

LAFAYETTE HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN, 2003 - 2008

FINAL REPORT, JUNE 2008

TABLE OF CONTENTS

DESCRIPTION OF PROCESS.....
.. 2

SCHOOL IMPROVEMENT LEADERSHIP GROUPS.....
..4

GOAL 1: IMPROVE READING PROFICIENCY FOR ALL STUDENTS.....
. 7

GOAL 2: IMPROVE COMMUNICATION.....
.. 10

GOAL 3: REVISE THE PROCESS FOR CREATING A MASTER SCHEDULE.....
.14

GOAL 4: INCREASE STUDENT RESPONSIBILITY/ACCOUNTABILITY.....
.17

GOAL 5: PROVIDE SUPPORT FOR STUDENTS.....
.. 20

SUPPORTING DATA.....
. .23

DESCRIPTION OF PROCESS

The School Improvement Process at Lafayette involves all members of the faculty and is consensus-based. Throughout the 5 year period, we used a process that began with staff-generated goals and strategies. In order to provide faculty an opportunity to state concerns and discuss solutions, we used existing groups such as curriculum departments, the Curriculum Leaders and the Shared Leadership Council as a means of communication. We also created new groups, including interdepartmental working groups (2003-2004), Professional Learning Communities (2005-2008), and a cross-discipline Professional Development Team to facilitate this process. Participation and leadership in these groups was deliberately varied to provide individual teachers with as much opportunity as possible.

Data was systematically collected and analyzed by different groups, and the conclusions drawn from that data helped to shape our process. In evaluating our school's strengths and weaknesses, we made use of data that every school is required to collect, including SOL performance data, attendance records, and graduation rates. In addition, we devised new ways to collect data, including the use of periodic electronic surveys of parents, students, and faculty.

Data collected showed some important positive results. Faculty survey results showed a high level of satisfaction with individual staff opportunities to participate and to lead. Staff evaluations of professional development sessions indicated that the use of small learning communities and teacher-led staff development sessions were particularly effective. We were less successful in incorporating the participation of other stakeholders. Although parent surveys showed satisfaction with many elements of the school's performance, we were unsuccessful in expanding parental involvement especially across class and racial lines. We made efforts to devise new ways to build communication with these groups, but need to do further work in this area.

SCHOOL IMPROVEMENT GROUPS

STEERING COMMITTEE 2003

STEERING COMMITTEE 2003

- Parke Land* (Principal)
- Glorya Roberts* (CTE)
- Brenda Fairbairn* (Social Studies)
- Jeff Bond* (Science)
- Virginia Carey (Guidance Counselor)
- Gloria Peratsakis (World Languages)
- Deborah Howard (Special Educ.)
- Lisa Leek (Fine Arts)
- Connie Watson (English)
- Nancy Scott (Health/P.E.)
- Mary Lyons Hanks (Math)

* Co-Chairs

STEERING COMMITTEE 2007-2008

- Anita Swinton* (Principal)
- Glorya Roberts* (CTE)
- Brenda Fairbairn* (Social Studies)
- Bob Bruce (CRT)
- Virginia Carey (Guidance Counselor)
- Yolanda Conaway-Wood (Minority Achievement Leader)
- Bonnie Davis (Reading Specialist)
- Suzan Griffin (World Languages)
- Deborah Howard (Special Education)
- Mary Turnbull (Media / Fine Arts)
- Marcia Brooks (English)
- Nancy Scott (Health/P.E.)
- Hugh Beard (Science)
- Rachael Smith (Math)
- Jeff Bond (Assistant Principal)

Responsibilities of Steering Committee:

The Steering Committee:

- compiles input from staff and other leadership groups
- makes recommendations to the staff
- collects, analyzes and publishes data
- monitors progress
- implements decisions made by staff
- manages pace at which plans are implemented

CURRICULUM LEADERS, 2007-2008

Curriculum Leaders:

- Betty Case (Math)
- David Fahey (Science)
- Deborah Moore-Moyler (Special Ed.)
- Gloria Peratsakis (World Languages)
- Lisa Leek (Fine Arts)
- Chris Hailey (Social Studies)
- Judy Salzman (English)
- Pat Thompson (Health / P.E.)
- Susan Dixon (C.T.E.)

Responsibilities of Curriculum Leaders:

- communicate and implement school wide initiatives with staff members
- identify department-specific training needs
- provide departmental data to assess progress in meeting goals

PROFESSIONAL DEVELOPMENT TEAM, 2007-2008

Members:

- Chairman: Stephen Deer (Science)
- Stephanie Barrell
- Afton Bell
- Donna Billcheck
- Yolanda Conaway-Wood
- Bonnie Davis
- Termaine Hopkins
- Jeanne King
- Philip Sydow
- Craig Wortman

Responsibilities of Professional Development Team

- identifies training needs of staff
- identifies available training resources
- identifies, recruits, and trains staff members to serve as presenters
- plans and implements staff development activities
- implements division staff development priorities at Lafayette

SHARED LEADERSHIP COMMITTEE

- Judy Bristow
- Mallory Young (English)
- Mary O'Donnell (Math)
- Charmaine Jackson
- Christine Bell (Social Studies)
- Chris Smith (Fine Arts)
- Mark Otto (Business)
- Chris Trueblood (Office/Support Staff)
- Belondy Hundley
- Sheri Buono (Guidance)
- Anita Swinton (Principal)

STAFF DEVELOPMENT CONTRIBUTORS

- Liz Bahl-Moore
- Afton Bell
- Christine Bell
- Donna Billcheck
- Bob Bruce
- Betty Case
- Jodi Consoli (HSTW Coordinator)
- Bonnie Davis
- Colleen Dabney
- Stephen Deer
- Brenda Fairbairn
- Leigh Ann French
- Suzan Griffin
- Chris Hailey
- Martha Hanks-Nicoll
- Termaine Hopkins
- Deb Howard
- Charmaine Jackson
- Jeanne King
- Kevin Madden
- Ann Milligan
- Christina Pieknik
- Judy Salzman
- Nancy Scott
- Connie Shepard
- Rachael Smith
- Stephanie Stewart
- Anita Swinton
- Craig Wortman

9TH GRADE TRANSITION TEAM

- Stephen Deer (Science)
- Lynda Dunnigan (Ret.)
- Martha Hanks-Nicoll (Gifted Ed.)
- Donna Pierce-Lucca (Math)
- Carol Brophy (Fine Arts)
- Virginia Owens ((Business)
- Nancy Scott (Health / P.E.)
- Charmaine Jackson (Science)
- Jeff Bond (Administration)

LAFAYETTE STAFF

Members:

Teaching and support staff are organized in:

- Learning Communities: self-selected small groups that implement school improvement initiatives
- Academic and Vocational Departments
- Working Groups formed to collect information or formulate strategies
- Full staff meetings

Responsibilities:

Lafayette staff members:

- identify school-wide goals
- establish performance indicators and assessment strategies
- implement school-wide initiatives within individual teaching situations
- participate in learning communities, department meetings, and all-staff development activities
- provide periodic data to assess progress in meeting goals

Collection and Use of Assessment Data

Data sources:

- SOL data is based on state-reported school data.
- Electronic surveys were used to get input from students, parents and faculty.
- Parent surveys were used in the fall in conjunction with Parent Fair Night.
- Student surveys were administered to all Social Studies classes at all levels in February of each year.
- Faculty surveys were administered in January and June.
- Reading data was provided by the Reading Specialist, based on school testing.
- Department-specific data was provided by Curriculum Leaders or Director of Guidance

Data Analysis Process:

- Data is collected and reviewed by Steering Committee.
- Data is shared online with all faculty and staff.
- Recommendations of Steering Committee are submitted for faculty votes before any action is taken.

GOAL 1: IMPROVE READING PROFICIENCY FOR ALL STUDENTS

The staff selected the improvement of reading proficiency for all students as the first goal to be addressed. Initial staff discussions indicated that many were concerned about the rising number of students unable to read at grade level or unable to comprehend textbooks and other curriculum materials. Materials provided in division-wide staff development suggested that poor performance on SOL tests is closely related to reading ability. Lafayette staff also hoped to increase students' enjoyment of reading and their ability to use reading outside the classroom as a source of information.

To address this goal, we began by providing staff development on both the importance of reading and on strategies that could be used in the classroom to help students develop and practice reading strategies. We began to test 9th and 10th grade students to determine their reading level, implemented a school-wide SSR program, and experimented with different ways to provide help for students with low reading abilities. The data showed a steady rise in many SOL scores, an increase in the use of reading strategies by classroom teachers, and positive responses to the SSR program by both staff and students. Our greatest challenges are to provide timely student reading-level data to classroom teachers and to provide effective remediation to students who lack good reading skills.

PERFORMANCE INDICATORS

Students will:

- improve comprehension of text and curriculum-related materials
- develop skills to master different kinds of reading materials
- read for enjoyment

ACTION PLAN			
ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2007-2008
Conduct staff training on importance of reading in content areas	Reading Specialist	2004-2005	accomplished
Division training session: closing achievement gap	Dan Mulligan	summer 2006; winter 2007	accomplished
Test 9th and 10th grade students to identify students	Reading Specialist	2004-2008	ongoing

reading below grade level			
---------------------------	--	--	--

ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2007-2008
Provide individual student reading data to 9th and 10th grade teachers	Reading Specialist	2004-2008	ongoing
Develop and implement departmental reading plans	curriculum leaders	2005-2006	accomplished
Identify and implement reading strategies within the classroom	learning communities	winter 2006	accomplished
Identify best practices and recruit teachers to provide staff training on instructional strategies to meet needs of reluctant or poor readers	Professional Development Team	2006-2008	ongoing
Use school website to publicize SSR program and other reading-related programs	Media Center staff	2007-2008	ongoing

ASSESSMENT STRATEGIES

The following data was used to assess effectiveness of elements of action plan:

- SOL scores
- data on reading levels collected through periodic testing of 9th and 10th graders
- student surveys to reveal reading preferences
- student surveys to identify reading problems
- faculty surveys to identify perceived reading problems
- faculty surveys to identify successful reading strategies

EVIDENCE OF SUCCESS

Progress has been seen in the following areas:

- increase in students reporting focus on reading in class ¹
- improvement in selected SOL scores ²
- increase in the number of students who report ability to read class materials³
- increased utilization of reading-based strategies by teachers across the curriculum ⁴

IMPROVEMENT NEEDED

We recognize the following remaining challenges:

- data collection instruments have made it difficult to store and track reading data
- software limitations have made it difficult to share reading data efficiently with individual teachers
- teacher and student surveys indicate that some students continue to have difficulty reading assigned text materials
- staffing and scheduling concerns prevent some students from receiving appropriate remediation

¹ Student surveys, 2006, 2007, 2008

² SOL scores

³ Student surveys, 2008

⁴ Student survey 2007, Teacher survey 2007

Lafayette staff members recognize the need to improve communication at several

**GOAL 2: IMPROVE COMMUNICATION WITHIN THE SCHOOL COMMUNITY
AND BETWEEN THE SCHOOL AND THE LARGER COMMUNITY**

levels. Communication problems often disrupt instruction or make it difficult for teachers to plan and to use time effectively. To build a true community of learners, all stake holders need to be informed of activities, events, opportunities, and accomplishments. Parents and students also need to be able to obtain accurate and timely information about individual student performance.

To address this goal, the staff began by identifying obstacles to good communication and then worked to eliminate as many of these as possible. In some cases, better use of technology provided solutions. The telephone system was upgraded, additional equipment was purchased, and an online scheduler was implemented. The School Improvement Process itself helped to provide multiple opportunities for teachers and other staff members to communicate with one another and to engage in meaningful discussion and debate.

Survey data indicates that communication within the building was improved. There was less success in improving communication with parents and with the community. Greater efforts need to be made to incorporate those groups into the school community.

PERFORMANCE INDICATORS

- Classroom instruction will not be disturbed by interruptions caused by poor staff planning or communication.
- Parents and students will receive timely information regarding student performance.
- Members of the school community will receive timely information regarding school programs, opportunities and accomplishments.
- Staff members and administrative and support staff will provide information to each other in a timely way.

ACTION PLAN			
ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2007-2008
Create/use a faculty newsletter to distribute critical information	Principal	2004-2005	ongoing
Revise process for notification of field trips	Faculty working group	Fall, 2004	implemented

Create a building email protocol	Faculty working group	Fall, 2004	implemented
Establish response-time standards for in-building communication	Faculty working group	Fall, 2004	implemented

ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2007-2008
Implement an online system for assignment of classroom technology	Media Center Technology Specialists	2005-2006	implemented
Provide updated training for all staff in the use of technology for learning	Technology Specialist	Fall, 2004	ongoing
Provide opportunities for faculty/staff to share specialized training	Steering Committee Professional Development Committee	2005-2006 2006-2008	ongoing
Use regular e-surveys to collect input from all staff members and to assess progress	Steering Committee	Fall, 2003	ongoing
Establish a system for efficient collection/distribution of school-wide announcements	Jeff Bond Kathy Balentine	Fall, 2006	implemented
Revise/update faculty handbook	Faculty working group Admin. Team	Fall, 2003 Summer/Fall, 2007	implemented
Create/distribute handbook on technology for all staff members	Faculty working group	Fall, 2004	implemented
Develop alternatives to all-staff meetings to provide opportunities to distribute and share ideas and information	Steering Committee	Fall, 2003	ongoing
Provide staff training in the use of Edline	CRT	2005-2006	ongoing
Use Edline to provide timely communication with parents and students	all staff members	2005-2006	ongoing
Create Technology	Bob Bruce	2007-2008	ongoing

Newsletter to inform staff of available technology	Donna Billcheck		
Post scholarship opportunities online	Guidance Department	207-2008	implemented
Conduct a Rising Senior Parent Night	Guidance Department	Spring, 2008	implemented

ASSESSMENT STRATEGIES

The following data was used to assess effectiveness of elements of action plan:

- student survey data
- parent survey data
- staff survey data

EVIDENCE OF SUCCESS

Progress has been seen in the following areas:

- high level of reported satisfaction with staff participation in school improvement process⁵
- increase in the number of staff members who have taken on leadership roles in school
- decrease in reported number of classroom interruptions⁵
- incorporation of email protocol, revised field trip policy, and response-time expectations into faculty handbook
- high level of staff support for the use of learning communities and small group meetings as alternatives to all-staff meetings⁵
- few problems with communication between staff and parents were reported in parent surveys⁶
- problems with communication, as reported on staff surveys, declined consistently

IMPROVEMENT NEEDED

We recognize the following remaining challenges:

- The level of parent participation, especially among under-represented populations, did not increase.
- It remains difficult to expand communication between the school and the larger community

⁵ Faculty surveys, 2006 and 2007

⁶ Parent surveys, 2005 and 2006

**GOAL 3: REVISE THE PROCESS FOR CREATING A MASTER SCHEDULE
TO BETTER MEET THE NEEDS OF STUDENTS AND TEACHERS**

Lafayette staff members recognize the difficulty of creating a master schedule which maximizes learning opportunities for all students while making effective use of physical and human resources. Problems with this process have sometimes resulted in students being assigned to classes not suited to their abilities and to teachers receiving teaching assignments too late to acquire necessary resources or training. Most of the efforts to meet this goal focused on the need to speed up and streamline the student-scheduling process in order to collect the data needed for the construction of an effective master schedule.

Progress was made in this area. It was possible to reduce the number of teacher who did not receive a teaching assignment before the summer and the number of students whose schedules were not complete by the fall. Other ways of making all stakeholders aware of the variety of curricular offerings and of the distinctions among them were explored. We were less successful in identifying course changes which could help to provide more appropriate course selections for students at risk.

PERFORMANCE INDICATORS

- Parents and students will be actively involved in the timely completion of the student scheduling process.
- All students will have a full schedule by the start of school.
- Interruptions of instruction caused by late changing of student schedules will be reduced.
- Teachers will be informed of the upcoming-year teaching assignments by the end of the previous school year.
- Class sizes in critical SOL courses or courses with high failure rates will be limited.
- Classes will be balanced in size to provide equity for students and teachers.

ACTION PLAN

ACTION PLAN			
ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2006-2007
Examine present scheduling system and timeline	Principal Curriculum Leaders	2003-2004	ongoing
Implement new timeline to provide accurate data by the end of April	Principal Guidance Department	Spring, 2006	implemented
Revise system of	Guidance	Spring, 2006	implemented

communicating with parents to facilitate parent involvement and prompt completion of scheduling process	Department		
---	------------	--	--

ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2006-2007
Work with JHS to provide and promote shared courses	Principal Director of Guidance	2004-2005	ongoing
Establish and implement clear policies on class size and capping of class enrollment	Principal Curriculum Leaders Director of Guidance	2004-2005	ongoing
Revise "Chart Your Course Night" to provide needed information to all stakeholders	Principal Curriculum Leaders	Spring, 2006	accomplished
Conduct classroom visits and class assemblies to advise all students prior to individual scheduling appointments	Director of Guidance Guidance Counselors	Spring, 2008	ongoing
Recruit students to participate in a pilot course designed to provide an alternative to students at risk of failing SOL tests	Steering Committee subcommittee Selected staff members	January 2008	accomplished

ASSESSMENT STRATEGIES

The following data was used to assess effectiveness of elements of action plan:

- Guidance Department data on schedules completed by opening of school
- departmental data on class sizes
- parent surveys
- student surveys
- teacher surveys

EVIDENCE OF SUCCESS

Progress has been seen in the following areas:

- increase in the number of faculty who reported receiving teaching assignments prior to the start of the year ⁷
- reduction of the number of students who did not have a complete schedule on first day of classes ⁸
- reduction in the number of imbalanced classes ⁹

IMPROVEMENT NEEDED

We recognize the following remaining challenges:

- It has been difficult to eliminate imbalances in class size while respecting student/parent choice.
- A large scale curriculum review to provide more choices to non-college-bound students has not been attempted.

⁷ Faculty surveys, 2006 and 2007

⁸ Guidance Department report

⁹ Report of Curriculum Leaders

GOAL 4: INCREASE STUDENT RESPONSIBILITY/ACCOUNTABILITY

Lafayette staff recognizes the negative effect of a general decline in student work ethic and sense of responsibility. This problem is reflected in several different areas of concern including students' attendance, academic achievement, and discipline problems. In this area, many different approaches were employed. Inside the classroom, teachers began to use research-based instructional strategies which were designed to transfer more of the responsibility for learning to students themselves. As a staff, more of an effort was made to improve consistency in enforcing attendance and discipline regulations. The school community looked for ways to enhance students' ability to recognize choices and make responsible decisions.

The most significant progress we made in this area was within the classroom, where more teachers and students gained experience with student-centered learning strategies. The areas that were most resistant to change were those which would benefit most from adoption of division-wide attendance and cheating policies .

PERFORMANCE INDICATORS

- Academic expectations for all students will be high.
- Students will become active participants in learning process.
- Students will develop skills of problem solving and independent learning.
- Students and parents will take an active role in developing a 4-year plan and in planning for after high school.
- Students will take responsibility for their own learning and will develop a solid work ethic.
- There will be a decrease in the number of student failures that result from missed work or major course work not completed.
- Students will be encouraged to take more responsibility for personal wellness.
- Absenteeism and tardiness will decline.
- Academic cheating will be reduced.

ACTION PLAN

ACTION PLAN			
ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2006-2007
Provide staff training in classroom strategies that increase student accountability and participation	Steering Committee Dan Mulligan Professional Development Team	2005-2006	ongoing

Implement classroom strategies that increase student participation and accountability	Learning Communities	2005-2006	ongoing
---	----------------------	-----------	---------

ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2006-2007
Implement a pilot program to use daily phone calls to heighten parent awareness regarding absenteeism	Steering Committee	Winter, 2006	completed
Establish a clear policy on cheating	Steering Committee Faculty work group		not accomplished
Integrate Student Leadership Council into the broader Shared Leadership process	Shared Leadership Committee	2003-2004	ongoing
Implement and expand AVID program	AVID team	2004-2005	ongoing
Provide staff training in AVID strategies	AVID team	2005-2006	ongoing
Develop and implement a program to encourage student and staff wellness	Student Health Initiative Program team	2005-2006	ongoing

ASSESSMENT STRATEGIES

The following data was used to assess effectiveness of elements of action plan:

- pass/fail rates in selected courses
- SOL pass rates by subgroup
- student surveys
- faculty surveys
- parent surveys
- selected disciplinary data
- attendance/tardiness records

EVIDENCE OF SUCCESS

Progress has been seen in the following areas:

- increase in the number of advanced level classes and sections ¹⁰
- increase in reported use of classroom strategies that encourage success for all students ¹¹

IMPROVEMENT NEEDED

We recognize the following remaining challenges:

- There has been little change in the attendance rate over time.
- There is no school-wide cheating policy.
- There is no division-wide attendance policy.

¹⁰ Report of Guidance Dept.

¹¹ Faculty survey, 2007

GOAL 5: PROVIDE SUPPORT FOR STUDENTS WITH ACADEMIC OR OTHER NEEDS

Lafayette teachers recognize the need to identify students with specific barriers to successful learning and to work to provide support to those students. Although there are many categories of such students, the three groups identified were: African American students, students of low socio-economic status (SES), and 9th graders. Teachers were offered training to help them identify and respond to the needs of different students and to employ strategies which would enable all students to learn. The staff and school community, explored cultural diversity issues. Social and economic support groups were established for some groups, including African Americans and Gay/Lesbian students. It was more difficult to identify and provide support to students of low socio-economic status and effective remediation to students who failed multiple SOL tests.

PERFORMANCE INDICATORS

- The number of minority students in A.P. and advanced classes will increase.
- Timely and relevant support will be provided for students who need academic remediation.
- Ninth grade students will have fewer problems adjusting to high school.
- Efforts will be made to identify and provide support for students of low socio-economic status.
- Appropriate preparation and support will be provided to students in under-represented populations enrolled in advanced and AP classes.

ACTION PLAN

ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2006-2007
Establish a peer-support program for promising African American students	Gifted Student Specialist Minority Achievement Leader	2003-2004	ongoing
Provide consistent after school academic assistance	ASSIST program director	2003-2004	ongoing
Coordinate existing policies that provide support to low SES students	Guidance Department	Fall, 2006	ongoing

Support organizations that encourage tolerance and student interaction	Judy Bristow (SLC sponsor) Gay/Straight Alliance sponsor	2004-2005	ongoing
--	---	-----------	---------

ACTION	PERSON/GROUP RESPONSIBLE	BEGUN	STATUS 2006-2007
Provide staff training in strategies that encourage participation and achievement by all students	Steering Committee Professional Development team	2005-2006	ongoing
Implement classroom strategies that encourage participation and achievement by all students	Teaching staff working in learning communities	2005-2006	ongoing
Increase outreach efforts to encourage more participation by parents in under-represented groups	Administrative team Steering Committee	2006	ongoing
Maintain/expand AVID program	AVID team	2004	ongoing
Establish/implement a group of shared classroom policies for 9 th grade students	Teacher working group	Spring 2007	ongoing
Examine/revise program for 9 th grade orientation to prepare students better for success in high school	Teacher working group	Spring 2007	ongoing
Provide diversity training to all staff members	Principal Cultural Diversity Training group	2003-2004	ongoing
Provide diversity training to students	Principal Minority Achievement Leader	2003-2004	ongoing

ASSESSMENT STRATEGIES

The following data was used to assess effectiveness of elements of action plan:

- data on minority enrollment in advanced and AP classes
- SOL pass/fail rates
- failure rates in selected 9th grade classes
- disciplinary information on 9th graders
- student surveys
- parent surveys
- faculty/staff surveys

EVIDENCE OF SUCCESS

Progress has been seen in the following areas:

- increase in number of African Americans enrolled in advanced and AP classes ¹²
- the Student to Student initiative has steadily expanded in its membership and activities ¹³
- teacher feedback indicates strong consensus support for initiatives in this area ¹⁴

IMPROVEMENT NEEDED

We recognize the following remaining challenges:

- It has been difficult to increase the involvement of the parents of under-represented population.
- It has been difficult to identify and track the progress of students of low SES.
- Many students do not take advantage of voluntary remediation programs especially when they are offered after school.
- New ways of meeting the needs of students who need remediation in more than one academic area have not been developed.

¹² Report of Guidance Dept.

¹³ Survey of S2S student participants

¹⁴ Faculty survey, 2006