

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
For
Student Achievement
&

Personnel/Budget Pages

(Revised 3/17/04)

Lowell High School

School

3/17/04 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 needs.

Acronyms and Terms Used in this Plan

Term	Meaning
AP	Advanced Placement (or Assistant Principal)
“BC” Code	Classes that alternate in length from 40 minutes to 65 minutes.
CAHSEE	California High School Exit Exam
CAT-6	California Achievement Test- 6 th Edition
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.
CST	California Standard Test
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 th percentile
ELL	English Language Learner
ESLR	Expected Schoolwide Learning Results – capabilities students are expected to develop by the WASC (see below)
ETS	Educational Testing Services – organization that manages AP exams in the U.S.
GATE	Gifted and Talented Education- a program whereby gifted and talented students are given differentiated opportunities, assignments and resources.
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
RSP	Resource Specialist Program
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
SSC	School Site Council –the body responsible for the Academic Plan and WSF allocation at Lowell
Special Education	A program whereby students with special needs are given an IEP (see above) and additional resources
STAR schools	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 into 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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practices at the district/ school site:

1. Alignment of curriculum, instruction and materials to content and performance standards:

DISTRICT: *SFUSD policy and practices are designed to ensure that each student has access to instructional materials that are aligned with State core content standards. The district has adopted programs and materials that are aligned with and approved by the State Board of Education.*

SITE: Lowell High School's curriculum, instruction and materials are in alignment with the District content and performance standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

DISTRICT: *The SFUSD has purchased adopted instructional materials for all students including EDY, Special Education, EL, GATE, and Vocational Education.*

SITE: All departments have purchased standards-based instructional materials appropriate to all student groups including EDY, Special Education, ELL, and GATE. The Vocational Education program is supported by the Cooperative Vocational Education (CVE) Marketing program, which is provided by the San Francisco Regional Occupational Program (ROP).

3. Alignment of staff development to standards, assessed student performance and professional needs:

DISTRICT: *The district holds Professional Development Institutes that provide a series of workshops four times a year. These are designed to deepen understanding of the skills required to assist schools in aligning standards, assessments and best practices, assessing student performance, and meeting professional needs of staff. In addition, central staff facilitates ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.*

SITE: The school provides staff development, which is aligned to standards, assessed student performance and professional needs through the District's Professional Development Institutes (PDI), the school's Digital High School (DHS) Program, SB1882 Professional Development, and Gifted and Talented Education (GATE).

- A full-time technical coordinator had been hired to maintain the schools computer network, file servers and desktop computers.
- In spite of the fact that DHS funding has been available, the physical infrastructure of internet access and appropriate equipment within each instructional space throughout the school is still not yet available for 100% of the classrooms. We are still not connected to all of the Portables and to 18 classrooms at the far east end of the second floor. These classrooms at the east end will not be connected to the school's network until renovations are done in the spring and summer of 2004, due to construction complications in accessing the utilities.
- Construction delays in the modernization project, has hindered the school's ability, to implement technology-based lessons in the classrooms. This will continue to be a problem until the construction project is completed in the summer of 2004.
- A committee comprised of teachers and the administration make joint decisions about school based professional development activities.

4. Services provided by the regular program to enable underperforming students to meet standards:

DISTRICT: *The STAR Schools Initiative was developed using data on SFUSD school performance and the most recent research on improving under performing schools. It provides additional school personnel, support, and resources. Summer School programs are designed to provide interventions to under performing students.*

SITE: Services Provided by the Regular Program to enable underperforming students to meet standards:

- Identified 9th grade students, based on reading comprehension scores from the California Standards Test and English teacher referrals, participate in an in house Literacy Program designed for independent study in acquiring useful reading strategies during their resource time.
- Students requiring additional instructional support and assistance beyond regular class time, are encouraged to utilize three on site Resource Centers. Each department office has hours in which students may seek tutorial help from teachers. All ninth graders are required to utilize the Resource centers through out the year.

5. Services provided by categorical funds to enable under performing students to meet standards:

SITE: The ELL funds at Lowell have been used for extra hours to administer the CELDT and to re-designate students. Computers and books were also purchased and they are located in the library.

6. Use of state and local assessments to modify instruction and improve student achievement:

DISTRICT: *Annually the Research Department produces a School Site Data Binder designed to provide school staff with disaggregated data reports for the previous school year. It contains information concerning student achievement performance on various state and district wide assessments administered during the previous school year.*

SITE: Disaggregated data provided by the District's School Site Data Binder are presented and discussed with Department Heads who then share this information with their departmental faculty. Trends are observed and correlations among the various assessments are determined to assist in making recommended changes to the school's curricular program.

- A reading comprehension & literacy program is being continued in the library to help boost skills for identified 9th & 10th graders who were on academic probation because of English or Social Studies grades or who scored below the 50th percentile on the SAT-9.
- There is a need for Department Heads, Administrators and Counselors, to become proficient in working with the SFUSD data disk. It would be even more valuable if the district provided teachers with reports targeted at students in their classrooms. The information on the SFUSD data disk allows staff the ability to access specific information about students and student groups while being able to access and interpret standardized test results and student performance.

7. Family, school, district and community resources available to assist under performing students:

District: *The district provides resources to STAR schools including additional personnel, support and services. All schools receive assistance with extended learning opportunities and support materials.*

SITE: The Lowell PTSA, Alumni Association, and Sports Foundation actively support educational efforts at Lowell. The PTSA, Alumni Association, the Sports Foundation, and the Student Body Council work with the SSC to set goals, and to provide the funding for specialized needs determined by each department or individual teacher.

- Grants are awarded to respond to specialized needs, as requested by individual teachers and departments.

8. School, district and community barriers to improvements in student achievement:

SITE: Barriers to improvement in student achievement have been identified as:

- The district requirement of basic courses, (such as College & Career), and the lack of Summer School to fulfill the district requirements. This requirement for Lowell, which is a college preparatory school, is seen as having little use as opposed to some other schools that may be trying to increase college interest.
- The Modernization Project and Construction in the main building has continued into the school year and is still not complete. This has been an inconvenience and hindrance to teaching and learning due to the facilities not being 100% functional, (including the school's entire computer network), and ongoing work interruptions.
- The New Building Construction Project has been an inconvenience and hindrance to teaching and learning, due to finish work dragging on into the second half of the school year with no clear completion timeline in place.
- Technology integration at Lowell has been hindered due to the school's computer network not being completed on schedule, which has eliminated the ability for teacher training on the use of computers in their classrooms for this year.

9. Limitations of the current program to enable underperforming students to meet standards:

SITE: Limitation of the current program to enable under performing students to meet standards have been identified as:

- The allocation of limited budget and resources to provide differentiated instructional support and training
- The lack of resources to support student resource centers

DATA CONCLUSIONS AND DISTRICT GOALS

Conclusions from Student Performance and Trend Data:

By most measures, Lowell High School's students continue to excel in academic achievement. Once again, Lowell's Academic Performance Index (API) was the second highest in California. Only three high schools in the United States administered more advance placement examinations than Lowell. Last year ninety seven percent of 10th graders and 99% of 11th graders passed the California High School Exit Exam.

Ninety five percent of students tested in the spring of 2003 mastered California English Language Arts (ELA) standards test at a level of "Proficient" or higher. This percentage has increased each of the past three years. All three grades levels tested (9th, 10th, 11th) have shown higher levels of proficiency over the past three years.

There has been a significant jump in ninth grade proficiency in ELA (from 92% "proficient" to 97%) from 2001 to 2003. We attribute some portion of this improvement to an increasingly proactive intervention program in which students who are at risk in language arts are identified early in freshman year through analysis of middle school testing data and first-term performance at Lowell.

Data on sub-sections of the English Language Arts examinations indicate that work needs to be done to improve some areas. This is true in "Reading Comprehension" and "Literary Response and Analysis" where students' correct responses drop from 9th to 11th grade.

The data for mathematics indicate that fewer Lowell students have mastered the California standards at a "proficient" level than they have in English language arts. For example, 90% of 9th graders are at proficient or higher in Algebra I (compared with 97% in ELA). "Only" 80% of 10th graders are "proficient" or higher in the State's geometry standards. In Algebra II, 84% of 11th graders are "proficient" or higher. At the beginning of the 2004-05 school year, teachers will examine the mathematics standards tested against the content of our classes.

Percent of students "Proficient" or higher in selected California Standards Tests

(Number tested in parentheses)

	Grade 9	Grade 10	Grade 11
English	97% (618)	95% (615)	93% (593)
Algebra I	90% (518)		
Algebra II			84% (300)
Geometry	95% (87)	80% (490)	
High School Summative math			96% (212)
History/Social Science		72% (617)	92% (584)
Biology	79% (310)	81% (249)	
Chemistry		81% (247)	87% (268)
Physics			53% (187)

There is a need to examine the relatively low percentage of students at "proficient" in several areas, for example, 10th Grade Social Studies and 11th Grade Physics.

Conclusions from Parent, Teacher and Student Surveys and community meetings:

On January 7, 2004 the Lowell School Site Council, in conjunction with the PTSA, held a community meeting. Those in attendance spoke of things that could be done to improve the quality of the high school experience for students. Many of the suggestions fell into the category of “support for students” above and beyond the classroom. Examples:

1. More counselors
2. Mentors for students, both adult and peer mentors
3. “Small school” in a “big school” restructuring
4. Better use of time spent in registry
5. Use of retired faculty, grad students and alum for tutoring or mentoring
6. Parent volunteer support

Other suggestions included:

1. Development of clear ethical standards for Lowell
2. Improvement of the physical plant
3. Better outreach to and recruitment of students traditionally under-represented at Lowell
4. More effective evaluation of programs and teachers
5. Development of an interdisciplinary approach to the curriculum

The plan attempts to address the “student support” issue in several respects. For example, the plan calls for a significant increase in the reach of the California Scholastic Federation students’ tutoring program. Additionally, the Student Body Council is working on a Student Mentoring Program whereby incoming 9th graders will be assigned volunteer 11th and 12th grade mentors to ease the transition to Lowell. Goal Two of the plan calls for added support to the Expository Writing program through the use of “readers” to help teachers assign and evaluate a greater number of writing assignments.

A review of the Parent Survey administered during Spring 2002 indicates these areas of concern (out of 30 statements requesting a response from:

Strongly Agree = 4 points to Strongly Disagree =1 Point):

There will not be a parent survey administered this year because of the budget crises. We have used information provided from the 2002 survey for reference.

- 1) My child’s school is a drug-free school.
- 2) My child’s school is clean and well maintained.
- 3) The school has enough books and supplies.
- 4) My child’s teacher(s) motivates my child to learn.
- 5) My child’s teacher(s) knows my child’s strengths and weaknesses and provides extra help when needed.
- 6) My child’s teacher(s) assigns the right amount of clear and useful homework.
- 7) Communication between home and school is frequent and useful.

Overall, I am happy with the San Francisco Unified School District.

A review of the Student Survey administered during Spring 2002 indicate these areas of concern (out of 25 statements requesting a response from Strongly Agree = 4 points to Strongly Disagree =1 Point):

There will not be a Student Survey administered this year because of the budget crises. We have used information provided from the 2002 survey for reference.

- 1) I feel the staff is representative of my community.
- 2) I know an adult at school who can help when I have mental health problems.
- 3) Students in this school follow the school rules.
- 4) Discipline problems are handled fairly.
- 5) I like how my classroom(s) looks.
- 6) I can find what I need at the school library.
- 7) The school buildings and grounds are kept neat and clean.
- 8) School bathrooms are clean and have enough supplies.
- 9) My classroom has books that help me learn.
- 10) My classroom has equipment that helps me learn.
- 11) I enjoy what I do in class.
- 12) I know what I am expected to learn in school.
- 13) My teachers make learning interesting.

It appears that from among the parents who responded areas of concern relate to the school's environment (statements 1, 2), instructional resources (statement 3), teacher and student interaction (statements 4, 5, 6), school and home communication (statement 7), and overall response to the school District (statement 8).

It appears that from among the students who responded areas of concern relate to the school's environment (statements 5, 7, 8), instructional resources (statements 6, 9, 10), adult and student interaction (statements 2), teaching and learning (statements 11, 12, 13), school discipline (statements 3,4), and affiliation (statement 1).

A review of the Teacher Survey administered during Spring 2002 indicate these areas of concern and areas that are in strong agreement (out of 55 statements requesting a response from Strongly Agree = 4 points to Strongly Disagree =1 Point):

- 1) Classroom cleanliness
- 2) Adequate supplies and equipment
- 3) Adequate computer technology and support
- 4) Shared decision-making

- 5) School considered relatively safe
- 6) Active School Site Council and Union Building Committee
- 7) Understand District evaluation procedure
- 8) Teachers have a good sense of the school's mission
- 9) The teaching staff is doing a good job

From the Spring 2002 Teacher Survey it appears that from among the teachers who responded areas of greatest concern relate to the school's environment (statement 1), instructional resources (statements 2, 3, 4).

*SCHOOL'S OBJECTIVES FOR EACH OF THE DISTRICT'S GOALS
BASED ON ANALYSIS OF DATA*

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 the California Standards test and other assessments as appropriate.
 - A. Ensure that all 9th graders identified as needing additional help in math and/or reading, receive intensified instruction in that subject area
 - B. To move 75% of students who test at “Basic” or below in language arts and/or math, up at least one level of proficiency.

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.
 - A. All students will have access to courses that meet the UC/CSU a-g course requirements at the highest appropriate level class including Honors and Advanced Placement. Attempts will be made to increase the number of Honors and Advanced Placement classes without adversely affecting the regular program of courses.
 - B. All students, including special education students, will have access to services that support their academic success.

3. **Initiatives to Improve Instruction:** 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.
 - A. Fund additional teaching and instructional support staff (readers’ program literacy program, librarians, counselors).
 - B. Purchase books and supplementary texts/materials for all departments in addition to those, which are state or district-adopted texts, which enhance the curriculum in regular and AP/Honors classes.

4. **School Climate:** Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.
 - A. Ensure a more comfortable well equipped, well maintained learning environment for students both inside and outside the classroom.
 - B. Provide an environment that builds pride in oneself as well as in one’s school.

5. **Parent and Community Involvement;** Significantly increase the involvement of a broad base of parents and community at the school level.
 - A. Continue to involve the Parent/Community in the Education and Budgeting Process.
 - B. Use Parent/Community and District resources to improve outreach to increase the number of underrepresented students enrolled at Lowell.

Action Plan

GOAL #1 Significantly increase academic achievement and learning for all students, including closing the achievement gap.
Student groups participating in this goal: (1) All 9th grade students and any students who test at "Basic" or below in language arts and/or math on the California Standards tests.
Performance gains expected for these students: (1) To demonstrate proficiency at least one level higher on the California Standards test. (2) To have fewer 9th graders receive Ds or Fs on their report cards in English or math, as shown at each 6-week grading period.
Means of evaluating progress toward this goal: California Standards Test, pre and post tests on reading software programs, report card grades, other standardized tests
 Group data needed to measure academic gains: California Standards Test scores, other standardized test scores, and report card grades.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of instruction with content standards:</p> <p>a. Ensure the instructional program is in alignment with state and district standards, and continue to enhance the instructional program to improve student achievement across the curriculum. Improvements will be accomplished by comparing and assessing the Lowell curriculum against the WASC ESLR's, Digital High School benchmarks and the California Standards. (WASC goals Assessment-4 and Curriculum-1)</p>	<p>AP Curriculum/ Dept. Heads</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.2 Improvement of instructional strategies and materials:</p> <p>a. Coordinate a reading strategies program for students identified through test results by counselors or staff, as reading at “Basic” or below. This will be done by August 2004. Students who fail algebra or who are recommended by a counselor or teacher, will have dedicated resource time or take a problem-solving class.</p> <p>b. The AP Pupil Services and counselors will identify students who are reading at “Basic” or below and will share the students’ names with individual teachers no later than August 2004. (WASC goal SS-1)</p> <p>c. Individual students will be assigned to the Plato Program in the library during a designated resource period.</p> <p>d. Integrate SDC students into the Lowell Community through ensuring appropriate and individualized participation in Lowell course offerings, according to their IEPs. (WASC goal A-2)</p> <p>e. Ensure that all students, especially under-represented populations, are encouraged to sign up for honors and advanced placement classes. (WASC goal SS-2)</p>	<p>English/Math Dept. Heads. AP Curriculum AP Pupil Services English Dept. Head Special Ed. Dept Head AP Pupil Services</p>		WSF/Other
<p>1.3 Extended learning time:</p> <p>a. Students identified as reading below average will use software programs during the library’s open hours. (WASC goal SS-3)</p> <p>b. Counselors will ensure that students scoring below basic in both math and English take appropriate course loads, so they have time to get extra help in both subject areas.</p> <p>c. Students achieving below “Basic” in reading or math will have access to tutoring. Teachers will refer students to tutoring programs such as CSF, Spanish Honor Society, Math Club or to other tutoring programs at Lowell. (WASC goal SS-3)</p> <p>d. Utilize resource centers to maximize student learning. Paraprofessionals in the resource centers will assist students to access various software programs to help them improve in reading and math. (WASC goal SS-3)</p>	<p>AP Curriculum AP Pupil Services AP Curriculum AP Pupil Services AP Curriculum</p>		
<p>1.4 Increased educational opportunity:</p> <p>a. Students needing help with reading will work with software programs during the library’s open hours. Students needing help with math/reading will work with tutors during their free mods. Any students needing help with writing will meet with their English teachers during the teachers’ office hours.</p>	<p>AP Pupil Services Head Librarian AP Curriculum</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.5 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> a. Language Arts and Social Studies teachers will collaborate on writing strategies during scheduled professional development time. b. Teachers will meet by departments to plan strategies to motivate students who have scored at “Basic” or below on the California Standards Exams or below “Commendable” in writing. c. Staff development/department meeting time will be allocated to discuss resources for identifying underperforming students, initiating early intervention, and developing strategies to improve achievement, including use of rubrics. (WASC goal C-2) 	<p>Dept Heads Dept Heads Administration Dept. Heads Professional Dev. Comm.</p>		
<p>1.6 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> a. Appropriate staff will share information about programs for students needing help in writing and math at meetings such as Back-to-School Night, 8th Grade Night, 9th grade orientation, Wellness Center Parent Resource Night, Academic Affairs Committee meetings and PTSA meetings. 	<p>AP Curriculum AP Pupil Services PTSA President</p>		
<p>1.7 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> a. The administration will continue to sponsor workshops for parents on how to help their students at home. 	<p>Administration AP Curriculum AP Pupil Services</p>		
<p>1.8 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> a. Assess progress in reading through Plato software programs Pre-assessment: August 2004; February 2005 Post-assessment: January 2005; May 2005 b. Improve math and reading scores on the California Standards Exam and improve grades on report cards in 9th grade English and math classes. Review of grades and scores will be done in January 2005 and June 2005. c. Counselors/department heads will examine test scores on California Standards Exam and 9th grade grades in English and math, and report to the SSC. d. Monitor DHS benchmarks and evaluate implementation of DHS Plan. (WASC goals Technology-3 and Technology-4) 	<p>AP Curriculum AP Pupil Services Head Librarian AP Pupil Services AP Curriculum Counselors Math/English Dept. Heads AP Administration</p>		

GOAL #2 : Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum Student groups participating in this goal: All students
Performance gains expected for these students: Higher percentage of students “proficient” or higher in California Standards Test in all subjects. More students eligible for UC/CSU.
Means of evaluating progress toward this goal: Analysis of Spring 2004 test data and reports from Counseling Department.
Group data needed to measure academic gains: California Standards Test reports; SIS data.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.1 Alignment of instruction with content standards:</p> <p>a. Each department will meet in August to ensure that areas of weakness on the California Standards Test are emphasized in the curriculum.</p> <p>b. When ETS data become available, AP teachers will meet to ensure that areas of weakness in AP exams are emphasized in the curriculum.</p> <p>c. Departments increasing the number of AP or honors classes (or where teachers are teaching such classes for the first time) will ensure that teachers are properly prepared and that curriculum is aligned with program standards. Preparation may include attendance at workshops, classes or mentoring within the department.</p>	<p>All faculty Administration AP Teachers Department Heads</p>		<p>WSF WSF WSF</p>
<p>2.2 Improvement of instructional strategies and materials:</p> <p>a. Expand technological resources for instruction:</p> <ol style="list-style-type: none"> 1.) The World Languages Department will work with the administration to ensure that the new language lab is available to students the maximum number of hours. 2.) The Visual and Performing Arts department will increase the use of software, especially in music theory and composition. <p>b. The English Department head will provide to the SSC a budget to hire readers for the expository writing program. The SSC will appropriate funds, if available, for readers.</p>	<p>World Language Dept. Head AP Administration VPA Dept Head English Dept. Head</p>		<p>WSF WSF/PTSA/ Alumni WSF/PTSA/ Alumni</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.3 Extended learning time:</p> <p>a. Consider moving the internal add/drop deadline closer to the beginning of the semester in order to stabilize the academic program.</p> <p>b. Consider extending “A code” instructional time in order to increase the overall learning time.</p> <p>c. Consider controlling course enrollment at registration to promote class balance and making further adjustments to class balance within 2 weeks of registration.</p>	<p>Administrative Council/SSC Department Heads</p> <p>Administration Department Heads</p>		WSF
<p>2.4 Increased educational opportunity:</p> <p>a. Maintain a broad assortment of classes of interest to all students:</p> <ol style="list-style-type: none"> 1) Provide courses meeting UC a/g requirement. 2) Provide AP/Honors courses. 3) Provide other electives to the maximum extent possible. <p>b. Counselors will regularly monitor student course enrollment to ensure UC a-g requirements are being met.</p> <p>c. Review prerequisites for honors/AP courses to increase eligibility for enrollment without decreasing course quality. By November, each department will have reviewed with the SSC its criteria for entry to Honors/AP classes.</p> <p>d. Each department will ensure that students and staff are informed well in advance of registration of the honors and AP classes available and the criteria for admission.</p> <p>e. Following guidelines for admission agreed upon by department heads and counselors, teachers and counselors will encourage all qualified students to enroll in AP and honors classes, especially underrepresented populations.</p> <p>f. Increase educational opportunity for all students to participate and achieve in the classroom by respecting class size goals established in the negotiated agreement with the goal of balancing all sections in any course.</p>	<p>AP Curriculum</p> <p>Counselors</p> <p>Department Heads AP Curriculum</p> <p>Counselors Teachers AP Curriculum Department Heads</p> <p>Administration Department Heads</p>		WSF
<p>2.5 Staff development and professional collaboration:</p> <p>a. Allocate as much time as possible during staff development days and periodic departmental meetings for interdepartmental/ intradepartmental collaboration. (WASC goal PD-2)</p> <p>b. Teachers who wish to receive funding for AP and honors training (including reimbursements for classes already taken) will submit a request to department heads by early September. Department heads will provide a compilation of these requests with attendant costs to the SSC by early October. The Professional Development Committee must approve training courses before they are taken.</p>	<p>Administration Department Heads Teachers Department Heads</p>		WSF WSF/PTSA/ Alumni

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.6 Involvement of staff, parents and community:</p> <p>a. Keep parents advised of curriculum issues through bulletins, newsletters and online resources.</p> <p>b. The AP for Curriculum will ensure that current course requirements and syllabi are available on the Lowell website and in hard copy at the school.</p>	<p>Administration</p> <p>AP Curriculum</p>		<p>WSF</p>
<p>2.7 Auxiliary services for students and parents:</p> <p>a. Continue to maintain the CSF tutoring program and keep students and staff informed of it. Teachers will refer students who need tutoring to the program. If funds are available, continue to fund time for paraprofessional to coordinating this program.</p>	<p>CSF Tutoring coordinator</p> <p>CSF Officers</p>		<p>WSF/PTSA/ Alumni</p>
<p>2.8 Monitoring program implementation and results:</p> <p>a. California Standards Test improve from prior year.- 2.1a</p> <p>b. Increase percentage of students eligible for UCs – 2.4b</p> <p>c. Increase numbers of students in honors and AP courses –2.4c,d,e</p> <p>d. Monitor adjustment period schedule changes. - 2.3a, c</p> <p>e. Increased student usage of the CSF tutoring program – 2.7 a</p>	<p>Department Heads</p> <p>Counselors</p> <p>AP Pupil Services</p> <p>AP Curriculum</p> <p>CSF tutoring coordinator</p>		<p>WSF</p>

GOAL # 3: Improve the instructional delivery to all students using best practices and whole school reform models.
Student groups participating in this goal: All students
Performance gains expected for these students: Higher test scores
Means of evaluating progress toward this goal: Report cards, achievement test results
Group data needed to measure academic gains: Achievement results – AP, GPA reports

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>3.1 Alignment of instruction with content standards:</p> <p>a. Ensure the instructional program is in alignment with state and district standards, and continue to enhance the instructional program to improve student achievement across the curriculum.</p> <p>b. Ensure each teacher distributes to students, parents, and curriculum office each semester: a clear set of class syllabus, communicating teacher and class expectations, grading policy, and office hours.</p> <p>c. Support department heads and teachers in the implementation of state and district standards.</p>	<p>AP Curriculum Department Heads Teachers Principal Administration</p>		
<p>3.2 Improvement of instructional strategies and materials:</p> <p>a. Purchase books and supplementary texts for all departments in addition to those, which are state or district-adopted texts, which enhance the curriculum in Regular and AP/Honors classes in October 2004 and February 2005.</p> <p>b. Coordinate curricula in sequenced courses. (WASC goal C-3)</p>	<p>AP Administration Department Heads</p>		
<p>3.3 Extended learning time:</p> <p>a. When necessary, teachers will refer students to opportunities for extended learning including departmental office hours open to student tutoring and to other school resources (i.e. Literacy Program, World Language Laboratory, etc.)</p>	<p>AP Curriculum teachers</p>		
<p>3.4 Increased educational opportunity:</p> <p>a. In the event additional funding becomes available, the SSC shall fund additional teaching positions to reduce class sizes and fund instructional support staff (paraprofessionals, readers' program, literacy program, librarians, counselors)</p> <p>b. Improve student awareness of academic opportunities and recognition of student achievement. (WASC goal Communication-2)</p>	<p>SSC AP Curriculum Department Heads VICCI Activity Sponsors</p>		<p>WSF Gate and/or other</p>
<p>3.5 Staff development and professional collaboration:</p> <p>a. Create an ESLR based Professional Development Program. (WASC goals PD-1 and PD-2)</p> <p>b. Provide orientation and a support system for new faculty and staff. (WASC goal PD-3)</p> <p>c. Coordinate academic curriculum resources for new teachers within departments.</p>	<p>AP Curriculum Professional Dev Administration Department Heads</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>3.6 Involvement of staff, parents and community:</p> <p>a. To increase involvement, the faculty, staff, parents, and community need to be informed. The library can act as a repository of information related to SSC matters: it will maintain a record of SSC minutes, academic site plans, district memos related to SSC and WSF, budgets, proposals, and other related documents.</p> <p>b. Solicit input from staff, parents, students and community regarding priorities for the purchase of additional instructional materials, equipment and supplies to support academic achievement.</p>	<p>Librarians Info. Systems Admin. SSC Department Heads</p>		
<p>3.7 Auxiliary services for students and parents:</p> <p>a. Maintain a website with online weekly student bulletin, weekly senior bulletin, student handbook with plagiarisms policy, SSC minutes and other sources to give information to student and parent. (WASC goal Communication-4)</p> <p>b. Improve student awareness of extracurricular opportunities and provide recognition of non-academic achievements/contributions to the community. (WASC goal Communication-3)</p> <p>c. Provide a student mentoring program. (WASC goal SS-4)</p>	<p>Webmaster Administration Activity Sponsors AP Pupil Services</p>		
<p>3.8 Monitoring program implementation and results:</p> <p>a. Review test results from AP exams, CAHSEE, CAT6/CTS, student work, and give feedback on the progress made in the implementation of state and district standards.</p> <p>b. Develop ESLR assessment tools and use them to measure student achievement in all departments in fulfilling the ESLRs. (WASC goal Assessment-1 and Assessment-3)</p>	<p>Administration Department Heads Counselors Teachers Administration Department Heads</p>		

GOAL #4: Ensure a safe secure school and learning environment
Student groups participating in this goal: Peer Resources, BBOS, SBC, all students.
Performance gains expected for these students: Improve freshman transition to Lowell, more environmentally conscious students.
Means of evaluating progress toward this goal: Reduction in referrals, cleaner campus, improved attendance, improved participation in student activities.
Group data needed to measure academic gains: suspension list, probation list, attendance data, Wellness Center data.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety:</p> <p>a) Support the transition of freshmen to Lowell through an effective mentoring program.</p> <p>b) Reduce students on suspension or probation through local support.</p> <ul style="list-style-type: none"> - Counselors meet students at least once a year. - Counselors refer students to SAPs, SSTs, CPS and/or Deans as necessary. <p>c) Provide mental/physical support of all students through Peer Resources, Wellness Center, and a broad base of clubs and other student activities.</p> <p>d) Implement programs to improve campus cleanliness. (WASC Goal A3)</p> <p>e) Provide an up-to-date disaster plan and improve the visibility of outstanding maintenance deficiencies and status on correction.</p> <p>f) Early in the school year provide students procedures for safe ingress/egress to school, schoolwide dress code, and policy on sexual harassment.</p> <p>g) Provide facilities for expanded library use. (WASC Goal C4)</p>	<p>SBC/BBSO AP Pupil Services/Staff</p> <p>Principal/SBC/Peer Resources SBC/Deans AP Admin</p> <p>Deans</p> <p>Librarian/AP Admin</p>		
<p>4.2 Staff development and professional collaboration:</p> <p>a) Continue to allocate professional development time, particularly Fall semester, to safe school topics, including procedures on SAPs and SSTs, child abuse reporting, suspension/expulsion, Disaster Plan, sexual harassment policy, and rules and procedures on school discipline and dangerous students as applicable.</p> <p>b) Provide training on documentation of and providing status for maintenance deficiencies. (WASC A3)</p>	<p>Prof Dev Committee</p> <p>AP Admin</p>		
<p>4.3 Engagement of staff, parents, community:</p> <p>a. In 2003-04 continue to encourage coordination of Lowell's existing outside-funding structure (PTSA, Alumni Association, Lowell Sports Foundation) and explore the expansion of Lowell's capability to raise money independently of the district budget (specifically, grants and foundations).</p> <p>b. Begin mobilizing Lowell for celebration of the 150th anniversary (sesquicentennial) in 2006.</p> <p>c. Administrators, staff, students, and parents work in conjunction with DPW and SFUSD Facilities Dept. to identify and secure assistance for various critical areas that need attention.</p> <p>d. Clarify the decision-making process throughout the school. (WASC goal Communication-1)</p>	<p>Alumni, PTSA, Principal</p> <p>Alumni Assn AP Admin, PTSA</p> <p>Principal, Webmaster</p>		
<p>4.4 Auxiliary services for students and parents:</p> <p>a. Encourage development of a Lowell website which maintains links to other official Lowell sites.</p>	<p>Principal, Webmaster</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>4.5 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> a) Provide SSC a Safety Plan review and status of facilities upgrades and maintenance. b) Provide SSC status on student interventions/discipline. 	<p>AP Admin AP Pupil Svs, Deans, Wellness Center</p>		

GOAL #5 Significantly increase the involvement of a broad base of parents and community at the school level.
Student groups participating in the goal: PTSA, LSA, BBSO
Performance gains expected for these students: Increase in student SSC participation and PTSA participation
Means of evaluating progress toward this goal: Attendance at Fall Open House, Wellness Center Open House, SSC, Membership in PTSA
Group data needed to measure academic gains: Attendance at Fall Open House, Wellness Center Open House, SSC, Membership in PTSA

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>5.1 Active parent involvement in decision making process:</p> <ul style="list-style-type: none"> a. Provide an update of SSC accomplishments over the past year and encourage full parent participation in the School Site Council (Include as part of welcome/SSC nomination packet, bulletin, Lowell Web Site) b. Provide a forum for parents who want information regarding school. c. Provide updates and notification of meetings in the Parent Bulletin and PTSA Newsletters, Lowell Website, phonetrees, consideration of meeting times. d. Keep an active grants program in both the PTSA and Alumni Association. Not only do these programs keep critical funds coming to the school but they allow parents/community to direct funds to key activities. 	<p>SSC Election Committee PTSA PTSA SSC Chairperson PTSA President PTSA Alumni</p>		
<p>5.2 Ongoing communication with parents:</p> <ul style="list-style-type: none"> a. Make copies of Syllabi/Class Rules available to parents in the classroom at Fall Open House and in the Library. b. Publish and distribute/make available on the Web a student handbook. Include pertinent data on SFUSD and UC academic requirements. c. Provide alternate forms of effective communication such as e-mail and voicemail. d. Town Halls Meetings according to need especially for 9th grade parents e. PTSA outreach to immigrant parents 	<p>Teachers AP Curriculum Webmaster AP Curriculum Principal/AP Admin PTSA PTSA Administration</p>		
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students:</p> <ul style="list-style-type: none"> a. The parent GATE representative should be informed of GATE activities through briefings provided by the Lowell and SFUSD GATE coordinators b. The Parent GATE Coordinator should keep parents of GATE students informed through monthly meetings. 	<p>Parent GATE Coordinator Parent GATE Coordinator</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>5.4 Providing education opportunities for parents:</p> <p>a. Open House – the Fall Open House provides an opportunity for parents to visit classroom sites to discuss curriculum.</p> <p>b. Wellness Center – provides counseling and information to students and parents on critical topics of academic performance, social adjustment and psychological/physical well being.</p> <p>c. Parent Teacher Student Association – offers information and volunteer opportunities in support of academic and athletic programs. PTSA (is currently planning) an interactive online site for dispersal of news and information. Promotes home/school/school/community communication.</p> <p>d. College and Financial Aid nights – Counselors, VICCI personnel, and outside resources provide information regarding Colleges and college application process to parents of juniors and Financial Aid information to parents of seniors.</p> <p>e. Freshman Parent Forum – meetings to familiarize parent with Lowell, its culture and procedures. It would also be particularly useful to parents of new students who can orient themselves to the campus and monitor the transition of students.</p>	<p>Principal PTSA President Wellness Center Coordinator PTSA President</p> <p>AP Pupil Services</p> <p>PTSA President</p>		
<p>5.5 Involvement of community partners:</p> <p>a. Improve SSC Parent Election Participation.</p> <p>b. Improve recruitment efforts through Open House for 8th Graders and other outreach efforts to the middles schools and the community by including participation by Lowell parents.</p> <p>c. Seek assistance from SFUSD to increase and support diversity on site.</p> <p>d. Seek new connections with community centers and religious groups representing populations underrepresented at Lowell.</p>	<p>SSC Elections Committee Principal PTSA Recruitment PTSA Recruitment Principal PTSA</p>		
<p>5.6 Monitoring program implementation and results:</p> <p>a. Monitor attendance and participation in SSC</p> <p>b. Improve voter turnout in SSC elections.</p> <p>c. Increase the number of PTSA/Alumni Association grants requests</p> <p>d. Increase participation at Counseling nights/Wellness Center training, School Open House, and Freshman Forums.</p>	<p>SSC SSC/PTSA PTSA/LAA Administration</p>		