

Chapter 2: Expected Schoolwide Learning Results

The process of developing Lancaster High School's Expected Schoolwide Learning Results began in the autumn of 1998, prior to that school year's opening. This first step involved the introduction and orientation of the Lancaster High School staff to the Focus on Learning process and the ESLR concept. LnHS's Focus on Learning coordinator conducted the orientation with the school's administration.

At a fall inservice in November, Focus on Learning materials were distributed to the entire school staff, followed by the introductions of the focus group leaders. The assistant principal offered an overview of the Focus On Learning process to the staff, and all members of the school community were invited to take part in the process; this included certificated, administrative, guidance, and classified staff, as well as parents and students. Attending members then broke into focus groups.

The focus groups met again in December to begin the process of ESLR creation. All stakeholders reviewed the school's mission statement, its goals and objectives, and its technology plan. Student needs were similarly considered by the groups. Sample ESLRs from other schools were reviewed, and WASC criteria was analyzed. Throughout this process, stakeholders had an opportunity to participate in the initial development of the ESLR statements.

Once each stakeholder had the opportunity to further consider the ESLRs created within their focus groups, another meeting was held, and each stakeholder had an opportunity to ask defining and clarifying questions about their group's proposed ESLRs. Focus group leaders facilitated the process of narrowing the number of final ESLRs to four or five per group. The groups then compiled a list of indicators which could be used to demonstrate successful achievement of each of the group's proposed ESLRs.

After this meeting, the ESLRs were transcribed and refined for presentation to the staff as a whole, where a final opportunity for discussion was offered. Indeed, these multiple opportunities for dialog throughout the ESLR process helped to confirm overall staff buy-in of the ESLRs and the entire Focus on Learning process. The staff then reviewed the final list of proposed ESLRs—a compendium from the five focus groups—and voted on those which they felt were best suited for schoolwide adoption.

It was furthermore agreed upon that the ESLRs created for Lancaster High School represented a living document which expressed its community's and students' needs for graduation and lifelong success. As such, the document will be left open to change, to best address the needs of those people it was created to serve.

The ESLRs have since been published in poster form and displayed throughout the school. Counselors, administrators, and classified staff have been asked to formulate their decisions with the school's ESLRs in mind. Teachers in particular are asked to refer to the ESLRs when planning and implementing lessons, thus ensuring infusion of the ESLRs into the school's curriculum and creating a cornerstone for its Focus on Learning process.

Lancaster High School prepares its graduates to be:

Life-long learners with the ability to

- **Practice self-directed learning**
- **Plan for possible careers**
- **Access needed information and databases**

- **Work both collaboratively and individually**
- **Accept responsibility for their actions**

Effective communicators with the ability to

- **Speak effectively**
- **Read critically**
- **Write clearly**

Analytical thinkers with the ability to

- **Distinguish fact from opinion**
- **Solve problems logically**
- **Utilize information from a variety of sources**
- **Use technology as a tool**

Responsible citizens with the ability to

- **Respect different viewpoints and reasoning processes**
- **Understand the principles of democracy**
- **Work with a diversity of people**
- **Contribute to the betterment of their school and community**