

## **Goal 1: Access and Equity. Make social justice a reality.**

### **Objectives/Measurements/Strategic Actions**

#### **Objective 1.1: Diminish the historic power of demographics**

##### **Measurement 1:**

The number of African American and Latino students accepting admittance to Lowell will increase: the number of African American students will increase from 2.9% to 3.4%; and the number of Latino students will increase from 7% to 7.5%.

##### **Strategic Action 1:**

To increase the number of African American and Latino students at Lowell, the district needs to identify qualified students in middle school and encourage them to apply to Lowell. Members of Lowell's Counseling Department will contact the identified students and invite them and their families to meetings at Lowell to answer questions. To encourage more African American and Latino students to apply to Lowell, we will post videos online showcasing successful Lowell students of various ethnicities, focusing on under-represented minorities.

##### **Measurement 2:**

The percentage of African American students who take at least one AP class will increase from 25% to 35%, and the percentage of Latino students who take at least one AP class will increase from 23% to 33%.

##### **Strategic Action 2:**

To recruit historically under-represented students into honors and AP classes, teachers will identify qualified students and actively encourage them to take honors and AP classes. Such recommendations shall be in writing and be sent to the student, his/her counselor and parents. Also, the Counseling Department will offer class-level meetings for parents, to discuss academic scheduling.

##### **Measurement 3:**

The average African-American student will take 2.5 AP exams, up from 1.5, and the average Latino student will take 3 AP exams, up from 1.98.

##### **Strategic Action 3:**

The Lowell community will work with the district to find funds to re-instate a 9<sup>th</sup> grade summer program, like the former Summerbridge, to prepare entering students for Lowell's rigorous academic program. Also, Department Chairs will post when and where tutoring support is available for each course offered.

#### **Objective 1.4: Provide the infrastructure for successful learning**

##### **Measurement 1:**

The achievement gap between African American and Latino students and the overall student population at Lowell on the CSTs will decline: On the English Language Arts Test, 83% of African American students will score at proficient or above, up from 78%; and 86% of Latino students will score at proficient or above, up from 81%. On the Math Test, 60% of African American students will score at proficient or above, up from 55%; and 75% of Latino students will score at proficient or above, up from 70%.

**Strategic Action 1:**

Increase access to tutors and computers to assist students who may need additional help, by designating a room and supervision for CSF tutors and tutees.

**Measurement 2:**

Raise the API growth score of Latino students from 881 to the overall school score of 938. As similar goal is not possible for our African American population as the State deems that population too small to report. Objective 1.1 is working on increasing African American representation.

**Strategic Action 2:**

Some professional development hours will be set aside for teachers to review students' backgrounds with counselors and for "cruncher" research to identify students' needs as early as possible.

## **Goal 2: Student Achievement. Engage high achieving and joyful learners.**

### **What does this goal mean at your school? What does joyful learning mean to your community? What does high achieving mean?**

At Lowell High School, many students appear to believe that grades are the be all and end all. Teachers can work to create opportunities in which students recognize the important life-long skills that they are learning at Lowell and how these skills will benefit them as they transition onto college and/or career. *Encourage students to develop a love of learning, rather than fear of failure!*

Joyful learners see the relevance of what they are learning, whether for immediate application or for developing a set of tools to help them go to where they want to go. They find inspiration in teachers who are passionate about their subject matter and are able to make learning fun and relatable. Joyful students enjoy independent work, as well as the mutual learning process of working collaboratively.

High achieving learners are those who can apply what they have learned to levels of higher order thinking. Their strong critical thinking and problem solving skills allow them to perform well on tests, as well as in real world situations. High achieving learners have strong oral and written communication skills, as well as the technological sophistication to stay innovative in today's world.

### **Current conditions including promising practices or assets in place for this goal.**

Lowell students are high achieving on a broad array of criteria, whether it be the number of AP exams with a score of 3 or above (ranked 3<sup>rd</sup> globally) or their performances on the California Standards Tests, giving the school one of the highest Academic Performance Index scores in the state (2008 API score is 950 out of 1000). Lowell students are also joyful learners. Most continue their education at universities and colleges throughout the country. Lowell is the biggest feeder school for University of California and traditionally sends students to top Ivy League colleges as well.

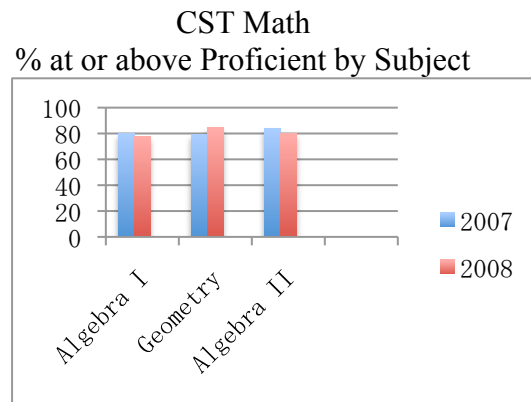
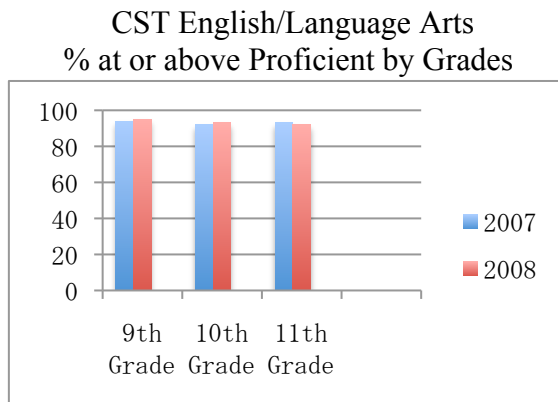
#### **Current school-wide structures which promote high achievement and joyful learning:**

- Self-Scheduling Days allow students to select courses that they have an interest in, choose instructors whose teaching style may match their learning styles, and set up a schedule (early/late) which is more suitable to their lifestyle.
- Increased B/C code – from the 2008-09 year, many first-year classes have been changed to B/C code. Teachers can utilize the extra 25 minutes to replace the freshmen resource program cut due to budget crisis and give underperforming students more attention and help. Increased class time also means quieter hallways and more adequate study space for out-of-class students.
- 34 of the 37 AP exams that are offered by College Board were administered at Lowell in 2008.
- California Scholastic Federation (CSF) and Shield and Scroll harness the talents of high-achieving students for the greater good of the community.
- Professional Development days allow teachers to collaborate with colleagues within and across departments. Professional Development funds are set aside to allow faculty the opportunity to attend off-site workshops, where they can collaborate with teachers from other school sites and

become re-energized in their subject matter. (WASC finding PD2)

- In College and Career classes, important life-long skills such as good writing (i.e. cover letter/resume, writing personal statements for college application) and speaking (i.e. job interview) are integrated into the curriculum. Guest speakers (i.e. counselors to discuss “a-g” requirements; PACT representatives on financial aid) are invited on a regular basis.
- Implementation of “GoogleDocs.com” fosters collaboration among students and faculty.
- Anti-plagiarism software such as “Turnitin.com” are used across departments to promote academic integrity and honesty (WASC finding WO1)
- “Cruncher” helps teachers identify students with skill gaps and plan curriculum accordingly.
- Gifted and Talented Education (GATE) program at Lowell provides grant funds to support teachers’ needs for enrichment materials for their students
- Peer Resource program provides peer mentors for all freshmen registries. Mentors meet with small groups of students that are new to Lowell and give advice on study habits, schedules, etc.
- Wellness Center promotes mental and emotional support for all students. It provides a place for students who are stressing to relax and set their priorities straight.
- Nutritious lunches/healthier options in vending machines for students and staff.
- A multitude of extra-curricular opportunities (i.e. over 100 clubs and service organizations; 27 sports) exist to support students’ diverse interests for learning outside the classroom.

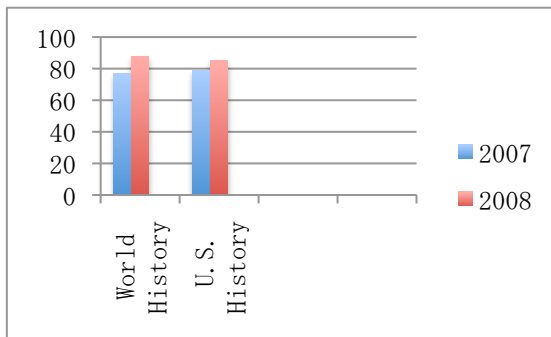
**California Standards Test (CST):**



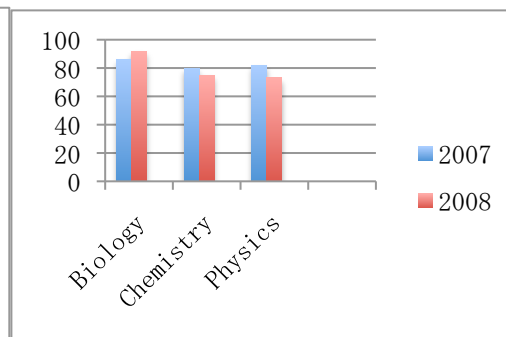
9<sup>th</sup> grade ELA: 98% at or above Proficient in 2008 (compared to 97% in 2007)  
 10<sup>th</sup> grade ELA: 95% at or above Proficient in 2008 (compared to 93% in 2007)  
 11<sup>th</sup> grade ELA: 93% at or above Proficient in 2008 (compared to 94% in 2007)

Algebra I: 78% at or above Proficient in 2008 (compared to 80% in 2007)  
 Geometry: 85% at or above Proficient in 2008 (compared to 79% in 2007)  
 Algebra II: 80% at or above Proficient in 2008 (compared to 84% in 2007)

**CST Social Science**  
% at or above Proficient by Subject



**CST - Science**  
% at or above Proficient by Subject



World History: 88% at or above Proficient in 2008 (compared to 77% in 2007)  
U.S. History: 85% at or above Proficient in 2008 (compared to 79% in 2007)

Biology: 92% at or above Proficient in 2008 (compared to 86% in 2007)  
Chemistry: 75% at or above Proficient in 2008 (compared to 80% in 2007)  
Physics: 73% at or above Proficient in 2008 (compared to 82% in 2007)

Key Findings:

Overall performance at Lowell remains strong, with the percentage of students who tested at or above “Proficient” on the 2008 CST falling higher than the state average. English Language Arts shows high achievement, with more than 90% of Lowell students testing at or above “Proficient” at all grade levels. In both 9<sup>th</sup> and 10<sup>th</sup> grade, there were gains in students who moved from “Basic” or below to “Proficient” or above. 11<sup>th</sup> grade had a slight dip from 2007, but was still a high 93%.

**For other California Standards Tests, Geometry, World History, U.S. History, and Biology all showed gains in the number of students who moved from “Basic” or below to “Proficient” or above. In 2008, 49.5% of 11<sup>th</sup> graders took the HS Summative math exam and became eligible for Calculus, compared to 41.9% the previous year. Algebra I, Algebra II, Chemistry, and Physics, however, had a lower percentage of students scoring “Proficient” or above compared to 2007.**

***Objective 2.: Ensure authentic learning for every student will be required on each site and department's scorecard. Based on your unique needs, what objective(s) other than 2.1 do you want to include for Goal 2?***

**Objective 2.1: Ensure authentic learning for every student**

**Objective 2.2: Prepare the citizens of tomorrow**

**Measurement – how will you measure success in achieving this goal and its objectives?**

**Strategic Actions – what strategic actions will be necessary to achieve our goals and objectives?**

**Objective 2.1: Ensure authentic learning for every child**

**1.**

**a. Measurement:** For all California Standards Tests (CSTs) that are administered to more than 10 students, at least 85% of students will score at or above “Proficient” level. Algebra I, Algebra II, Chemistry, and Physics California Standards Tests – which presently fall under 85% - will be targeted for increase in students who move from “Basic” or below to “Proficient” or higher.

**b. Strategic Action:** Continue to implement strategies across the curriculum to support students who are testing at “Basic” or below. In mathematics, for example, the ALEKS computer-based program can help students reinforce pre-Algebra concepts, especially in off-semester classes. Science department will maximize student achievement by aligning final exams to state standards.

**Objective 2.2: Prepare the citizens of tomorrow**

**2.**

**a. Measurement:** A record 3,032 AP exams were taken in 2008 and continued growth is projected. For each AP exam, at least 85% of Lowell students will score a 3 or higher (global score is 57%).

**b. Strategic Action:** In order to better prepare students for the rigors of Advanced Placement courses, AP and pre-AP teachers will work collaboratively to develop a continuum of skill building from one grade level to the next. Continued support for AP teachers through professional development grants to attend workshops, adequate preparation period, smaller class sizes, and appropriate district-adopted textbooks for students will help yield more effective teaching in the classroom.

**3.**

**a. Measurement:** The ability to write well is often a predictor of academic success and is an essential tool for participation in 21<sup>st</sup> century citizenship. Demonstration of writing competence will more often than not have a tremendous impact on one's professional and personal success. Hence it is Lowell's goal to improve students' writing on an incremental level so that at least 85% of those who take the Scholastic Aptitude Test (SAT) will score at or above 500 on the writing subtest.

**b. Strategic Action:** The English department will continue vertical articulation on writing instruction so that there is a continuum of skill building from one grade level to the next. The Professional Development Committee will give opportunities for English and Social Studies departments to collaborate on cross curricular writing objectives and assess students' writing by grade level.

Writing-themed workshops will be offered to Lowell staff (i.e. freshmen writing skills, plagiarism).  
4.

**a. Measurement:** As a 21<sup>st</sup> century learning tool, technology is highly effective for its real-life applications and ability to engage and motivate students. Technological fluency is also critical for staying competitive in today's global economy. Therefore, Lowell's aim to increase technology integration in the classrooms so that at least 70% of students will report on the Lowell High School Student Satisfaction Survey that teachers use computers and other technology to help them learn.

**b. Strategic Action:** Professional Development workshops will offer hands-on training to staff on innovative technology instruction, so that students can use the Internet for multi-media projects or communicating with teachers. To ensure responsible and ethical technology use, all 9<sup>th</sup> graders will complete one module of Digital Citizenship instruction - introducing them to critical issues such as digital ethics (cheating), digital footprints (privacy), and inappropriate behavior (i.e. cyber-bullying).

### **Goal 3: Accountability. Keep our promises to students and families.**

**What does this goal mean at your school? What does keeping our promises mean to your community? What does a culture of service mean?**

**What does it look like to keep your promises to students and their families?"**

- Students will be prepared for their next step in life.
- We will continue to promote effective communication throughout the school community.
- We will develop opportunities for all stakeholders to participate in a meaningful way.

**What does it look like for a school to truly be a service of support to the students and their families?**

#### **Goal 1**

PREPARATION. We will commit to preparing students well for their life after high school (either college or career).

#### **Goal 2**

COMMUNICATION. We will clearly communicate class expectations and requirements, identify students at risk and alert their families promptly, keep families apprised of the steps in the college application process including planning for financial aid, and inform families of extra-curricular learning and service opportunities.

#### **Goal 3**

PARTICIPATION. We will continue to offer parents and other stakeholders a variety of ways to participate in the decision-making processes of the school. We will constantly seek ways to build and strengthen the Lowell community.

### **PREPARATION**

1. We constantly monitor course content to ensure alignment to the California State Standards.
2. Our course offerings meet the A-G requirements for entrance into the University of California and the California State University systems.
3. We offer peer-tutoring through the California Scholarship Federation, and peer support through the Peer Resources' Mentor Program. Other support services include the Volunteers In College and Career Information, and the Wellness Program.

The school sponsors approximately eighty clubs every semester, over thirty athletic teams, and annual school plays and musicals.

### **COMMUNICATION**

1. Teachers' class expectations and syllabi are available in the library. Counselors and teachers constantly monitor student progress and wellness; alerting families, officials, and agencies as appropriate.

2. The Counseling Department offers College Night and Financial Aid Night. The VICCI Center connects students with college representatives, internships, and employment.
3. Parents learn about extra-curricular learning and service opportunities through a variety of print and electronic media.

### **PARTICIPATION**

1. Parents and other stakeholders currently hold positions on the School Site Council, WASC Committees, and in the Parent Teacher Student Association.
2. The Balanced Score Card process and our upcoming three-year WASC visitation process have made us more aware of the need to strengthen the Lowell community.

### **STRATEGIC ACTIONS**

- 1.1. In order to improve our graduates' preparation for college/career, we will encourage a larger percentage of the student body to challenge themselves by taking at least one Advanced Placement class during their time at Lowell.
- 1.2. We will encourage and expand effective use of interactive learning in and outside of the classroom to enhance academic achievement. (e.g ALEKS, PLATO, ACCELERATE, AXIS)
- 1.3. District reinstates the 9<sup>th</sup> grade Summer bridge program which provides a school community and starts the conversation between parents and teachers.
- 2.1. We will provide syllabi and course expectations within the first week of classes. We will request that freshman parents return a signed confirmation of receipt of the syllabi to the teacher. We will have all syllabi with staff contact information uploaded to the Lowell website.
- 2.2. We will devise standards for reasonable response time to emails and phone calls. We will provide for staff communication preferences; we will provide technology and support for email, websites, and phone/voice mail as desired.
- 2.3. We will devise email alerts to identify when a community member has activated the district system.
- 3.1. We will increase opportunities for parents to visit classrooms as career models, life skill coaches, and classroom assistants. We will have district PTSA meetings, including translators where appropriate. We will expand our outreach to less represented target populations.
- 3.2. We will identify and support staff needs.

### **MEASUREMENT**

- 1.1. Parent/student survey results asking how well Lowell is preparing students for college/career opportunities. Survey to be conducted annually of Lowell graduates two years after graduation to find out how well their Lowell experiences prepared them for college/career.
- 1.2. Annual AP report showing the percentage of graduating seniors who have taken at least one AP class during their high school years. Annual STAR testing report showing

more students at the desired level.

1.3 Students enroll in Summer Bridge.

2.1. Syllabi will be posted online as well as in the library.

2.2. Staff communication preferences will be made available.

2.3. Parents will be part of School Loop.

3.1. An increase in positive response to the parent/student survey.

3.2. Full access to School Loop by all staff and community and adequate hardware and support for all staff.