

# **A Healthy School Community**

- **Case study observations**
- **Predominantly African American public high school**
- **School health is measured by level of academic achievement and student attendance**
- **Healthy school community is indicated by the quality of interactions and morale**
- **The researcher is an outside observer**

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# **Sources of Observations, Interactions, and Data**

- **Information presented in Instructional Management Team meetings from October 2009 to May 2010**
- **Meetings and interactions with the Principal, Instructional Coordinator, and other school faculty and staff**
- **Observations in several classrooms**
- **2009 Data from the State Department of Education**

# Evans High School

- **95.9% African American student population**
- **26% of schools in the school district are listed as “Identified for Improvement” by the State Department of Education**
- **Evans is not on the list as needing “Improvement”**
- **Attendance at Evans higher than the aggregate school district**
- **Evans attained Adequate Yearly Progress (AYP) more frequently and in more categories than the aggregate school district**

## **2009 Demographics for Evans HS and the School District**

	<b>Evans HS</b>	<b>School District</b>
<b>African American</b>	<b>95.9%</b>	<b>73.4%</b>
<b>Free/Reduced Meals</b>	<b>31.7%</b>	<b>38.4%</b>
<b>Special Education</b>	<b>8.5%</b>	<b>9.8%</b>
<b>HS Attendance Rate</b>	<b>93.6%</b>	<b>91.4%</b>

# **The Principal**

- **A dedicated and experienced leader**
- **Works tirelessly to meet internal and external challenges**
- **Demonstrates effective and pleasant relationships with faculty and staff**
- **Emphasizes project-based learning – blending projects and themes into content-based courses, rather than “read and recall”; states that students need something to do, they need to use their talents and skills**
- **An advocate for students, faculty, and staff**

# **The Principal (Con't)**

- **Personally conducts classroom observations and assessments**
- **Consistently uses data and feedback from staff for decision-making**
- **Inspires and motivates staff to continually improve academic performance and personal development of students**
- **Understands how to work with difficult district requirements**
- **Knows dynamics of the neighborhood and community, and the impact on students**

# **Faculty and Staff**

- **Dedicated, competent, hardworking, and enthusiastic**
- **Department Chairs demonstrate creativity and commitment to excellence through leadership, and departmental action plans**
- **Instructional Coordinator leads meetings in a positive, inspiring, and humorous manner**
- **Staff are asked to follow and submit requirements in a respectful and low-key yet firm manner**

# **Faculty and Staff (Con't)**

- **High degree of participation and collaborative teamwork**
- **Environment is productive, informative, and collegial**
- **Student government leaders attend Instructional Management Team meetings; staff encourage and carefully consider student suggestions**
- **Staff give students praise and support for work in school and community projects**



# **Faculty and Staff (Con't)**

- **Teachers display clear and focused teaching methods**
- **Good teacher-student engagement**
- **Appropriate use of classroom handouts**
- **Teachers demonstrate good classroom management techniques; students are generally attentive, well-behaved, and eager to participate in class activities**
- **Staff at the front reception desks are pleasant and helpful**