

# Eastmoor High School

Columbus Public (Franklin)



School Profile 2004-2005	
<i>2004-2005 School of Promise in Reading</i>	
School Rating	Effective
Enrollment	730
Grade Levels	9-12
Percent Economically Disadvantaged	56.2%
Percent Racial/Ethnic Minority	92.2%

District Profile 2004-2005	
District Rating	Academic Watch
District Enrollment	59,754

## Lesson 1: Providing Rigorous Instruction Aligned to Standards

**Alignment to Standards:** Eastmoor is a traditional college preparatory school which focuses on preparing students for college or other post-secondary education by meeting or exceeding all goals set forth by the state and district students exceeding the state and district goals. It views the Ohio academic content standards as the minimum requirements for students to meet. All teachers are expected to use the district's curriculum guides and include the benchmarks in lesson planning, implementation, and assessment. The content standards are posted in every classroom.

**Innovative Interdisciplinary Courses:** Ninth and tenth grade students at Eastmoor enroll in a two-year humanities course that combines English Language Arts, social studies, and the arts. The curriculum focuses on preparing students for college-level courses and higher order thinking skills. The humanities courses are scheduled for two consecutive periods a day and students earn two credits, one credit in English and one credit in history.

**Writing Across the Curriculum:** Eastmoor places a heavy emphasis on students learning to write well. The school uses the district's mandated writing program and an additional program for effective note taking. Students focus on a different writing area each year: five-paragraph essays and OGT skills in ninth grade, research papers in tenth grade, analytical and critical writing in eleventh grade, and literary criticism and analysis in twelfth grade.

## Lesson 2: Providing Leadership That Results in Continuous Improvement

**Professional Learning Community:** A major focus for Eastmoor has been developing a professional learning community. Staff met for a one-day summer retreat during which they reached general consensus on school goals for the upcoming school year. Leadership provides funds when necessary to help staff achieve their goals. Leaders from the Professional Learning Community (PLC) and teachers plan professional development opportunities that are related to the school's mission and vision. Prior to the PLC, all professional development was planned solely by administration.

**Teacher Leaders:** Teachers are highly involved in decision making at Eastmoor. They serve vital roles on a number of governing teams and committees including the All School Improvement Team focusing on setting and monitoring goals, the Student Assistance and Intervention Committee which identifies and addresses barriers to student success, and Professional Learning Community Leaders who plan professional development. Teachers also hold leadership roles as department chairs.

### **Lesson 3: Designing Instruction to Ensure Every Student's Success**

**Focus on Attendance:** Eastmoor's Student Assistance and Intervention Committee examines attendance data to develop a school-wide attendance intervention effort. Currently, the school uses the social worker and attendance secretary to follow-up on unexcused absent students.

**Reporting Student Progress:** Student progress is checked daily or weekly by each teacher. One of the school-wide goals established by the Professional Learning Community was more efficient communication. To reach that goal, the Principal used school funds so that staff could create an electronic grade book system. This Web-based system allows staff to update and enter grades so they can be accessed at any time by teachers, students and parents.

**Integrating LEP Students:** To address a growing population of Limited English Proficient students, Eastmoor offers two periods of English-as-a-Second-Language (ESL) classes per day but strongly encourages participation in general education classes. English proficiency assessments are given often during the school year and the results are discussed with parents and students before a student is removed from ESL classes. School staff closely monitors students once they exit the ESL classes and additional support and tutoring are made available.

### **Lesson 4: Engaging Parents and Community to Support Student Success**

**Parent Liaisons:** Eastmoor has two parent liaisons and a social worker, who make phone calls to students and parents on attendance, standardized testing, and conferences.

**Internship Program:** Eastmoor students in tenth through twelfth grade participate in internship opportunities one day a week. Students earn credit for the internship and gain important hands-on experiences. These internships are arranged by the student, parent, and an internship coordinator.

**Post-secondary Goals:** To assist students in planning for their life after high school, Eastmoor works with tenth and eleventh grade students to develop career passports which focus on educational, occupational, and life goals. The school also hosts a Career Day in which guest speakers help students understand what they need to do to reach occupational aspirations. Assistance with college application processes and financial aid applications is also available through the guidance department.

### **Lesson 5: Creating a Culture Where Each Individual Feels Valued**

**Community Diversity:** Eastmoor sponsors a variety of activities to increase student sensitivity to diversity such as an International Fair and African-American assembly. In addition, the school has established programs to promote positive student relationships. For example, the Impact Team is a student operated club that focuses on positive community influences and the Gentleman's Club helps groom male students to become positive role models in the community.