

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON TECHNICAL AND CAREER INSTITUTIONS

Fifth Year Focused Visit  
November 5-7, 2007

Henry Abbott Technical High School  
Hayestown Avenue  
Danbury, CT 06811

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## **Introduction**

Henry Abbott Technical High School is located in Danbury, CT and is situated in the center of town, which is the northern part of Fairfield County, bordering New York State. A 60 million dollar expansion and renovation project that began in March 2006 includes approximately 116,000 square feet of new space, 84,000 square feet of renovated space and 33,000 square feet of demolition work. The history of the building includes 17 renovation/expansion projects from 1953-1995 which have resulted in a series of 25 newly discovered structural issues and improvements required under new building codes. These unplanned adjustments along with a major adjustment in temporary classroom relocations have pushed the anticipated completion date to October 2008. Twelve technical programs are available to day students and one LPN post-graduate day/evening program.

The most recent decennial evaluation of the school took place in November 2002, when a team of educators assembled by the New England Association of Schools and Colleges visited the school to conduct an extensive evaluation of the school and its programs. That team compiled commendations and recommendations for the staff at Henry Abbott Technical High School to review and address consistent with NEASC policies and procedures. Following review by the Commission on Technical and Career Institutions, a vote was taken by the Commission to continue accreditation with a Two-Year Progress Report due in March 2005, and a focused visit to take place in November of 2007.

In preparation for the Fifth-Year Focus Visit, the staff at Henry Abbott Technical High School prepared a thorough report detailing the status of each recommendation contained in the 2002, as well as in the 2005 Two-Year Progress Report. The Fifth-Year Focus Visit took place on November 5-7, 2007 and was conducted by a team of three evaluators assembled by the Commission on Technical and Career Institutions. The team conducted its evaluation through a thorough review of documents submitted in the report, interviews with central office personnel, the construction supervisor, administrators and other key personnel in the school, representatives of the student body, and many faculty members.

The Focused Visiting Committee visited all old and new shop areas, and temporary classroom areas. They observed student behavior, student-teacher interaction, and general facility appearance and safety. The team interacted with faculty and students throughout the visitation. Despite the obvious impact of the new construction underway, this tour and other observations throughout the visit were sufficient for the team to gain insight into general maintenance, cleanliness, operation and organization of most instructional programs.

The Focused Visiting Committee is grateful for the hospitality extended by the students and staff at Henry Abbott Technical High School and for the courtesy and cooperation extended during the visit. Physical accommodations and workspace were appropriate and students and staff were both helpful and available to us.

### **Significant Changes at Henry Abbott Regional Technical High School**

The Fifth-Year Focused Visit Report identifies the following items as worthy of mention:

- The largest and most recognizable of the significant changes occurring here at Henry Abbott is the sixty (60) plus million dollar construction and renovation project.
- The small increase in technology which will expand upon completion of the project.
- The addition of several electives, including Teen Leadership, Painting and Drawing, Journalism, Trigonometry, and SAT Math Prep.
- The large turnover in staff (12 ) at the end of the 2007 school year.

### **Substantive Changes at Henry Abbott Regional Technical High School:**

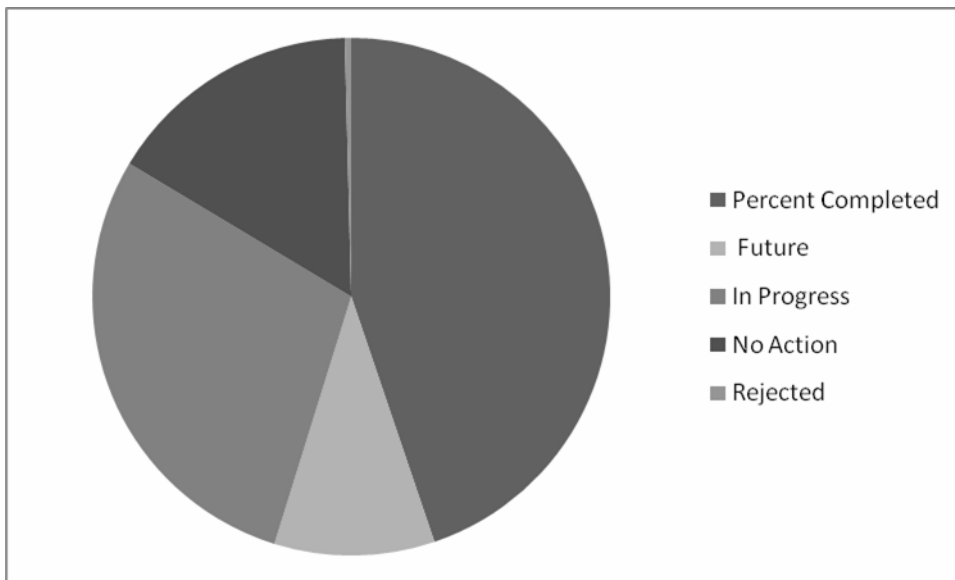
- The elimination of the personal interview requirement for applicants to the school
- Movement to a three term marking period
- Movement from homogenous to heterogeneous grouping
- Addition of Honors courses in all major subject areas
- Implementation of a Language Arts and Math Labs to improve student learning
- The use of MEASURE, a six step accountability process for the school counseling program is in the initial stages of implementation
- Implementation of a basic skills requirement for graduation for math, science, and language arts, along with a trade/technology portfolio checklist
- Implementation of new standardized curriculum across the academic and trade/technology areas
- Elimination of the written portion of the NOCTI exam
- Implementation of a new state-wide tracking and reporting procedure for ELL students

### DISPOSTION OF VISITING COMMITTEE RECOMMENDATIONS

The Visiting Committee to Henry Abbott Technical High School identified a total of 250 recommendations in the evaluation report compiled in November 2002. The statistical information contained in the Fifth-Year Focused Visit Report completed in November 5-7, 2007 indicates the disposition of each of those items.

The Focused Visiting Committee has reviewed the recommendations and the school's responses and believes that the school has done a commendable job of addressing the areas of concern. The administration and staff have approached the task with seriousness and thoroughness.

A graphic representation of the disposition of each item is illustrated below and additional information if provided on the following page. 112 were completed (44.8%), 72 were in progress (28.8%), 25 are planned for the future (10%), 1 was rejected (.4%), and 40 had no action (16%).



**1. Immediate attention should be given to multiple health and safety issues outlined in the decennial report. (See Health and Safety Report dated October 21, 2003)**

In most shop area where safety issues were identified by the Visiting Committee, temporary provisions have been made and or the new facility will accommodate these changes and improvements. The existing Auto Body Shop, however, still needs to have a panic button system. The new Graphic Arts shop has no panic button set up. The Plumbing shop has a fire extinguisher sitting on the floor and no signage and needs more clearance around the eyewash station. There needs to be an additional gas shut off switch.

The majority of the recommendations have been “completed” as part of the ongoing construction project. The remaining “In Progress” recommendations will become “Completed” with the much anticipated finish of the construction project. The three “No Action” items deal with a limitation in the garage bay area as well as recommendations that were deemed not necessary by the School Facilities Committee.

Every effort appears to be ongoing to insure the health and safety of all educators, students and visitors while this massive construction project continues. That being said, it is imperative that before students are moved into new, completed/partially completed shop areas and classrooms, that all safety equipment/signage is properly installed.

**2. Continue to increase activities and traditions that foster and promote a positive school climate.**

Henry Abbott Technical High School offers club activities eighth period every Wednesday; offers twelve sports programs (and they are investigating the possibility of adding football); guest speakers; and academic-related programs such as Student Council, Skills USA, Cooperative Education, and Tech Prep, to name a few. They have begun the initial stages of a Developmental Guidance Program and have plans for Peer Tutoring, a Career Day and group counseling. The math and science teachers are also collaborating with business members to promote activities that will integrate different academic competencies with higher level workplace skills.

**3. Improve the disciplinary policies to deal more effectively and efficiently with issues.**

Discipline procedure review is in the initial stages. Efforts are underway by the new leadership to provide consistency with discipline enforcement, increased teacher input and ongoing improvement in the school atmosphere. Adequate office space is planned in the new facility.

They are implementing the SAIL Program (Student Achievement Intervention Lab) in what was formerly the In-School Suspension area. Rules are explained and clarified. Alternative positive behaviors are reinforced and students are given the opportunity to discuss the specifics of the violation that led to the suspension.

There are two, very visible security guards and a student resources officer from the CT State Police two days a week.

The Dean now deals exclusively with absence and tardy issues, promoting consistency and improved communication. The Guidance Department is making daily calls home to report tardy and absent students and to solicit parent support for improvement. They are also applying the MEASURE Program to monitor the effectiveness of this intervention.

While apparent inconsistencies in discipline administration still exist, the Building Leadership Team meets regularly to discuss improved communication with teachers and to develop additional ways to encourage and use their input. The principal is well-respected, accessible, and very visible throughout the building on a regular basis.

**4. Establish an ongoing review procedure to update the school's Philosophy and Goals for continued relevance.**

This is an area in need of attention. That being said, issues relating to the current construction project are numerous and requiring much attention. All major construction projects are expected to be completed by the fall of 2008. The Connecticut Technical High School System has an established Philosophy and Goals, which apply to all seventeen schools. The philosophy and goals appear to be posted in all areas, even those that are temporary. All school publications need to include the mission statement and philosophy and goals. Additional efforts to implement strategies and procedures to improve internal and external communication will take place after the final move.

**5. The school needs to adopt an assessment model, designed to provide feedback, to improve the effectiveness of teaching and learning.**

A District-wide Trimester Assessment (DWTA) has been implemented this year in all major subjects. It is given each trimester and counts 10 percent of the trimester grade. All students are expected to achieve a grade of at least 70 percent on each trimester assessment. The expectation is that students will receive additional support if needed in order to demonstrate the required mastery. Improvements will be made throughout the year with input from administrators, advisory committees and steering committees.

**6. By the time of the fifth year focused visit, the school should be able to demonstrate the integration of technology with the school's curriculum.**

- A. An educational technology plan should be developed which addresses the maintenance and replacement of equipment required to meet curriculum objectives.**
- B. A portion of this plan should be devoted to the needs of the school relative to its buildings and grounds.**

- C. An aspect of the integration of information technology into the teaching and learning culture should be to provide faculty and**

**students at all levels with learning and teaching resources so that it can become a contributor to the teaching and learning culture of the school.**

Henry Abbott Technical High School follows the district (CTHSS) technology plan. While the school needs to improve the scheduling of labs to remove/diminish restrictions on technology use, concern was expressed by staff regarding district control and what is felt that the latter needs to do, namely:

- Make technology tools a common resource in all curricular areas
- Imbed technology in all benchmark assessments, once created
- Gather data to analyze the benefit(s) of technology
- Improve hardware availability and equity of technology distribution throughout the district
- Training in the use and application of all new technology

It is hoped that the Educational Technology Consultant will work with the Network Administrator, Academic Education Consultants, and administration to provide for an equitable distribution of resources. There is a district plan in place for maintenance and support.

In the shops where technology is inherent in the instruction, equipment is placed in each shop. Where technology is not, by nature, imbedded within the curriculum, the district intends to incorporate it.

When the new classrooms, labs and shops are completed, Voice-Over Internet Protocol (VOIP) will be in place and all areas will have new/additional technology. A major improvement in available technology is expected with the completed addition.

The team reviewed the material presented in the School and Community section of the 2002 evaluation report

Discussions with both students and staff alike indicated an excitement about the new addition, a resilient attitude regarding the current construction, and a pride in their school. Students appear to be focused and busy with class work, respectful to peers, teachers and visitors, and generally involved in their education. Positive placement of graduates continues and is evidence that the school's programs are consistent with employment needs in the surrounding area.

The team reviewed the School and Community and Philosophy and Goals statements prepared by the school. We find the programs and activities of Henry Abbott Technical School to be consistent with both documents.

The visiting team found the school staff to be competent, knowledgeable and dedicated to their school. With the possible exception of the Physical Education Department, (female instructor or some provision for locker room coverage, needed) there appears to be adequate staff for all areas. Additional and creative use of the female security guards could address student supervision issues. The Focused Visiting Committee found evidence of a remarkably, collegial, working relationship between and among staff and administration during what must be an incredibly stressful time brought about by the construction. While concerns in the Visiting Committee Report suggest a need for improved methods to review philosophy and goals and to insure consistent discipline, there appeared to be awareness and conviction that the new leadership intends to address these issues more thoroughly next year. With such a cooperative and understanding student body and staff, we would expect an already good school to be making strong moves towards greatness in the coming years in their state-of-the-art facility.

The Focused Committee toured the entire facility, including those areas under construction. Despite all that is going on, every effort is made to keep the building clean and habitable. All programs appeared to be functional and there were no obvious problems or serious safety issues other than the Power shut off button in Auto Body, Graphic Arts and Plumbing. Clear and accurate exit signage in the hallway outside the gym and cafeteria needs to be added. The new Plumbing shop needs to have all equipment hooked up and operational in order for students to benefit from the full curriculum. The new school, when completed, will provide students, staff and community with educational opportunities that exceed any of the schools in the Connecticut Technical High School System. State-of-the-art shops, labs and classrooms, along with spacious offices, a lecture hall and a versatile atrium area should offer ample opportunities for strong support services and in-school community programs and functions. Staffing for the custodial department has been increased and will be increased again to meet the needs of the expanded facility.

The Focused Visiting Committee recognizes the seriousness of purpose and dedication to students of the school which is displayed by all staff members. Recommendations contained in the evaluation report have been addressed with professionalism and, to date, 44.8% have been completed, with 28.8% in progress. Many of those in the latter category expect to be completed as soon as the new building is done.

**COMPLIANCE TO THE COMMISSION'S  
STANDARDS OF MEMBERSHIP**

**1. School Philosophy and Goals.....Good**

- 1.1 The school has a separate, clearly stated philosophy which is approved by the staff, administration, and governing board; supported by definite, stated goals; and designed to meet the individual needs of students and their communities.
- 1.2 The philosophy and goals have been cooperatively developed with students, staff, administration, and community participation and are subject to periodic review.
- 1.3 Institutional philosophy and goals are subject to continuous review to ensure relevance.
- 1.4 The Philosophy and Goals are stated in the school's publications.

**2. School and Community Relations.....Good**

- 2.1 The school has a planned program of school and community relations to promote appropriate communications and interaction.
- 2.2 The professional staff is encouraged to establish communication links with the community, business, and industry.
- 2.3 The community participates in program and curriculum development through a formal advisory program.
- 2.4 An effective program to inform individuals of the educational opportunities available at the school is implemented.
- 2.5 The school's program reflects the effective, continual use of community resources, including agencies, organizations, individuals, facilities, and business/industry.
- 2.6 There are opportunities for parental involvement at the school.
- 2.7 The school provides bridging services between business/industry and the K-14 school program.

**3. Educational Programs.....Excellent  
CURRICULUM**

- 3.1 The school offers a carefully planned curriculum which is consistent with its mission and which reflects the needs of students, the community, and business/industry.

- 3.2 The school offers a carefully designed technology plan which is consistent with its mission and its curriculum plan; this includes but is not limited to a vision,

goals, school-wide objectives, administrative plans, professional development, instructional technology integration, and planned steps to accomplish the goals.

3.3 Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)

3.4 The program design guarantees that every student regardless of gender, race, ethnicity or disability is offered a quality education.

3.5 To ensure that an integrated program is operational and that program objectives are met, adequate time is provided in the following areas: Applied Academics, Technical Education, Student Services, Student Support Services, Student Activities, English as a Second Language, and Bilingual Education.

3.6 Curriculum design creates opportunities for the student to understand educational expectations and to receive recognition for achievement, and gives guidance to improve performance.

3.7 Technical programs are competency-based education identifying specific duties and tasks.

3.8 The program design provides for identification of expected student performance and learning outcomes in applied academic and technical programs.

3.9 The equipment used in the technical and in the academic programs adequately supports and enhances all aspects of the educational program, and is maintained to ensure an environment that is healthy and safe for all.

3.10 Co-curricular activities are provided to enhance the students' leadership skills, self-esteem, and career awareness.

3.11 The school encourages innovative and experimental programs designed to serve the needs of students and to contribute to the school's stated mission.

3.12 Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

### **INSTRUCTION**

3.13 The design of the instructional program reflects the mission of the school.

3.14 Strategies provide for the integration of academic and technical instruction.

3.15 Teachers fully utilize available technology in their planning, teaching, and data collection, analysis and reporting.

3.16 The application of computers is integrated within the technical and academic instruction program.

3.17 Learning resources required to implement the instructional program are available and utilized.

3.18 Faculty and staff demonstrate creativity and initiative and use a variety of resources in the delivery of instructional programs.

3.19 Instructional materials address a variety of learning styles and ability levels.

3.20 All technical programs provide safety instruction, instruction in hazardous chemical awareness (material safety data sheets), and written and applied safety testing.

3.21 Individual Education Plans are implemented and maintained on file for each special needs student.

3.22 Student assessment measures have been established and utilized to measure the attainment of expected performance levels.

3.23 An evaluation of the assessment of student performance is reviewed periodically to measure student achievement, to improve curriculum, and to impact planning and instruction.

3.24 A systematic program review is conducted periodically to guarantee effective program design.

#### **4. Educational Media Services.....Good**

##### **MISSION**

4.1 The institution makes available the library and information resources necessary for the fulfillment of its mission.

4.2 The published mission and objectives of the library are consistent with those of the institution.

##### **OUTCOMES ASSESSMENT AND PLANNING**

4.3 The library continuously and systematically evaluates its effectiveness by identifying outcomes consistent with its mission, gathering data to measure those outcomes, and using that data to improve library resources, instruction, and services.

4.4 The library's outcomes assessment process reflects and contributes to institutional planning.

4.5 The institutional outcomes assessment plan includes components outlining the role of the library and information resources in maximizing student learning and institutional effectiveness.

##### **TEACHING AND LEARNING**

4.6 The library staff is integrally involved in the teaching and learning of the institution.

4.7 The institution provides opportunities and demonstrates that library staff and faculty collaborate to: ensure that materials and services support curricula/curriculum frameworks; integrate information literacy into the learning process; assess the effectiveness of teaching and learning; and use information gathered to develop a plan for curricular and instructional improvement.

4.8 The library provides orientation and instruction in the use of resources which develop skills enabling users to become lifelong learners with the ability to locate, select, evaluate, organize, apply, and present information effectively.

##### **RESOURCES AND ACCESS**

4.9 The institution ensures that students use library resources as an integral part of their education.

4.10 Resources and services are readily available to the learning community wherever programs are located or however they are delivered.

4.11 These resources (i.e. collections, technology, and services), owned by the institution or guaranteed through formal written agreements, are appropriate in quality, level, scope, diversity, quantity, and currency to support and enrich the institution's mission.

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4.12 Cooperative relationships and access to external resources are encouraged as a means of complementing rather than substituting for the institution's own adequate and accessible collection and services.

4.13 In addition to curriculum support, the library provides materials that support faculty teaching and the intellectual, cultural, and personal development of the community.

4.14 Faculty, staff, students, and administration participate, through formal and informal means, in the development, assessment, and improvement of library services and collections.

4.15 The library has a written policy governing the selection and deletion of all materials.

4.16 The institution demonstrates that the library's hours of operation meet the information needs of students, faculty and staff.

#### **STAFF**

4.17 The institution demonstrates that staff size is appropriate to serve effectively the learning community.

4.18 Library staff is credentialed and/or professionally and educationally qualified to support the teaching and learning mission and goals of the institution.

4.19 The institution clearly defines the responsibilities of library personnel and provides evidence that opportunities for ongoing professional development are pursued by staff.

#### **FACILITY AND ENVIRONMENT**

4.20 The institution provides accessible facilities with a welcoming atmosphere that encourages inquiry, study, and learning among students, faculty, and staff.

4.21 The physical layout includes multiple-use space accommodating individual and group study.

4.22 The overall size of the library supports the teaching and learning of the institution, including space for efficient use of collections, staff operations, storage, and administrative and educational technology.

4.23 The library facility and equipment is up-to-date, properly maintained, repaired in a timely manner, and secured.

#### **FINANCIAL SUPPORT**

4.24 The institution provides sufficient and consistent financial support for staff, collection development, instructional resources, and the maintenance and enhancement of facilities, technology, and equipment.

4.25 The library staff participates in the development of the institution's annual budget.

### **5. Student Services.....Good**

#### **ADMISSIONS**

5.1 Written policy outlines the process for determining student enrollment allotments from participating high schools.

5.2 Written policy identifies enrollment criteria for the registration of students.

#### **GUIDANCE**

5.3 The school has the following comprehensive personal services available and accessible: academic counseling, career counseling, career placement, personal counseling, and referral to outside agencies. 13

5.4 An assessment system is available to assist students with the identification of career aptitudes and interests.

5.5 A systematic student follow-up is implemented to produce specific feedback on the instructional program.

**HEALTH AND SAFETY**

5.6 Provision is made for adequate student health services: emergency care is readily available; health records are maintained on file; a referral process is available for health services; and faculty and staff are informed of the health conditions of their students when appropriate.

5.7 Students, faculty and staff are trained to assist with emergency situations.

5.8 A written crisis intervention plan has been developed and is in effect.

5.9 Reasonable accommodations are made to ensure the personal health and safety of students, faculty and staff.

**AUXILIARY**

5.10 Student transportation is designed to ensure that students will arrive and depart from the school with minimum loss of time on task.

**6. Student Records.....Good**

6.1 An adequate system of student record-keeping is in place.

6.2 The student records and permanent files are safely maintained and archived in accordance with applicable law or regulation.

6.3 Individual student files are current and include records of attendance, technical competency attainment, academic achievement, test results, Individual Education Plan, and safety test documentation.

6.4 An adequate system is in place for the reporting of grades.

6.5 An adequate system is in place for the timely reporting of attendance.

6.6 Student health records are securely maintained.

6.7 Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.

6.8 Confidentiality is maintained in accordance with state and federal guidelines.

6.9 Alumnae and alumni files are maintained in accordance with applicable policy or regulations.

**7. School Staff.....Good**

7.1 The school has a professional development program for instructional, support and administrative staff.

7.2 Staff members have high ideals, an understanding of youth, and a desire to continue professional growth.

7.3 The school staff is sufficient to support the educational program and includes the following areas: academic, administration, cafeteria, clerical, custodial/maintenance, educational technician, ESL, bilingual, guidance, health, library/media, security, SPED, technical, technology support, and others as indicated by student needs and the school's mission.

7.4 The school staff works together to attain the goals of the school.

7.5 Faculty and staff meet state and local certification requirements.

7.6 A system which meets state and local requirements for evaluation of faculty and staff is in place.

7.7 Opportunities are provided for the continuous development of the instructional staff, and professional development is encouraged.

7.8 The school provides a structured orientation program for all new staff members.

**8. Administration.....Good**

8.1 The administrative organizational structure is effective in carrying out the philosophy and goals of the school.

8.2 An adequate administrative staff manages all aspects of the school.

8.3 The administrative staff provides competent leadership, vision, and clear direction.

8.4 An appropriate degree of autonomy and authority exists within the organizational structure for school administrators to provide the necessary leadership.

8.5 The director, although accountable to a higher authority, is the responsible head and professional leader of the school.

8.6 The governing board maintains current written policies and procedures that are readily available to all personnel and to the public.

8.7 A system is used to evaluate the performance of the administration.

8.8 A written school improvement plan with measures of accountability has been implemented.

8.9 Students are provided opportunities for student government/leadership.

8.10 The school's calendar is coordinated with each of the participating high schools and designed to ensure minimal disruption of the school's educational program.

**9. Finance and Business Operations.....Good**

9.1 The financial resources of the school are capable of sustaining a sound educational program consistent with its stated philosophy and goals.

9.2 Fiscal management of the school is consistent with its stated philosophy and goals.

9.3 The instructional staff participates in the development of the annual instructional budget.

9.4 The instructional staff is informed of the instructional budget to support his/her educational programs.

9.5 Efficient procedures for the requisitioning of materials and equipment are maintained and exercised.

9.6 Records of all funds collected and disbursed in connection with any part of the school's program are kept in an accurate and systematic form.

9.7 Funds collected are properly safeguarded.

9.8 Adequate funds have been appropriated to support the Student Activity program.

9.9 The governing board and the administration exercise control over all financial operations. An appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school funds. 15

9.10 Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

**10. School Facilities.....Good**

10.1 The school site supports and enhances all aspects of the educational program and is maintained to ensure a safe, sanitary, and attractive environment to support educational activities.

The school has an accommodation plan to support the increasing electrical and wiring needs of the network infrastructure and its technological peripherals.

10.2 The school plant supports and enhances all aspects of the educational program and is maintained to ensure a safe, sanitary, and attractive environment to support educational activities.

10.3 A planned and adequately funded program of building and site management ensures the replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility.

10.4 A long-range maintenance plan has been developed to protect the financial investment of the site and buildings.

10.5 The school's plant is effectively and efficiently ventilated, heated, and lighted.

10.6 The physical plant and facilities meet all applicable federal and state laws and are in compliance with fire, health, and safety regulations (proper documentation is on file indicating the school's compliance in these areas), and is accessible to persons with disabilities.

10.7 Sufficient care is given to the cleanliness and orderliness of the school building and grounds to engender staff, students and community pride in the school.

**11. School Atmosphere.....Excellent**

11.1 The school develops a culture of learning which contributes to effective educational programs.

11.2 Student morale demonstrates pride in achievement and reflects a school unified in spirit.

11.3 Staff morale demonstrates pride in achievement and reflects a school unified in spirit.

11.4 A safe and secure environment is evident for all students and staff members.

11.5 The school encourages multicultural diversity to provide educational opportunities for its student body.

11.6 The school fosters and encourages activities which involve interaction between students and staff.

11.7 A system of open communication ensures that all students and staff members are informed and have opportunities for input.

**The Focused Visiting Committee has agreed on the following commendations:**

1. The flexibility and cooperation of students and staff during this lengthy construction project.
2. The use of natural light and improved lighting throughout the new areas which should enhance learning, improve safety, and cut energy costs.
3. The addition of electives, a Strategic Tutoring Center, and common planning time.
4. Adherence and implementation, by faculty, of new power standards generated by Central Office.
5. The addition by the Guidance Department of new methods to increase student and parent awareness of Henry Abbott Technical High School.
6. The visibility of the new principal throughout the school and the evident positive relationship he has with students and staff.

**The Focused Visiting Committee has agreed on the following recommendations:**

1. Insure that all newly occupied areas comply with standard health and safety requirements.
2. Insure that safety/exit signage is reviewed and applied a continued building adjustments are made.
3. Increase and expand efforts to involve parents in school activities.
4. Increase and expand community awareness of and use of Henry Abbott Technical High School.
5. Continue efforts to improve discipline consistency and teacher input and feedback.
6. Review the completed Crisis Response Procedural Manual with all staff and provide everyone with copies.
7. Address student supervision gaps in the female locker room.
8. Continued use of the school improvement plan to implement school change and equipment needs.