

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Academic Plan**  
for  
**Student Achievement**  
(2008-2009 School Year)

**LOWELL HIGH SCHOOL**

052970  
CDS Code

October 20, 2008  
Date of this plan/revision

## **PURPOSE OF THIS ACADEMIC PLAN**

This academic plan meets the content requirements of amended Education Code Section 64001 (effective January 2002) for a single school plan for pupil achievement. Such a plan must be developed at each school that operates any programs funded through the Consolidated Application.

This academic plan provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The template provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the template includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the template are properly completed, school plan content requirements will be met for all programs for which the school has an allocation in the Consolidated Application.

Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional need.

## Acronyms and Terms Used in this Plan

Term	Meaning
ALEKS	Software program leased by Lowell to provide support in math to students who need assistance
AP	Advanced Placement (or Assistant Principal)
API	Academic Performance Index, a measure California uses to rate schools
AYP	Adequate Yearly Progress, a set of performance standards established by the federal government in the No Child Left Behind (NCLB) Act.
“BC” Code	Classes that alternate in length from 40 minutes to 65 minutes.
CAHSEE	California High School Exit Exam
CSF	The California Scholastic Federation is an organization that recognizes academic excellence. Membership is based on grades earned each semester. Students can achieve a life membership certificate and financial aid information for college. Membership is only for grade levels 10-12 and students who receive 3 A's and 1 B in academic classes.
CSU	California State University
DHS	Digital High School – a state-funded program whereby technology is introduced into the school and used for teaching in accordance with guidelines
EDY	Educationally Disadvantaged Youth – students who score at or below the 40 <sup>th</sup> percentile
ELAC	English Learner Advisory Committee, a committee of staff and ELL student parents required for each school by the state under certain conditions.
ELL	English Language Learner
ESLR	Expected Schoolwide Learning Results – capabilities students are expected to develop by WASC (see below)
ETS	Educational Testing Services – organization that oversees the AP program in the U.S.
GATE	Gifted and Talented Education- a program whereby gifted and talented students are given differentiated opportunities and assignments.
IEP	“Individualized Education Plan” – a requirement for each Special Education Student
LAA	Lowell Alumni Association
LSA	Lowell Student Association (Student Government including Class Officers)
PTSA	Parent-Teacher-Student Association
Plato Program	Software program leased by Lowell to provide support in English Language Arts to students who need assistance
SAP	Student Assistance Program – meets with students and parents to implement academic support
SBC	Student Body Council – the Lowell student governing body
SDC	Special Day Class – a program for some Special Education students
SFUSD	San Francisco Unified School District
SOSS	Strategies of Successful Students
SRO	School Resource Officer
SSC	School Site Council –the policy-making body at Lowell
SST	Student Success Team – identifies students needing academic support
Special Education	A program whereby students with special needs are given an IEP (see above) and additional resources
STAR school	Underperforming schools in San Francisco which have been placed in a special intervention program by the state and SFUSD with the goal of improving their performance
UC a-g requirements	Courses required by the University of California for entry to UC
WASC	Western Association of Schools and Colleges – accreditation body for high schools and colleges
WSF	Weighted Student Formula – the method by which SFUSD allocates resources on a per student basis to schools

## Priorities for 2008-2009

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2008-2009 school year.

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### **Goal 1: Academic Achievement**

*Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.*

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#### **Data Conclusions for Goal 1**

*Questions to cover:*

- 1. What are the key data findings observed from last year's CST? What achievement gaps exist (can be grade-level gaps, subject-subject, by racial subgroups, EL vs. non-EL students, Special Ed vs. non-Special Ed students, EDY vs. non-EDY students, etc.). [Note: The overall performance of English learners, Special Ed, and socio-economically disadvantaged students should be addressed in Goal 2; however, any achievement gaps that exist for or within these subgroups should be addressed here in Goal 1.]*
  - 2. What patterns or trends have been observed over multiple years?*
  - 3. What additional school data was analyzed, if any (i.e. data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
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#### **Key Findings:**

Because of the low numbers of African American and Latino Students, it is difficult to come to meaningful conclusions regarding the achievement gap at Lowell. Currently there are 184 Latino students (6.99% of total student population) and 72 African American students (2.74% of the total student population).

Based on the 2007 CST scores we have available to us from Cruncher, we observe the following: Asian and White students scored 95.5-97.8% advanced or proficient in math and ELA while Latinos scored ELA 79.52% and Math 65.06%; African-Americans scored ELA 74.24% and Math 45.45% advanced or proficient. In all cases, according to the data from last year, the achievement gap appeared to widen.

Because of the small numbers, a focused and targeted attention towards providing academic and counseling support for Latinos and African Americans at Lowell should produce an improvement in CST scores.

Other data reviewed: D and F final grades for Fall 2007. According to the 2/5/08 district printout, 57 Latinos, 22 African Americans, 107 Chinese, and 32 White students received at least one D/F semester grade.

Considerable effort has been made to improve tutoring at Lowell. Beginning in the Spring of 2008, a requirement to becoming a CSF tutor is participation in a peer resources training on best

practices in tutoring. A mandatory after school student support program has also been established to provide mentoring and tutoring for struggling students.

The peer mentor program targeting 9<sup>th</sup> grade students continues to support 9<sup>th</sup> grade students in their transition to high school. There is indication that a continuation of academic monitoring by student mentors for 10<sup>th</sup> grade students would be helpful.

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### **Key Objectives for Goal 1**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 1 for the school.]*

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**Objective 1: Reduce the number of “D” and “F” grades by at least 5 % (RSP students by at least 10%) without lowering standards. Teachers will review “D/F” list and monitor students’ progress and refer students to the Student Assistant Program as needed. Also, provide early interventions, parent contact, and increase tutoring opportunities.**

**Objective 2: Increase total number of students taking AP exams by 5%. Increase underrepresented students taking AP exams by 10 percentage points.**

**Objective 3: All teachers of SPED students will be aware of the their individual accommodations.**

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### **Key Strategies for Goal 1**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]*

**Key Strategy 1:** Increase monitoring of under-performing students by counselors, deans, and teachers: identify all students receiving a “D” or “F” grade in any academic subject no later than after the first 6 weeks and continue to monitor throughout each semester. Make resource centers more useful: continue to coordinate CSF tutoring more efficiently. Teachers will utilize multiple modalities teaching and aligning grading policies, clarifying and sharing expectations with students.

**Key Strategy 2:** Administration and department chairs will analyze AP Course enrollment and test data over the last few years, reevaluate prerequisites for enrollment, and develop a plan to increase student participation.

**Key Strategy 3:** General education teachers will collaborate with SPED teachers regarding student accommodations and share syllabi.

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### **Goal 2: Academic Equity**

*Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.*

## Data Conclusions for Goal 2

*Questions to cover:*

1. *What special programs (Special Education, GATE, Honors, AP, ELD, language immersion, arts magnet, etc.) are offered at your school?*
  2. *What are the key data findings observed for students participating in these programs from last year's CST? [Note: If academic achievement for students in these programs was disaggregated by racial subgroup and any achievement gaps were observed, these gaps should be discussed in Goal 1.]*
  3. *Are any racial subgroups underrepresented or overrepresented in certain programs (i.e. low African American students in GATE, Honors, and/or AP programs, high numbers of EL students in Special Education)?*
  4. *What patterns or trends have been observed over multiple years?*
  5. *What additional school data was analyzed (can be data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
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### **Key Findings:**

AP courses are offered in 31 content areas. In 2007, 2786 AP tests were administered to 1,171 students. The average pass rate was 92.1%.

The Special Education Department at Lowell offers an array of programs and supports for students with disabilities. There is a Resource Program (28 students) who take an RSP study skills class and 5 to 6 general education classes. In any given year, there are RSP students in honors and AP classes. There are two SDC (Special Day classes) programs for students (28 students) with learning disabilities. These classes provide core instruction for the students. SDC students take electives in general education but typically would not take honors or AP. There are 2 SDC classes (20 students) for severely autistic and high functioning autistic students. Again, these students take core in the SDC and electives in general education. Presently, there is one student in the high functioning autism class in Honor's English. There are 2 CAT (Community Access and Transition) (20 students) classes for students with severe impairments who are 18-22 years of age. These CAT students do not take any classes in general education at Lowell.

Presently, Lowell has 36 students classified as ELL. Of these, 6 are also special education students. Of the 36, 10 are 9<sup>th</sup> grade students coming from private schools who are ready to be reclassified. In the spring of 2007 Lowell had 51 English learners. Of these, 32, or 64%, scored proficient or higher on the English/Language Arts CST; while 46 EL students, or 92%, scored proficient or higher on the Math portion of the CST.

While data from 2007 indicate that 44% of the student body (1,171 of 2,671) took an Advanced Placement exam that year, only 25% of African-American students (18 of 72) and 23% of Latino students (42 of 184) took an Advanced Placement course that year. And while the average student who took an Advanced Placement exam in 2007 took 2.38 such exams, the average African-American student took 1.5 AP courses and the average Latino student took 1.98 AP courses that year.

The percentage of Latino students scoring proficient or higher on the English Language Arts CST is 80%, and the percentage of African American students scoring proficient or higher is 71.4%. The percentage of Latino students scoring proficient or higher on the math CST is 77.8% and the percentage of African American students scoring proficient or higher is 57.1%.

**Percentage of Seniors who have Passed at least one AP Exam.**

<b>Year</b>	<b>Percentage</b>
2007	82.4 %
2006	78.9%
2005	91.4%
2004	63.9%

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**Key Objectives for Goal 2**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 2 for the school.]*

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**Objective 1: All students will be encouraged to enroll in at least one AP or honors course during their tenure at Lowell and African American and Latinos enrollment in AP classes will increase by 25%**

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**Key Strategies for Goal 2**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]*

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**Key Strategy 1:** In order to prepare all students to take AP and honors classes, teachers will continue to align curriculum with state standards and within the same course. Counselors will meet with BSU and La Raza students to encourage and mentor students to take AP classes.

**Key Strategy 2:** In aligning courses, common assessments will be developed and analyzed to improve instruction and to assure equity across courses. Increased time for teacher collaboration and staff development will be provided to improve instruction.

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**Goal 3: Instruction Improvement**

*Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.*

**Data Conclusions for Goal 3**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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**Key Findings:**

Overall performance remains strong, with AYP and API goals being met and 2007 Growth API 4 points above Base at 938. Ninety-four percent of students were proficient or above in ELA while proficiency (or above) levels in Math varied from 79% to 95% depending on CST taken. In math, the lowest rates were in Algebra (80%) and Geometry (79%). In Science, CST results in all 3 major areas (Biology, Chemistry, and Physics) increased by an average of 9 percentage points over last year. The lowest rates for proficient and above were in Chemistry (80% but up from 68% last year) and Physics (81% vs 72% last year). In Social Studies, World History had

77% proficient or above while US History had 82% proficient or above. For Physical Education, 88% of 9<sup>th</sup> grade students passed 5 of 6 components of the State Physical Fitness Test in the fall of 2007. In Advanced Placement a record number (2786) of exams was given. Seventy three percent of the exams were graded 4 (of 5) or higher, which is the highest success rate in at least the past 5 years. 2555 AP exams were scored at 3 or above, a 9.4% increase from last year. Professional Development has stressed intra and interdepartmental collaboration. By scheduling back-to-back PD days, we were able to schedule 810 minutes of PD, approximately half of which was scheduled for interdepartmental workshops conducted by Lowell teachers.

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### **Key Objectives for Goal 3**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 3 for the school.]*

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**Objective 1: Provide support (including intervention as necessary) to students at all levels to maximize development of their full potentials. By doing this, each department should achieve a 5% reduction in the number of students scoring below proficient on the applicable CSTs.**

**Objective 2: Provide teacher support through mentoring, professional development, appropriate class size, and appropriate student placement. This increased support should yield more effective teaching, better preparing students for the rigors of AP courses. Our goal is to increase the number of exams scored 4 or above by 4%.**

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### **Key Strategies for Goal 3**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved instructional practice at the school.]*

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**Key Strategy 1:** Fill gaps in the academic and life skills for all students.

**Key Strategy 2:** Provide teacher training and collaboration time so that best instructional practices can be spread within and among departments.

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### **Goal 4: School Climate**

*Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.*

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### **Data Conclusions for Goal 4**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

The data for Lowell students who are out-of-class and seeking adequate study space at any point in time during the school day (600 + students), compared to the number of readily available seats and desk space in the library 165 student study spaces in main library and library computer lab; 35 spaces in Meyer Library now available to students but not seriously alleviating the problem)

shows that there is a severe lack of adequate study space available for Lowell students at any point in time in the day. Many students “camp out” on hallway floors, creating a myriad of problems (including noise, disruption of nearby classes, poor study patterns, etc.) for both students and faculty in nearby rooms. In a survey of students conducted for WASC, 65% of student respondents said that additional study space is the one area of the library most needing improvement. There is an average of 2700 entries per day into the Lowell Library. The data supports a need for 200-300 additional seats/desks of study area if students’ study needs are to be met, and if issues about students studying on hallway floors are to be alleviated. There is currently a severe shortfall in spaces for students to work and study at Lowell.

In past years’ student surveys, the cleanliness of restrooms has been an issue of discontent among many students. With improved ventilation, painting and more frequent cleaning, the most recent surveys of students show that bathrooms are no longer a major issue among students. Also, the number of complaints turned in to the main office has greatly declined. Restrooms have insufficient signage regarding disability access.

In 2006-2007, approximately 1 in 4 (based on 2600 students) Lowell students utilized the Wellness Center at least once (759 students), and with a total of 1,572 student visits, some students used the Center’s services more than once. The total hours of service were 5,383. The utilization of the Wellness Center’s services is up from the previous year by approximately 6.5%. The top category for service was general counseling.

In the 1 year period between January 1, 2007 and December 31, 2007 there were 32 reported criminal offenses within a 500 ft radius of Lowell High School. Of those offenses, there were 4 assaults, 3 robberies and 12 larceny/thefts. Many offenses occurred in the vicinity of Stonestown Mall or Lakeshore Plaza, both places where Lowell students congregate off-campus. There were also a number of other criminal offenses within a few block radius of the school which did not involve Lowell students. The rate of student suspensions rose and is declining. There were 9 in 2004, 13 in 2005, 21 in 2006, and 3 in 2007. There were 9 incident reports in 2007 involving Lowell students.

Lowell’s “open campus” policies not only leave students vulnerable to outsiders coming onto campus with criminal intent, but they also expose Lowell students to higher crime areas in the vicinity of the school, while visiting Stonestown Mall or Lakeshore Plaza at lunch or at other times. There is anecdotal evidence of further, unreported assaults. There is a need for meetings with the SRO, students, administration to improve discussion and walkthrough on safety concerns. Improved lighting and strategically-placed and monitored security cameras around the Lowell site can help to mitigate issues related to outsiders coming onto campus, and these improvements should be a high priority use of funding. However, Lowell’s administration can do little to protect its students once they leave the campus, except to possibly revisit the open campus policy. The risks will need to be weighed against the rewards of such an open campus policy so that an informed policy decision can be made going forward.

The school’s Emergency Procedures need to be reviewed and practiced and personnel need to be trained in the published procedures. All staff needs critical incident training. Life safety signage (e.g., building evacuation routes) is insufficient for the school site.

### **Key Objectives for Goal 4**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 4 for the school.]*

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**Objective 1: Ensure a safe, well-equipped, well-maintained learning environment for students and staff both inside and outside the classroom.**

**Objective 2: Provide resources for promoting the physical and mental well-being of students and staff, and for improved security measures. The percentage of students accessing information and services of the Wellness Center will increase by 2.5% yearly.**

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### **Key Strategies for Goal 4**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved school climate.]*

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**Key Strategy 1:** Improve the work-place environment so students and staff can study and work more comfortably and efficiently. Administrative team will visit other high performing high schools to examine the culture and climate.

**Key Strategy 2:** Support the Wellness Center, Peer Resources, and other resources that promote the physical and mental well-being of students. Make improvements to security measures to ensure student safety and identify the primary security issues.

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### **Goal 5: Parent and Community Involvement**

*Significantly increase the involvement of a broad base of parents and community at the school level. PTSA will increase parent workshops regarding wellness, school culture, college admissions, and other pertinent information by 10%.*

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### **Data Conclusions related to Goal 5**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

Parents continue to complain that they have difficulty communicating with teachers.

Parents often do not follow the appropriate “chain of command” in dealing with issues.

Although a majority of teachers provide a method of contact for both students and parents/guardians on their syllabi, many parents/guardians never see the syllabi.

Although some parents are actively involved in the PTSA, the School Site Council, and related school activities, most do not participate in school events. As of February 19, 2008, only 450 people have paid their PTSA membership and average attendance at PTSA meetings ranges between 30 to 50 parents. Parents/guardians rarely attend SSC meetings, primarily due to the time of day that meetings are scheduled.

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### **Key Objectives for Goal 5**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 5 for the school.]*

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**Objective 1: Improve parent education regarding communication with teachers.**

**Objective 2: Maintain contact with a broad base of parents and community members.**

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### **Key Strategies for Goal 5**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved parent and community involvement.]*

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**Key Strategy 1:** Provide parents with various ways of communicating with teachers: E-mail, voicemail, written messages, school bulletins, and school Web site. Encourage parents/guardians to seek the help of counselors as intermediaries to help communicate with teachers and alleviate fears and pressures felt by students who may feel caught in the middle.

**Key Strategy 2:** Provide a variety of ways for parents and community members to interact with the school such as Open House, College and Financial Aid Nights, the VICCI (Volunteers in College and Career Information) Center, Lowell Beautification Days, Wellness Education Nights, and performing arts events. Encourage families (both parents/guardians and students) to become more involved in, and informed about, the student's education by regularly attending PTSA and SSC meetings.

## ACTION PLAN

*The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:*

### Goal 1: Academic Achievement

*Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.*

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: Increase monitoring of under-performing students by counselors, deans, and teachers: identify all students receiving a “D” or “F” grade in any academic subject no later than after the first 6 weeks and continue to monitor throughout each semester. Make resource centers more useful: continue to coordinate CSF tutoring more efficiently.</b></p> <p>1a) Identify all students receiving “D” or “F” in the first 6 weeks; intervene using tutoring, resource, and parent contact. 1b) Improve the efficacy of CSF tutoring. 1c) Improve resource experience for students.</p>	On-going  Each Semester On-going	None 0.2 release for teacher to run CSF program	None  \$15,909	None  WSF if available	
<p><b>Key Strategy 2: Administration and department chairs will analyze AP Course enrollment and test data over the last few years, reevaluate prerequisites for enrollment, and develop a plan to increase student participation.</b></p> <p>2a) AP Coordinator gives AP test data from college board to department chairs and administrators. 2b) Inform parents about student AP opportunities thru the Lowell Website, at 9<sup>th</sup> grade parent night, and thru PTSA</p>	Spring/Fall 2008 September 2008	None	None	None	

<sup>1</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

newsletters.					
2c) Expand VICCI outreach programs to include 9 <sup>th</sup> and 10 <sup>th</sup> grade.	Ongoing				
2d) Increase involvement of underrepresented students in PSAT by providing encouragement and support thru counselors, teachers, parents and peer resources.	Fall 2008				

### Monitoring and Assessment for Goal 1

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

Key Strategy 1a-b: Dean, counselors, and librarian will monitor student performance after the first 6 week grading period, and every 6 weeks thereafter. Along with teachers, they will communicate with both parents and students about student's lack of progress. Attendance will be monitored, contracts can be provided to identify expectations. The school will evaluate progress by comparing the current number of D's and F's each 6 week period and semester, calculate the % of students receiving these grades and compare.

Key Strategy 1c: AP of Curriculum evaluates, monitors, and makes recommendations for improvement of student resource program.

Key Strategy 2a) AP Coordinator gives AP Data to Administrators, counselors, and department chairs as soon as it arrives from the College Board. An analysis of increased/decreased involvement and performance can be monitored each year.

Key Strategy 2b) AP Coordinator, counselors and department chairs will coordinate outreach to parents and students.

Key Strategy 2c) Counselors, peer resource coordinator, and parent volunteers at VICCI center coordinate 9<sup>th</sup> and 10<sup>th</sup> grade reg visits to VICCI Center.

Key Strategy 2d) Data from ETS and College Board to be analyzed by counselors and AP Coordinator each year to monitor growth in underrepresented student participation.

### Goal 2: Academic Equity

*Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.*

Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
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<sup>3</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p><b>Key Strategy 1: In order to prepare all students to take AP and honors classes, teachers will continue to align curriculum with state standards and within the same course.</b> High leverage activities</p> <p>1a) Identify students, including GATE students, who have not signed up to take AP/and or honor classes and encourage them to do so. Conduct focus group sessions with African American and Latino students to get a better understanding of why they are/ or are not taking AP and honors classes.</p> <p>1b) Provide students with the appropriate district-adopted textbooks and other required materials to use in class or at home.</p> <p>1c) Through the Lowell Library website, provide students with at-home access to reference materials needed for class work.</p> <p>1d) To implement the Arts Education Master Plan, provide all students with courses that promote: artistic perception, creative expression, historical context for the arts, aesthetic valuing, and connection, relevance and application of the arts. Needed purchases in 2008-2009 include: costumes, musical instruments, microphones, portable music stands on rolling carts, music library cabinets, and folding desk chairs for the choir members.</p> <p>1e) Continue to hold the following parent education activities that contribute to student achievement: Back-to-School Night, 8<sup>th</sup> Grade Night, 8<sup>th</sup> Grade Class Programming Night, 9<sup>th</sup> Grade Orientation, Recruitment Fairs, Wellness-sponsored workshops, Financial Aid Night, Parent Shadowing Day (parent follows a student to all classes), 1 meeting with parents of students in PLATO program (students identified as under-performing), 1 meeting with parents of students in SOSS (Strategies of Successful Students) program. The PTSA will hold 1 meeting each semester for parents to specifically address how to support and reinforce classroom learning.</p>	<p>On-going</p> <p>Beginning of each semester</p> <p>On-going</p> <p>On-going</p> <p>As designated</p>	<p>None</p> <p>\$26,000</p> <p>Subscriptions and yearly fees As listed</p> <p>None</p>	<p>\$5,000</p> <p>\$45,000</p>	<p>Prop H Library funds Prop H Arts funds</p>	
<p><b>Key Strategy 2: In aligning courses, common assessments will be developed and analyzed to improve instruction and to assure equity across courses. Increased time for teacher collaboration and staff development will be provided to improve instruction.</b> High leverage activities</p> <p>2a) Continue to provide staff development time for teacher collaboration within departments so that teachers teaching the</p>	<p>Ongoing</p>	<p>Release time</p>	<p>Total PD cost for following- \$15,000</p>	<p>WSF</p>	

same course can develop common assessments. 2b) Teachers of AP courses will continue to attend AP workshops as appropriate. New teachers of AP courses will attend summer AP training sessions. 2c) In addition to the 3 district-mandated professional development days, schedule 6 hours of workshops during the school day. Staff members will have a choice of workshops that address different teaching and learning issues. 2d) Provide VPA teachers with PD opportunities that support the successful implementation of the Arts Education Master plan.	Ongoing and summer 2008  Oct. 2008, Feb. 2009, March 2009  Ongoing	Registration  Presenters			Staff at district VPA offices
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### Monitoring and Assessment for Goal 2

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

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Key Strategy 1a: Counselors and Dean will take primary responsibility for collecting, assembling and analyzing data. Data will be presented to staff and if necessary a plan will be developed to increase the number of students meeting this objective.

Key Strategy 1b: The AP for Curriculum will report to the SSC on progress of this strategy

Key Strategy 1c: The Librarian will report to the SSC on progress of this Strategy and will complete the online library survey required by the CDE.

Key Strategy 1d: The Department head of VPA will submit a report to the SSC on progress of this Strategy.

Key Strategy 1e: The AP for Pupil Services will submit a report to the SSC on progress of this Strategy.

Key Strategy 2a-c: Administration working with PD committee will support release time to support staff collaboration, facilitate workshops, and support trainings for AP teachers.

### Goal 3: Instructional Improvement

*Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.*

<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>5</sup>            Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>6</sup>            Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p><b>Key Strategy 1: Fill gaps in the academic and life skills for all students.</b></p> <p>1a) Improve writing and oral skills (WASC WO1) Use schoolwide writing and oral presentation rubrics in all departments. Align writing samples/ oral presentations with schoolwide rubrics. Incorporate oral &amp; written components into each department’s curriculum. Integrate speaking, interviewing &amp; role-playing into the College &amp; Career curriculum. Use PLATO to improve reading skills for those most needing it.</p> <p>1b) Differentiate instruction in off-semester math classes to better reach students. This includes the use of ALEKS to improve PreAlgebra and Algebra skills.</p> <p>1c) Supplement the Arts program by purchasing new equipment to meet student needs.</p> <p>1d) Supplement the Athletic Program by purchasing new equipment to increase student performance levels and safety.</p> <p>1e) Continue to have a mentoring program to help new students adjust to Lowell. Continue to use SOSS to improve students’ study skills.</p> <p>1f) Monitor Student Achievement of ESLRS (WASC WO3)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Licenses</p> <p>Equipment</p> <p>Equipment</p> <p>Staffing</p>	<p>\$2000 Est.</p> <p>As Available</p> <p>As Available</p> <p>0.5 FTE</p>	<p>WSF/Grant</p> <p>Prop H/Block</p> <p>Prop H</p> <p>WSF</p>	<p>SFUSD Licenses</p>
<p><b>Key Strategy 2: Provide teacher training and collaboration time so that best instructional practices can be spread within and among departments.</b></p> <p>2a) Provide teacher professional development time and intra and inter department collaboration time throughout the school year. (WASC goal PD2) Support teacher professional development grants to meet the need of faculty.</p> <p>2b) Provide mentoring/support to teachers new to Lowell. (WASC goal PD4) Organize orientation for new teachers on Lowell’s culture, resources and expectations. Organize &amp; coordinate common planning time with dept. colleagues and</p>	<p>Ongoing</p> <p>Ongoing</p>		<p>\$15,000</p>	<p>Block Grant</p>	

<sup>5</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>6</sup> List the date an action will be taken or will begin, and the date it will be completed.

mentor teachers 2c) Provide Professional Development for the teaching of Oral and Writing skills (WO1)	Ongoing				
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**Monitoring and Assessment for Goal 3**

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
  2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
  3. *What data will be collected to measure progress?*
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Key Strategy 1a: Implementation will be monitored by submission of sample assignments/class activity notes and rubrics used to assess these assignments/activities to WASC subcommittee. Printouts of PLATO progress will also be submitted. Some of these samples/reports will be retained in a WASC evidence binder. Teachers/Department Chair look at student work and compare work to academic grade/rubrics to ensure fair assessments are being given across the department. CST scores, PLATO progress reports and student work will be collected by the English Chair in an evidence binder to show progress.

Key Strategy 1b: ALEKS progress reports will be provided to show how off-semester algebra students are progressing. In addition, grades, CST results, and common assessment results will be compared to ensure progress is being made. The goal is to have all students score proficient or above on the appropriate Math CST. Reports and student work will be collected by the Math Chair in an evidence binder.

Key Strategy 1c: The VPA Chair will oversee the appropriate expenditure of Prop H funds to improve the Arts program. He/she shall also monitor participation in those programs receiving additional funding to ensure the maximum number of students are benefiting from these funds.

Key Strategy 1d: The Athletic Director will oversee the appropriate expenditure of Prop H funds to improve the Athletics program. He/she shall also monitor participation in those programs receiving additional funding to ensure the maximum number of students are benefiting from these funds.

Key Strategy 1e: Wellness/Peer Resources continue to train mentors and implement a mentoring program for freshmen. Supporting data will include the number of mentors trained and documentation of referrals made and student problems resolved as a result of the mentoring program.

Key Strategy 1f: Department and Administration will ensure curriculum and policies support Lowell’s ESLRs. Each fall departments will provide assignments linked to ESLRs for Departmental Evidence binders.

Key Strategy 2a: AP Curriculum will coordinate the scheduling of PD activities during the school day. She will also collect from Department Chairs minutes and/or products produced through these activities. AP Curriculum will also collect data from activities funded by Professional Development grants.

Key Strategy 2b: Department heads provide information regarding mentors for new teachers assigned to their department to AP Curriculum. AP Curriculum, Pupil Services, and Facilities provide training to new teachers during orientation. The success of this program will be measured by problems encountered (or not encountered) by new teachers and summarized by an annual survey of teachers new to Lowell.

Key Strategy 2c: AP Curriculum will schedule PD time to allow applicable departments to development common assessments that demonstrate speaking and writing skills. After assessments are given, student strengths and weaknesses will be analyzed and adjustments to curriculum made. In addition, PD grants will be given to teachers who want to attend conferences/workshops to better their teaching skills, particularly when those improvements can be shared with other faculty members. Progress will be measured by PD reports provided by Department Heads and student progress.

### Goal 4: School Climate

*Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.*

Actions to be Taken to Reach This Goal <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: Improve the work-place environment so students and staff can study and work more comfortably and efficiently.</b></p> <p>1a) In cooperation with the Environmental Education Department of SF Environment, participate in a composting program to be in line with San Francisco’s “Green Initiative” and to reduce trash and littering around the campus.</p> <p>1b) Maintain all public areas aesthetically with a work plan for each discrete area and forms for staff complaints. (WASC Goal EN5).</p> <p>1c) Continue the program that is maintaining clean and well-kept bathrooms (WASC Goal EN6).</p> <p>1d) Improve traffic flow during passing periods and reduce noise and congestion in hallways during class time with improved signage and discussions of flow patterns.</p> <p>1e) The Facilities Committee will continue its work to create adequate space for students to study, work in groups, and store their belongings. (WASC Goal EN1). This can include searching for outside sources of funding for building additions.</p> <p>1f) Reprogram existing space to ensure that every teacher has at least shared classroom and office space equipped to agreed standards (WASC Goal EN2).</p> <p>1g) Improve safety, appropriateness of content, and planning for school wide rallies.</p> <p>1h) Assess the scope of cheating and develop strategies to address problem areas. (WASC Goal WO7.A) Departments integrate academic ethics into curriculum. (WASC Goal</p>	Ongoing				
	Ongoing				
	Ongoing				
	Ongoing				
	Ongoing				
	Spring 2008				
	Ongoing				
	Ongoing				

<sup>7</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>8</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p>WO7.E)</p> <p>1i) Assess plagiarism detection software that can be used across departments. (WASC Goal WO7.E)</p> <p>1j) Ensure that all teachers have access to email to improve communication among administration, students, teachers and parents. (WASC EN3).</p> <p>1k) Continue to recognize &amp; celebrate all forms of student achievement through the Lowell Bulletin. (WASC Goal W04).</p>	<p>Spring 2008</p> <p>Ongoing</p> <p>Ongoing</p>		<p>\$1,000</p>	<p>SSC</p>	
<p><b>Key Strategy 2: Support the Wellness Center, Peer Resources, and other resources that promote the physical and mental well-being of students and staff. Make improvements to security measures to ensure student and staff safety.</b></p> <p>2a) Improve security measures:</p> <p>Establish an orderly process for site administrators to meet periodically with the command staff of Taraval Police Station and the School Resource Officer, or other SFPD Youth Service Representative, to discuss security issues.</p> <p>Ask SF Police Dept. to conduct a security audit of the building and grounds.</p> <p>Have personnel from police dept. observe and give feedback during a lock-down drill.</p> <p>Establish a series of assemblies about security issues for students, with participation by police department personnel and student government. Use video-conferencing to reach all students.</p> <p>Encourage good neighborhood relations similar to a neighborhood watch program. Involve parents and alumni who live in the neighborhood. Continue to meet with the local Homeowners' Associations.</p> <p>2b) Provide mental/physical support to all students through the Health Ed curriculum, Peer Resources, Wellness Center, HPC, and a broad base of clubs and other student activities. Maintain or increase the nurse's days at Lowell. Improve location of all support centers to make them more accessible.</p> <p>2c) Continue to update faculty and staff about issues related to the mental, physical, and emotional health of students and publicize Health and Safety related workshops available to the school community.</p> <p>2d) Support the transition of freshmen to Lowell through an</p>	<p>Spring 2008</p> <p>Spring 2008</p> <p>Spring 2008</p> <p>Spring 2008</p> <p>Spring 2008</p> <p>Fall 2008</p> <p>Ongoing</p> <p>Ongoing</p>				

upper-class mentoring program in which 9 <sup>th</sup> graders meet regularly with their mentors throughout the first semester at Lowell.					
2e) Explore other avenues to provide nutritious food that meets the needs of students and staff (WASC Goal EN7).	Ongoing				

### **Monitoring and Assessment for Goal 4**

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
  2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
  3. *What data will be collected to measure progress?*
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Key Strategy 1a: The AP of Administration will oversee the composting and recycling project and will make a report to the SSC in the fall of 2008. The amount of litter will be reduced.

Key Strategy 1b: The AP of Administration will meet with B&G personnel about upkeep of public areas and will report to the SSC in the spring of 2008 on progress made.

Key Strategy 1c: The AP of Administration will oversee custodial personnel to continue to ensure clean bathrooms. The number of complaints will continue to decline.

Key Strategy 1d: Security personnel will monitor hallways and will report to the AP of Administration.

Key Strategy 1e: The Facilities Committee will submit proposals to the SSC and will oversee approved projects.

Key Strategy 1f: The AP of Administration will continue to collect forms from teachers that address equipment needs.

Key Strategy 1g: The dean, administration, and activities director will develop a plan in Sept. 2008 that addresses rallies, including safety and appropriateness of content.

Key Strategy 1h: The AP of Pupil Services and the Counseling Department will work with the Administrative Council to develop strategies that address academic ethics, including cheating and plagiarism. They will make a recommendation to the Site Council for purchase of a plagiarism software program.

Key Strategy 1i: The Technology Department will work to ensure that all teachers have an email account and access to email by the end of the school year.

Key Strategy 1k: Teachers will continue to submit announcements so that students can be recognized for individual achievements. These will be published in the print and online Lowell Bulletin.

Key Strategy 2a: The principal and/or other administrators will meet with the Command Staff of the Taraval Police Station at least once each semester to implement tighter security measures at Lowell. The administrators will submit a plan and request for funds to purchase needed equipment. The number of students reporting thefts will decrease.

Key Strategy 2b: The Wellness staff will submit a report to the SSC on the resources provided to students.

Key Strategy 2c: During at least one professional development workshop, staff will receive updates about issues related to the mental, physical and emotional health of students.

Key Strategy 2d: The Peer Resource program will provide trained mentors for each freshman registry. The mentors will meet individually with freshman students as needed.

Key Strategy 2e: The nurse and Wellness Center will explore other avenues to provide better and more nutritious food for students and staff.  
 Key Strategy 2f: Drills for all emergencies will be conducted throughout the school day with evaluations post-drill and training of staff pre-drill. Additional signage denoting emergency building evacuation routes (including the location of fire extinguishers) need to be posted in conspicuous locations in all school buildings.

### Goal 5: Parent and Community Involvement

*Significantly increase the involvement of a broad base of parents and community at the school level.*

Actions to be Taken to Reach This Goal <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: Provide parents with various ways of communicating with teachers: E-mail, voicemail, written messages, school bulletins, and school Web site. Encourage parents/guardians to seek the help of counselors as intermediaries to help communicate with teachers and alleviate fears and pressures felt by students who may feel caught in the middle.</b></p> <p>1a) Teachers will list their preferred method(s) of communication on their syllabus. Teachers will be encouraged to establish and list on their syllabi specific office hours where possible.</p> <p>1b) Counseling Department will use the auto-dial phone system to send short, multi-lingual educational message to parents.</p> <p>1c) Help teachers to develop free Web sites.</p> <p>1d) Administration and Lowell’s Webmaster will create a page on Lowell’s website which lists all teachers and the best way to contact them (email, including address; telephone/voicemail; or telephone/manual message).</p> <p>1d) The school will publish in the weekly bulletin that copies of all course syllabi are available in the library and in Room 120.</p>	<p>Start of semester</p> <p>Start of school year</p> <p>Ongoing</p> <p>Start of school year</p> <p>Start of each semester</p>				<p>Auto-Dial System</p>
<p><b>Key Strategy 2: Provide a variety of ways for parents and community members to interact with the school such as Open House, College and Financial Aid</b></p>					

<p><b>Nights, the VICCI (Volunteers in College and Career Information) Center, Lowell Beautification Days, Wellness Education Nights, and performing arts events. Encourage families (both parents/guardians and students) to become more involved in, and informed about, the student’s education by regularly attending PTSA and SSC meetings.</b></p> <p>2a) Identify reasons why certain groups of parents have difficulty interacting with the school. Evaluate the meeting time of the School Site Council to maximize participation by all communities.</p> <p>2b) Look for opportunities to present informational events in other parts of town. For example: partnering with other high schools for events such as Financial Aid Night.</p> <p>2c) Sponsor Lowell social event(s) for parents and community members.</p> <p>2d) Increase membership in the PTSA (parent, student, and teacher) as students and parent/guardians need to “support the excellence of Lowell”.</p> <p>2e) The auto-dialing system will notify families of upcoming events requesting parent participation.</p>	Ongoing	Refreshments, invitations			
	Ongoing			PTSA	Facilities
	Yearly				Facilities
	Ongoing				
	Ongoing				

**Monitoring and Assessment for Goal 5**

*Questions to cover:*

*1. How will the school monitor implementation of the activities above?*

Key Strategy 1a: The Assistant Principal for Curriculum, who collects and keeps copies of teacher syllabi, will check that every syllabus includes the teacher’s preferred method of communication and office hours.

Key Strategy 1b: The Assistant Principal for Pupil Services will coordinate and monitor this project.

Key Strategy 1c: The Professional Development Committee will provide teachers with time and resources for this project.

Key Strategy 1d: Administration and Lowell’s Webmaster will create a page on Lowell’s website which lists teacher contact information.

Key Strategy 1e: The Assistant Principal for Curriculum will coordinate and monitor this project.

Key Strategy 2a: The PTSA and SSC Goal 5 Committee will take responsibility for this ongoing project.

Key Strategy 2b: The Assistant Principal for Pupil Service, assisted by the counseling staff, will seek such opportunities.

Key Strategy 2c: The SSC will bring a variety of school groups together to carry out this project.

Key Strategy 2d: The PTSA and PTSA faculty representative will take responsibility for this ongoing process.

*2. How will the school evaluate its progress towards achieving the desired objective(s)?*

Key Strategy 1a: Complete compliance will indicate that the objective has been reached.

Key Strategy 1b: When the outreach phone calls are completed, the objective will have been reached.

Key Strategy 1c: The objective will have been reached when help has been provided.

Key Strategy 1d: When the website has been updated.

Key Strategy 1e: When a bulletin announcement has been made.

Key Strategy 2a: When a questionnaire or other method of determining the obstacles to parent participation is produced and information gathering is underway.

Key Strategy 2b: The information gathered in step 5.2.1 will be used to guide the off-campus meetings and more contact with parents occurs in these settings.

Key Strategy 2c: When a family-friendly social event at the Lowell campus occurs.

Key Strategy 2d: An analysis of membership levels from year to year will be conducted.

Key Strategy 2e: An analysis of the number of times the auto-dialer was used will be conducted in comparison to previous academic years.

### *3. What data will be collected to measure progress?*

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Key Strategy 1a: Syllabi will be examined and the numbers in and out of compliance will be tabulated.

Key Strategy 1b: Administration and PTSA will collect “before” and “after” counts of complaints from parents reporting difficulty in reaching teachers.

Key Strategy 1c: The number of teacher web sites will be tabulated.

Key Strategy 1d: Online teacher contact information is posted.

Key Strategy 1e: The weekly bulletins will be collected to see that announcements regarding syllabi have been published.

Key Strategy 2a: Parent responses to questionnaire or alternate mode of outreach.

Key Strategy 2b: Off-campus events will be noted and tabulated. The number of Lowell parents in attendance will be noted.

Key Strategy 2c: Attendance at Lowell Social Event(s) will be counted and analyzed.

Key Strategy 2d: Membership in the Lowell PTSA will be counted and analyzed.

Key Strategy 2e: The amount of times the auto-dialer was used within the course of an academic year will be compared to previous years

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