varsity Band
Orchestra
Eagle Voices, Show Choir, Solo/Ensemble, Chamber Choir, and Vocal Jazz

LIFE SKILLS

CONTACTS – Child Care
Contemporary Living

Culinary Arts

Medical and Health

Medical/Health Science Careers
Medical / Dental Assisting
Nursing Assistant

PHYSICAL EDUCATION

Aerobics
Dance
First Aid
Health and Wellness

Learn to Swim
Lifeguard Training
Lifetime Leisure
Fitness for Life
Strength Training
Team Sports
Water Games

SCIENCE

Anthropology I & II

Astronomy
Biology II
AP Biology

Chemistry
AP Chemistry
Earth Science
Enviro. Science
AP Enviro. Science
Physical Science

Physics
AP Physics

Physiology

SOCIAL STUDIES

Contemporary US History
Contemporary Living
Contemporary Issues
Economics
Psychology

Sociology
The Law
US History
US History AP
US Government

SOCIAL STUDIES Cont.

US Government
US Government AP
Comparative Gov't AP
World History AP

Western Civ. AP

SPECIAL ED.

Comm. Instruction
Daily Living
Occupational Guidance
Personal – Social Skills
Work Training
IEP Consumer Math
IEP English 10, 11, & 12

IEP Intro to Algebra
IEP Study Skills
Language I & II

Tutorial
Work Study

UTICA MST CENTER

Advanced Math Courses
Advanced Science Courses

MATHEMATICS

Applied Algebra
Applied Geometry
Applied Algebra B
Applied Trig and Stats

Algebra I & II
Algebra II AC
Intro Calculus
Calculus AP

Computer Science
Adv. Computer Science
Geometry
Probability & Statistics
Trig & Analytic Geometry / AP

C8. What are the course requirements for graduation? What percentage of the last graduating class completed curriculum requirements typically required for college admission? What percentage of the last graduating class completed course sequence designed to prepare them for transition to work? What percentage of the graduates completed some other sequence required for graduation?

Appendix 3

Courses	State High School Graduation Requirements	College Prep # of Academic Years	% of Grads.	Career # of Academic Years	% of Grads.	Other # of Academic Years	% of Grads.
English		4	100%	4	100%	4	100%
Mathematics		3	100%	3	100%	3	100%
- Algebra I		N/A	N/A	N/A	N/A	N/A	0%
- Geometry		N/A	N/A	N/A	N/A	N/A	0%
- Algebra II		N/A	N/A	N/A	N/A	N/A	0%
- Other		N/A	N/A	N/A	0%	N/A	0%
Social Studies	.5 Government .5 U.S. History	3	100%	3	100%	3	100%
Science		3	100%	3	100%	3	100%
- Lab Science			52%	N/A	0%	N/A	0%
World Language		*	32%	*	N/A	*	0%
Arts		*	N/A	*	N/A	*	5.1%
Career Related		*	12%	*	N/A	*	3.2%
Health/Physical Education	.5	1.5	100%	1.5	100%	1.5	100%
Other		6.5	100%	6.5	100%	6.5	100%
% of Graduation Class							

*Students are required to complete three credits in any combination of the following areas: fine/performing arts, foreign language, practical arts, and/or careers and technical education. All percentages reflect the total of the graduating class.

F4. NCA Student Problem Solving Survey Data

“How much classroom experience have you had in practicing constructed response skills?”

Subject Area	Little/No Experience		Moderate Experience		Many Experiences	
	2003	2004	2003	2004	2003	2004
English	16	18	26	31	63	58
Mathematics	43	30	34	29	24	41
Science	43	25	37	46	20	29
Social Studies	34	37	39	29	26	34

F5. NASSP Climate / Satisfaction Survey Data

Item	1999	2003	Comparative
	Standard Score	Standard Score	Improvement
Decision Making (Student)	12.2	14.6	2.4
School Workload (Student)	15.8	17.6	1.8
Student Activities (Student)	16.1	17.2	1.1
Communication (Student)	16.1	18.0	1.9
Teachers (Student)	20.0	22.6	2.6
Teacher-Student Relations (Student)	32.0	37.2	5.2
Guidance (Student)	12.8	14.1	1.3
Involvement (Parents)	17.4	20.8	3.4
Student Activities (Parents)	27.9	30.1	2.2

G4. Cultural Education Activities

Activity/Program	Staff	Year	# of Students
Choir / Band New York City Trip	Brett Bays / Julia Holt	2005	144
France, Spain and Italy Trip	Monica Klesko, Jennifer Ramirez	2001	40
France Summer Trip	Jackie Noonan	2001	20
Japan Summer Trip	Caroline Cochran	2001-2005	35
Outback Bowl Band Trip	Brett Bays	2004	150
Theatre Experience (Fisher/Masonic Temple – Various Plays)	Julia Holt	2004-2005	~ 325

G4. Community Education Programs Offered at Eisenhower

Winter Spring 2005		
Eisenhower	30 Techniques to Improve Digital Photo	7
Eisenhower	ACT Preparation Workshop	26
Eisenhower	Swim Program	298
Eisenhower	Anger Managed & Stress Released	5
Eisenhower	College Cost Planning	4
Eisenhower	Do You Really Understand Your 401K	3
Eisenhower	Introduction To Computers	6
Eisenhower	S.O.S. - 101:Prevent Computer Disasters	4
Summer 2005		
Eisenhower	36th Annual Boys All-Star Basketball	154
Eisenhower	D-Line Football	15
Eisenhower	Eisenhower Baseball	19
Eisenhower	Eisenhower Football	161
Eisenhower	Eisenhower Girls Basketball	115
Eisenhower	Eisenhower Girls Softball	11
Eisenhower	Eisenhower Girls Volleyball	56
Eisenhower	Eisenhower Soccer	13
Eisenhower	Eisenhower Tennis	207
Eisenhower	Ike Weightlifting & Plyometrics	130
Eisenhower	Itty Bitty Basketball	171
Eisenhower	Swim Program	370
Fall 2005		
Eisenhower	Smart Couples Finish Rich	12
Eisenhower	Principles for Interior Decorating	4
Eisenhower	Intro to Computers	15
Eisenhower	Weightlifting & Plyometrics	18
Eisenhower	Swim Program	297

H4. What standardized norm-referenced tests developed on the national, state, or district level has the school given in the last five years? What are the results for the last five years?

PLAN TESTING	2005/2006	2004/2005	2003/2004	2002/2001	2001/2000
Testing Month	November	November	November	November	
SCHOOL SCORES					
National Composite scores	16.5	16.5	16.5	16.5	
Eisenhower Composite scores	20.1	20.1	19.5	21.6	N/A*
Number of students tested	301	201	271	159	N/A*
Percent of total students tested	42	28.9	42.2	26	N/A*
Number of students excluded	414**	493**	371**	457**	N/A*
Percent of students excluded	58	71.0	57.7	74	N/A*
SUBSET SCORES					
Mathematics	20.9	20.5	20.0	22.7	N/A*
Science	20.6	20.9	20.3	21.8	N/A*
Reading	19.1	19.2	18.5	20.4	N/A*
English	19.3	19.3	18.9	20.8	N/A*

Plan was administered to 10th Grade students.

* The PLAN test was not given prior to 2002/2003 school year

** Exclusion was voluntary as the test was not mandatory of all students.

ACT TESTING	2004/2005	2004/2003	2003/2002	2002/2001	2001/2000
SCHOOL SCORES	October	October	October	October	October
National Composite Scores	20.9	20.9	20.8	20.8	21
State Composite Scores	21.4	21.4	21.3	21.3	21.3
District Composite Scores	22.2	21.7	22	22	21.9
Eisenhower Composite scores	22.7	22.1	22.2	22.1	22.3
Number of students tested	516	427	423	423	388
Percent of total students tested	80	76	74	75	71
Number of students excluded	161*	255*	254*	143*	159*
Percent of students excluded	23.7	37.3	37.5	25.2	29
SUBSET SCORES					
Mathematics	23	22.5	22.8	22.6	22.3
Science	22.7	22.4	22.6	22.5	22.9
English	21.9	21.2	20.9	20.8	20.9
Reading	22.4	22.1	22.2	21.9	22.0

The ACT is administered to 11th Grade students.

*Exclusion was voluntary as the test was not mandatory of all students.

H5. What are the results from the MEAP for the last five years?

Test: Michigan Educational Assessment Program (MEAP)

Publisher: Michigan Department of Education

Scoring: Level 1 – Endorsed Exceeded Michigan Standards

Level 2 – Endorsed Met Michigan Standards

Level 3 – Endorsed at Basic Level

Level 4 – Not Endorsed

Michigan Educational Assessment Program (MEAP)

Mathematics

Class	2006	2005	2004	2003	2002
School Scores					
Percent Met or Exceeded					
Michigan Standards	57	71.7	70.8	73.4	82
Level 1,2, or M					
Percent Scoring at Level 1	8	12.8	14.5	22	32
Percent Scoring at Level 2	49	58.9	56.3	51.4	50
Percent Scoring at Level 3	14	10.2	11.1	9.8	9
Percent Scoring at Level 4	29	18	18.1	16.8	10
Number of Students Tested	655	665	579	549	537
Percent of total students tested	97*	100	97	91	93
District Scores					
Percent Proficient	54	65.4	65.4	70.7	80
Percent Scoring at Level 1	8	10.7	13.5	21.3	32
Percent Scoring at Level 2	46	54.7	51.9	49.4	50
Percent Scoring at Level 3	14	12.6	11.7	9.7	11
Percent Scoring at Level 4	33	22	22.9	19.7	10
State Scores					
Percent Proficient	46	56.9	59.1	60	67
Percent Scoring at Level 1	6	8.9	11	17	21
Percent Scoring at Level 2	40	48	48	43	46
Percent Scoring at Level 3	17	14	15	13	14
Percent Scoring at Level 4	36	29.2	26	28	19

* The scores for the Class of 2006 only represent the MEAP scores from the Spring of 2005 testing period. The Class of 2006 still has two opportunities to take the MEAP test – the fall of 2005 and the spring of 2006.

H5. Michigan Educational Assessment Program (MEAP)

Science					
Class	2006	2005	2004	2003	2002
School Scores					
Percent Met or Exceeded					
Michigan Standards	56	70.3	75.2	71.8	73
Level 1,2, or M					
Percent Scoring at Level 1	8	6.4	10.7	10	10
Percent Scoring at Level 2	48	63.9	64.5	61.7	62.8
Percent Scoring at Level 3	20	13.5	11.1	13.4	14
Percent Scoring at Level 4	24	16.2	13.7	14.9	13
Number of Students Tested	656	660	577	545	535
Percent of total students tested	97*	99	97	91	93
District Scores					
Percent Proficient	55	63.4	65.3	67.4	69
Percent Scoring at Level 1	6	4.6	8.6	8.5	8
Percent Scoring at Level 2	49	58.8	56.7	58.9	61
Percent Scoring at Level 3	19	15.3	13.5	14.3	18
Percent Scoring at Level 4	26	21.3	21.2	18.2	13
State Scores					
Percent Proficient	49	58	64	61	59
Percent Scoring at Level 1	5	4.7	8	8	7
Percent Scoring at Level 2	44	53.3	56	53	52
Percent Scoring at Level 3	20	15.9	14	16	20
Percent Scoring at Level 4	31	26	23	23	21

H5. Michigan Educational Assessment Program (MEAP)

Social Studies					
Class	2006	2005	2004	2003	2002
School Scores					
Percent Met or Exceeded					
Michigan Standards	33	37	37.5	25.7	23
Level 1,2, or M					
Percent Scoring at Level 1	1	0.3	2.1	0.8	0
Percent Scoring at Level 2	32	36.7	35.4	24.9	23
Percent Scoring at Level 3	29	30.9	27.4	29.7	37
Percent Scoring at Level 4	39	32.1	35.2	44.7	40
Number of Students Tested	649	660	574	519	509
Percent of total students tested	96	99	96	86	88
District Scores					
Percent Proficient	33	32.6	34.9	23.3	23
Percent Scoring at Level 1	1	0.7	1.8	0.6	0
Percent Scoring at Level 2	32	31.9	33.1	22.7	23
Percent Scoring at Level 3	26	31.5	27	33.6	39
Percent Scoring at Level 4	41	36	38.2	43.1	37
State Scores					
Percent Proficient	32	33.8	35	26	23
Percent Scoring at Level 1	1	1.2	2	1	0
Percent Scoring at Level 2	31	32.6	33	25	23
Percent Scoring at Level 3	27	29	28	32	35
Percent Scoring at Level 4	41	37.2	37	42	42

H5. Michigan Educational Assessment Program (MEAP)

Reading					
Class	2006	2005	2004	2003	2002
School Scores					
Percent Met or Exceeded					
Michigan Standards	65	80.7	80.1	75.9	81
Level 1,2, or M					
Percent Scoring at Level 1	2	8.9	18.2	20.2	29
Percent Scoring at Level 2	63	71.8	61.9	55.7	52
Percent Scoring at Level 3	26	10.9	11.1	9.5	7
Percent Scoring at Level 4	9	8.4	8.8	14.6	12
Number of Students Tested	653	663	578	549	544
Percent of total students tested	96	100	97	91	94
District Scores					
Percent Proficient	63	80.3	74.6	72.7	80
Percent Scoring at Level 1	2	6.4	16.2	15.9	24
Percent Scoring at Level 2	61	73.9	58.4	56.8	56
Percent Scoring at Level 3	25	11.9	14.2	10.7	8
Percent Scoring at Level 4	12	7.8	11.2	16.6	12
State Scores					
Percent Proficient	65	77.9	76	67	71
Percent Scoring at Level 1	2	7.6	16	15	19
Percent Scoring at Level 2	63	70.3	60	52	52
Percent Scoring at Level 3	25	14.3	14	13	11
Percent Scoring at Level 4	10	7.8	10	20	18

H5. Michigan Educational Assessment Program (MEAP)

Writing					
Class	2006	2005	2004	2003	2002
School Scores					
Percent Met or Exceeded					
Michigan Standards	50	61.8	63.9	70	78
Level 1,2, or M					
Percent Scoring at Level 1	2	5	5.4	5.2	2
Percent Scoring at Level 2	48	56.8	58.5	64.8	76
Percent Scoring at Level 3	44	28.9	30.7	21.2	17
Percent Scoring at Level 4	6	9.3	5.4	8.8	5
Number of Students Tested	656	665	579	523	503
Percent of total students tested	97*	100	97	87	87
District Scores					
Percent Proficient	46	57.1	58.5	66.3	80
Percent Scoring at Level 1	2	3.7	3.4	5	3
Percent Scoring at Level 2	45	53.4	55.1	61.3	77
Percent Scoring at Level 3	45	34.7	34.6	23	15
Percent Scoring at Level 4	9	8.2	6.9	10.7	5
State Scores					
Percent Proficient	47	57.2	58	61	68
Percent Scoring at Level 1	3	5.7	6	5	5
Percent Scoring at Level 2	44	51.5	52	56	63
Percent Scoring at Level 3	45	34.7	35	25	21
Percent Scoring at Level 4	9	8.1	7	14	11

Michigan Educational Assessment Program (MEAP) Subgroup Data for Students with Disabilities

Students with Disabilities			
Year	2004-2005	2003-2004	2002-2003
Mathematics			
Percent Proficient	21.1	10.5	17.1
English Language Arts			
Percent Proficient	50.9	11.1	7

H7. What are the data for the past five years in the following areas that serve as quantitative indicators of the school climate and engagement?

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Daily Student Attendance	92.82%	92.95%	92.53%	93.10%	96.92%	94.33%	94.74%
Daily Teacher Attendance	95.69%	96.36%	96.03%	96.48%	96.25%	91.93%	94.12%
Teacher Turnover Rate	7.95%	9.18%	11.22%	8.26%	7.69%	7.06%	N/A
Student Dropout Rte	1.10%	1.50%	1.47%	1.61%	1.86%	1.7%	N/A