

Progress Report



Chapter 3

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Developments since the 2006 WASC Accreditation Revisit

In 2003, WASC awarded John F. Kennedy High School (JFK) a three-year term of accreditation. In spring, 2006, the WASC visiting team returned to JFK and extended that term for an additional three years, until spring 2009. As educators, we know the veracity of the adage “the only thing that doesn’t change is change itself.” Since the 2006 WASC visit, there have been many changes at Kennedy.

Our current principal came to JFK during the fall semester of 2005, just one semester prior to the WASC visit in 2006. As an experienced high school principal, she brought a commitment to collaboration, a leadership style that encourages consensus building, and assumed a leadership role in facilitating the use of the WASC process as a tool to improve achievement for all students. However, since 2006, several key instructional leaders have retired or been promoted to administrative positions elsewhere. Only one of the current assistant principals was at JFK during the 2006 WASC visit.

The Kennedy faculty and staff are dedicated to meeting the academic needs of all students. Although stable in the past, the faculty has recently experienced a great deal of turnover. Since the last WASC visit in 2006, Kennedy has hired approximately 28 new teachers. Currently, 30 faculty members have been at Kennedy for one year or less. Although at times inexperienced, our new highly motivated faculty members are working closely with our veteran staff to improve student achievement. The influx of new ideas has helped Kennedy to examine itself and think critically about its instructional program.

As indicated in Chapter 1, Kennedy currently has 152 certificated staff members, including 140 who are credentialed and 12 who are enrolled in District or university intern programs. Of this group, 7 have PhD's, 66 have Masters degrees, and 2 have National Board Certification. According to a faculty survey, some 48 (37%) have been teaching fifteen years or more, and 17 (13%) five years or less; 3 (2%) are first-year teachers. Females consist of 49% of the certificated staff. The majority of the faculty members are white, totaling 54%, followed by Latino (20%), African American (10%), and Asian teachers, totaling 9%. By 2008-09, 109 (84%) of Kennedy teachers and paraprofessionals had met NCLB requirements. Additionally, 113 (87%) of JFK's in-class teachers are CLAD certified.

A math coach and literacy coach, both appointed by the Los Angeles Unified School District, provide additional support for students, faculty and staff. The ten counselors include two supporting 9th grade students, three for ESL students, and one for Special Education students. Other support staff include a College Counselor, Career/ROP Advisor, part-time Bilingual/ Testing Coordinator, part-time Title I Coordinator, two days of a Pupil Service and Attendance Coordinator (PSA), a Diploma Project Advisor (DPA), a full-time school psychologist, a part-time 9th Grade Academy Coordinator, a fulltime Special Education Coordinator, a full-time Magnet Coordinator, and part-time coordinators for the five SLC academies. Additional services are provided to Kennedy stakeholders by the on-campus Kennedy Clinic & Family Resource Center. Operated by the district in collaboration with Kaiser Permanente Medical Center and the Family Health Care Clinic, the center offers counseling, therapy, and basic family health services to members of the student body and community who meet health care requirements established by the County of Los Angeles.

In addition to a change in faculty, there have also been demographic changes within the student body. Among these have been an increase in the percentage of Latino students, and an increase in the number of special education students. Moreover, we have seen a decrease in the percentages of white, African American, Filipino, and Asian students, and in the number of English Language Learners. The Kennedy faculty and staff, realizing the changes, have begun to alter their instructional practice to appropriately address the academic and social needs of our student population. In addition, the Kennedy leadership staff redistributed additional financial resources from both Title I and Bilingual programs to address the Critical Areas of Academic Need (CAAN's) demonstrated by our students.

Kennedy High suffered significant damage in the 1994 Northridge Earthquake. Large segments of our school were completely rebuilt in the years after that event. However, despite the fact that many of our buildings are relatively new by LAUSD standards, there have been significant improvements in our physical plant during the past three years. Those changes include a new English Department Computer Lab and a new Computer Lab, accessible to the entire school, in the library. In total, Kennedy High School has 720 computers on campus, averaging 4.4 students per computer.. Our cafeteria has been remodeled, and plans call for a new science lab to be installed in the Freshman Academy area. Additionally, Los Angeles Virtual Academy (LAVA) classes are now available, allowing us to increase the number of Advanced Placement offerings. The school is also home to the Jane Addams Continuation High School and the Kennedy-San Fernando Community Adult School.

Since 2003, after examination of data and research, a critical decision-- affecting the entire structure of our school-- was made to reconfigure JFK into smaller learning communities (SLC's). Current research suggests that the "new 3 R's"-- rigor, relationships and relevancy-- are best achieved in environments where instruction and

intervention are personalized and where there is less likelihood that struggling students can “fall through the cracks.” Last year, JFK’s Bulletin 1600, a comprehensive plan for reconfiguration into SLC’s, was submitted to and approved by the LAUSD Board of Education. John F. Kennedy High School currently has five SLC’s. One, the Teaching Careers Academy, began in 1998. The Biomedical, Health & Fitness Academy started in 2005, and the Freshman Academy began in 2007. Two more are in the beginning stages of implementation--D.R.E.A.M.S.T. (an acronym for Digital Arts, Design, Dance; Recording arts and sciences; Entertainment; Art; Music; Screen, and Theatre) and the Leadership Academy for students interested in public service. Kennedy High School also has an Architecture, Digital Arts, and Film Production Magnet, established in 1999.

The Kennedy faculty and staff, in an effort to increase the effectiveness of Smaller Learning Communities, have begun the process of moving into contiguous space. During the 2007-08 school year, over 40% of teachers were relocated to provide this for our Freshman Academy, located in the South Parking Lot bungalow area, and for the Magnet school in the B building. Although a slow process, efforts are being made to provide contiguous space for other Smaller Learning Communities.

The 2007-08 data demonstrates that we met 16 of 18 of our AYP criteria. JFK’s API dropped 7 points from its 2007 base of 672. While this figure met the school’s API criteria, it did not meet the AYP growth target for the school year. The school also did not meet its AYP criteria in either 2007 or 2008. As a result in 2008, Kennedy High became a Year 1 Program Improvement (PI) school. The 2007-2008 CAHSEE scores showed that English Learners did not meet the required goals for proficiency in both English and mathematics. The previous year, the scores of Special Education students met neither the required goal for math proficiency nor that for participation. Failure to achieve proficiency for two consecutive years by two significant subgroups resulted in

the PI designation. The Kennedy stakeholders clearly understand the importance of improving student achievement and exiting Program Improvement, and have prioritized the items to do so in our Action Plan.

As our stakeholders reflected on our current accreditation process and the LEARN School Site Action Plan, we realized the importance of revising our Mission, Vision and Beliefs to reflect current research and data. In addition, stakeholders, understanding the challenges and changes of the 21st Century, responded by collaboratively revising our Expected School-wide Learning Results (ESLR's). Our constant data-based self-reflection, using our WASC Action Plan and our Single Plan for Student Achievement (SPSA), increases our understanding of educational reform as a continuous revolving cycle. This cycle constantly revolves around the goals of improving the quality of instruction and increasing achievement for all students.

Kennedy has taken positive and effective steps towards addressing the critical follow up areas identified by WASC in 2006. However, we realize this is a never-ending process that can only be achieved by meeting the students' Critical Areas of Academic Need (CAAN's) and addressing our Expected School-wide Learning Results (ESLR's). The Los Angeles Unified School District, in an attempt to close the achievement gap and increase student achievement, has also imposed a variety of mandates. These mandates include periodic standards-based benchmark assessments in all core subjects, the implementation of SLC's, the development of a Single School Plan for Student Achievement, coordination of the Single Plan with the WASC Action Plan, and an increase in the number of students enrolled in A-G courses. Along with the goals of LAUSD, the WASC critical areas of follow-up, our Single Plan, and CAAN's as road maps for student achievement, JFK convened a professional development committee that plans professional development activities based on student instructional needs. JFK,

following a Local District I mandate, has implemented a SDAIE strategy a month, paired with an ELSR, and plans to reinstate a writing strategy across the curriculum. In an effort to coordinate our resources, the Kennedy staff has implemented a Coordination of Services Team (C.O.S.T) to provide additional support for our most “at risk students.” Kennedy High School has also made the decision to continue funding both the CAHSEE “boot camp” and Beyond the Bell after-school CAHSEE intervention, despite decreased financial support from LAUSD.

Chapter 3 Progress Toward Addressing Critical Areas of Follow-up

Recommendation I. The leadership and instructional staff increase the number of students in all subgroups demonstrating proficiency in the state content standards and expected school-wide learning results.

- a) *Expand the Smaller Learning Communities to include 9th Grade SLC. The purpose will be to address the lack of growth in ninth-grade English scores.*
- Since we started our Freshman Academy in 2007-08, we have seen an increase in student attendance, a decrease in serious student disciplinary matters and fewer freshman students receiving grades of “F” in English classes. We have been able to identify and target our at-risk 9th graders more rapidly and effectively. In addition, our two freshman counselors, teachers, and part-time freshman coordinator have been able to provide the additional support, attention, and counseling services to our students that were lacking during the previous WASC visit in 2006.
- b) *Continue to explore ways to improve student achievement in mathematics, especially in Algebra I.*
- Kennedy High School recognizes student achievement in mathematics as a Critical Area of Academic Need. Clearly, our student’s performance in mathematics can be greatly improved. Algebra I teachers are taking steps to improve student achievement in Algebra I. With the support of LAUSD, Local District 1, the math coach, and the Title I program, math teachers have been analyzing released CST questions and our student performance data to identify our areas of growth. Algebra teachers are continuing to modify their pacing plans and instructional strategies to provide more intensive intervention on those areas needing improvement. The math department has also created an Algebra readiness course that is offered to students during the

instructional day. Tutoring services are also offered to students both before and after school. Furthermore, Algebra I teachers have implemented the standards-based Secondary Periodic Assessments (SPA) and analyzed student performance to modify their instructional practice. As a result, we have seen some gains in our students' performance on the Algebra portion of the CST. While encouraged by the slight increase in student achievement, the JFK stakeholders continue to seek methods to address this CAAN. Additional time for review of periodic assessment data has been written into our Program Improvement Professional Development Budget. Additional time for peer review and collaboration also has been budgeted to assist teachers in evaluating their instructional strategies.

c) *Continue to address the achievement gap among Hispanic and African American students.*

- JFK recognizes that the achievement gap among Hispanic and African American students continues to be a Critical Area of Academic Need (CAAN). Kennedy has implemented a number of programs to close the achievement gap. JFK is in the beginning stages of fully reconfiguring into Smaller Learning Communities (SLC's). The personalization and intervention from the SLC model will help provide students with the support needed to succeed at the high school level. The counseling program has been restructured to focus on the individual needs of our "at risk students." All students have been given access to A-G courses, and student data indicates 60.2% are currently enrolled in those, and during the 2007-2008 school year, 57.8% of students passed the A-G courses with a "C" or better. The percentages of both Latino and African American students earning a grade of "C" or better rose in the past year to 51.44% and 56.49% respectively. During same school year, 57.38% of white students earned a grade of "C" or better in

the same A-G courses. This indicates that we are making progress in closing our achievement gap. In a 2005 study conducted by UCLA entitled “The Impact of High School on Student Achievement within the Los Angeles Unified School District” researchers recognized Kennedy High School as one of the, “16 comprehensive high schools within LAUSD that are more effective in graduating students on time and with the successful completion of A-G (69% and 45%, respectively) than the district’s average” (Silver, Zarta 2005). By LAUSD Board Policy, 9th graders will be required to complete all A-G requirements for graduation. Intervention classes are offered during the instructional day and after school, and tutoring services expanded to include all core classes. Despite all of these efforts, the Kennedy stakeholders understand that achievement gap is a critical CAAN that still must be addressed.

- d) *Continue to explore methods and means to fund effective interventions without impacting class size.*
- Currently we offer a number of intervention programs. Data suggests that these programs have been effective. For example, our intervention program, known as CAHSEE Boot Camp 2008, resulted in an additional 40% of students, who had previously failed the CAHSEE, passing the Math portion of the exam and 33% of students passing the ELA. Initiated in response to CHASEE data, the 2007-08 JFK CAHSEE tutoring program resulted in a first-time pass rate of in 81% of students passing the math portion of the CASHEE and 75% of students passing ELA the first time they took the test. In Special English classes for those having failed CAHSEE, 64% of students who took part in the CAHSEE Boot Camp passed the English portion of the exam. As a Program Improvement 1 school, Kennedy has developed a partnership with the organization known as Champions. This organization will

help Kennedy structure an intervention program to meet the needs of students. Currently, Kennedy is conducting a needs assessment with the input of stakeholders to determine future programs to offer our students.

The following procedures, policies and programs also have been added and/or implemented in our work towards addressing this identified critical area.

- ❖ Data for our incoming 9th grade students is analyzed prior to their arrival to determine course offerings and set instructional priorities.
- ❖ There is a comprehensive articulation program for middle school students, which includes visits to our feeder middle school by the counseling office staff. In 2007, during professional development time prior to school opening, called “Buy Back Days,” teachers from both feeder middle schools came to Kennedy to explore and discuss concerns. However, the district eliminated funding for those days in 2008. Stakeholders have expressed a need for more of this kind of communication among middle and high school teachers as well.
- ❖ Four 9th grade orientations are held a year: “An Evening at Kennedy” in the spring, and three orientations before opening day.
- ❖ The Summer Bridge Program, now called Summer Transition, is offered during summer school to better prepare 200 incoming 9th grade students scoring “Basic” or “Far Below Basic” in English and mathematics.
- ❖ The Link Crew, consisting of upper classmen, mentor our 9th grade students in homerooms every Friday, provide activities for our students during the school year, and manage the student component of the 9th grade orientation.
- ❖ An after-school tutoring program was been developed to serve students in math, science, English, foreign language, social studies and ESL.

- ❖ Full-time math and Literacy coaches work across with teachers across all content areas.
- ❖ Our Diploma Project Advisor holds special parent meetings for the parents of our students who have not passed the CAHSEE and are in danger of not graduating.
- ❖ The Organization of African American Parents was formed to increase parental involvement.
- ❖ The English Language Advisory Committee (ELAC), Compensatory Education Advisory Committee (CEAC), and School Site Council (SSC) meet monthly to inform parents of the instructional program and gain their input.
- ❖ Four parent conference nights are held during the school year to keep parents informed of student academic progress
- ❖ Some Algebra teachers attended additional technology training and are currently integrating technology in the classroom

Teachers, students, and parents have discussed several ideas to address the achievement gap and improve student proficiency; these include peer tutoring, mentoring, implementing a mandatory study hall, starting a Saturday school (now planned for 2009 through the tutorial budget under Program Improvement), providing rewards, or other student motivational tactics. The stakeholders feel that as SLC's develop, vocational classes linked to career goals will provide additional incentives to students.

Although SLC's have expanded and both our Title I and Bilingual committees are actively funding intervention programs for all students, we realize that continuing to attempt to close the achievement gap, increasing our student's performance on state standardized examinations, and increasing the pass rate for students in Algebra I remain critical areas of growth.

Recommendation II. In conjunction with the II/USP Action Plan, improve literacy through specific remedial reading for students scoring below the target, reading reinforcement in all content courses, and silent sustained reading. Targeted staff development to be provided for teachers to enhance reading and writing skills, supported by the full-time Literacy Coach.

- a) *Continue to offer professional development to assist and support staff in implementing pacing plans and quarterly assessments in their content areas.*
- The administrative staff continues to offer assistance and support for staff in implementing pacing plans and assessments in their content areas. LAUSD has also provided pacing plans for teachers in English Language Arts, Algebra I, Geometry, Biology, Chemistry, U.S. and World History. John F. Kennedy High School has also implemented LAUSD-mandated California standards-based Benchmark Periodic Assessments (BPA) across all core content areas.
- Professional Development dates established by LAUSD provide teachers the opportunity to analyze student data generated from the BPA. In addition, LAUSD has also provided teachers with professional development to help teachers adjust pacing plans and instructional practices to improve student achievement on the SPA.
 - a) *Continue to provide departments meaningful time for staff development.*
- As a LEARN Governance School, JFK has a Professional Development Committee, open to all teachers who wish to propose meaningful staff development topics. Recent professional development has centered on identifying the Critical Areas of Academic Need, the implementation of SLC's, and the WASC process itself. Eight additional short days were added during this calendar year to provide additional staff development time.

Additional topics have included analysis of student data and the implementation of Local District 1-mandated instructional strategies, such as SDAIE implementation. Kennedy is constantly making efforts to improve and provide valid professional development activities for teachers and staff. Teachers have expressed the need of additional time and professional development that will provide them with the skills needed to interpret, analyze, and adjust instructional practices based on the student data.

During the last three years, JFK stakeholders have addressed this recommendation by:

- ❖ Members of the faculty are given an opportunity to provide input and develop relevant professional development topics.
- ❖ Both the Literacy coach and math coach work full-time to support teachers and promote literacy across all content areas.
- ❖ A Style Manual, developed by the English Department, is available, in both printed form and online, to all teachers to support student success in writing.
- ❖ Staff development time has been used by departments such as English, Social Studies, and Mathematics to develop common writing prompts.
- ❖ Staff development has included the use of technology by both teachers and students in the classroom.

Due to recommendations by the WASC visiting committee and through the analysis of data, we have also identified increasing literacy competency as a continuing area of growth. Stakeholders have suggested expanding the SSR (which now stands for Self-Selected Reading) during Homeroom, to include book reports, reading newspapers to increase awareness of current events, or possible implementation of a school-wide program such as Accelerated Reader. In order to increase literacy, we must continue to

provide teachers with the support, training, and time needed to implement writing strategies, pacing plans, and assessments through meaningful professional development.

Recommendation III. The site administration and staff develop and implement a process to examine, analyze, and use disaggregated data to identify modifications needed in the curriculum and the instructional delivery in all curricular areas.

- a) *Teachers should move to the proficiency level of using assessment data to make instructional decisions.*
 - Since our last WASC visit, our faculty has become more willing to and more adept at using data to inform instruction, whether it be to determine schoolwide professional development plans, or classroom instructional delivery strategies, such as scaffolding instruction and reteaching.
- b) *The assessment of existing programs such as Summer Bridge, CAHSEE Boot Camp, and Read-180 and any new programs that will be added is needed to determine their impact on student learning.*
 - In the last three years, data is more readily available to all stakeholders. That data has helped us establish our instructional priorities and analyze our effectiveness in achieving our ESLR's.

Kennedy has been and is responding to the above areas of concern in the following manner:

- ❖ Implemented since the last WASC visit, the ISIS attendance-taking system provides teachers with an increased amount of student data, such as health concerns, gifted, or special education status.
- ❖ The Professional Development Committee makes instructional decisions on professional development topics based on student data. Additional professional development topics will include analyzing released CST questions, structuring our

examinations to reflect those of CST, and providing increased use of academic vocabulary found on the CST and CAHSEE.

- ❖ The English department holds summer meetings to analyze data from periodic assessments and design lessons targeting the standards with the weakest student performance.
- ❖ Teachers receive student rosters with data on each student that includes CST scores, Title I eligibility, English Learner status, and Special Education status.
- ❖ One Expository Composition class in fall, 2008 targeted seniors who had failed the English portion of the CAHSEE. A total of 73% of students (11 of 15) passed that section of the exam within four months.
- ❖ READ 180, an intervention program implemented after data showed the need to support students reading far below grade-level, has increased the CAHSEE pass rate and contributed to the graduation rate. A study of one group taking the class during the 2005-2005 year found that 73% of these 9th grade students went on to pass the English portion of the CAHSEE in the 10th grade, and 56% graduated with their senior class in 2008.
- ❖ In a survey of students who participated in the Summer Transition Program for incoming freshman, most who took part indicated that they have found the program helped them adjust to high school. A comparison of English and math grades between the eighth and ninth grade years showed that students who participated in the Summer Transition program performed better in English in the ninth grade, but did not in math. We also experienced a higher number of students promoting to 10th grade resulting in the 10th grade class being the largest on the Kennedy campus.
- ❖ Although JFK has a system in place to create professional development for teachers, more support is needed for staff members to properly examine, analyze, and use disaggregated data to modify their curriculum and instructional delivery. This clearly remains an area of concern. Stakeholders have expressed a need for more

intervention, such as a Read 180-type program for math, a Boot Camp for math, or even more alternatives to after-school tutoring. Widespread dissemination of user-friendly data to parents, students, as well as teachers is considered important. We are currently planning to embed some of the more successful CASHEE Boot Camp writing strategies across all content areas.

Recommendation IV. The site administration and staff develop and implement plans to actively improve counseling services and outreach, thereby engaging parents and the community to meet the academic and personal needs of all students.

- a) *Parents and students have expressed interest in enlarging college counseling services and accessibility.*
- b) *Increase opportunities for students to solicit personalized assistance from counselors regarding college information.*
 - While District norms determine the number of counselors each school is allocated, one of our reasons for reconfiguring into SLC's is to allow for the personalization of instruction and counseling services. Our goal is to move our "homeroom" program to an "advisory" type program and to train our staff to become knowledgeable about college advisory topics such as UC/CSU requirements, financial aide, etc.
 - Our newly restructured College Center is making a great effort to out-reach to students and parents. The College Center staff has been expanded to include a bilingual College Counselor, College Center assistant, and CSUN College Advisor. In addition, new partnerships have been formed with Pierce and Mission, the local community colleges, and CSUN. Despite these efforts, Kennedy

stakeholders feel that we must increase the number of students who choose to attain a college education.

- c) *Data should be collected and reported on the number of students going to college, as well as the number of students eligible for college. With this information, emphasis and resources can be focused to a greater degree on readying all students for post-secondary education.*
- The College Center maintains data that indicates the post high school goals of our students. This data demonstrates that over half of Kennedy's graduates pursue a higher education. However, obtaining an accurate number for students' post secondary educational years has proven difficult. Kennedy's college counselor traditionally surveys all seniors about their post secondary plans. However, there is no method of tracking whether students actually enroll or attend college. The 2008 class count shows that 20% of the senior class intended to attend a UC, CSU, or a four-year private university, compared to the 22% of the 2007 class and 19% of the 2006. According to the surveys, more than half of the graduating classes stated that they intended to attend a community college. Socio-economic factors such as the cost of a four-year university may influence why several of our students choose a community college.

Since our last WASC visit, this critical area of need is also being addressed in the following manner:

- ❖ College level classes are offered on site by Pierce Community College and Mission Community College.
- ❖ The bilingual College Counselor is available to students and parents during the instructional day and after school.

- ❖ The College Counseling staff meets with each senior to provide them with personalized assistance and college information.
- ❖ The College Counselor collaborates with our Parent Center, Title I, and Bilingual Programs by conducting information workshops for students and parents.
- ❖ Local District 1 has sponsored a College Fair for all students.
- ❖ The Career Counselor visits Life Skills classes to provide students with information on jobs and careers.
- ❖ Businesses are invited to our yearly Career Fair.
- ❖ Local businesses work with our Career Center to notify students of employment opportunities.
- ❖ The Career Center is open to students before school, at lunch, and during the instructional day to allow easy access for our students.
- ❖ LAUSD has mandated that all schools enroll students in A-G courses. Currently, JFK has 60.2% enrolled in these courses. However, the 9th grade data is misleading because the Life Skills and Health classes they take are required by LAUSD, but are not A-G courses. As we continue to implement our SLC's and work towards our goal of having each student graduate "college prepared and career ready," we anticipate an increase in these numbers.
- ❖ All 10th grade students are required by LAUSD to take the PSAT.
- ❖ The Counseling Center offers workshops for parents and students in collaboration with the Parent Center, Title I, and Bilingual Programs.
- ❖ Counselors meet with each student at least once a semester to review their progress towards fulfilling their Individualized Graduation Plan (IGP)
- ❖ Two counselors have been dedicated to work with 9th grade students.
- ❖ Three counselors have been assigned to all of the ESL students.
- ❖ One counselor and a full-time coordinator have been assigned to Special Education students.

- ❖ Under program AB1802, counselors meet every 10th grade student four times a year to create and monitor their Individualized Graduation Plan (IGP).
- ❖ Out-of-classroom staff members have established a COST team to coordinate resources and meet the needs of our more “at risk students.”
- ❖ A full-time school Psychologist and School Nurse are available to all students
- ❖ The Parent Center has an open-door policy that provides parents with information on a variety of topics, including college and university requirements.
- ❖ Communication with parents occurs through the Connect-ED telephone communication program, the parent newsletter, “Coffee with the Principal,” and school website
- ❖ Four parent conferences are held during the school year, enabling parents to check on their child’s progress
- ❖ Small Learning Communities place an emphasis on career paths and personalization. Ultimately, each SLC will be tied to a CTE Career Path and have partnerships with local community leaders/businesses to afford students mentorship, internship and job shadowing opportunities.
- ❖ The school continues its partnership with the Kennedy Community Clinic, which offers services to help meet some personal needs of students.
- ❖ The IMPACT Program provides additional support and counseling for students in need of additional intervention.

Despite improving our counseling services, we still need to continue to seek ways to reach out more effectively to parents and members of the community. Students and parents say counseling hours should be extended even further, and wish to see faster placements and program changes. Stakeholders as a whole suggest the school do more to promote a culture of higher education on campus among all the different populations, including Special Education and English Learners. We continue to seek more effective

and creative ways of listening to the voices of our working and non-English speaking parents. We realize that our students stand a greater chance of success when the school has a strong partnership with parents and members of the community.

Recommendation V. The school leadership and staff integrate the actions plans and recommendations of II/USP, the WASC self-study, the critical growth areas of the WASC visiting committee, the expected school-wide learning results, and the Single Plan for School achievement into one single plan of action and formative evaluations must be regularly communicated to all stakeholders.

a) *Who is responsible for evaluating our effectiveness in implementing our improvement plan?*

- Teachers assess data from state tests and district assessments. As a LEARN Governance school, the councils and committees associated with LEARN, further review data to ensure that all of our educational policies and bylaws are aligned with the Critical Areas of Academic Need (CAAN's) and the Expected Schoolwide Learning Results, mission and vision statements. The various governing boards include the LEARN Governance Council, Curriculum Council, Compensatory Education Advisory Committee (Title I), School Site Council, and English Language Advisory Committee (Bilingual).

b) *How will progress be measured and reported? How often should this occur and to whom should findings be reported?*

c) *What is our process for making changes to the improvement plan, and to whom and how often should changes be reported?*

- This is this done yearly, after test data is shared with teachers at the beginning of the year. Then departments make instructional

decisions, which are reported to the Curriculum Council. Needed changes to the school's Single Plan for Student Achievement (SPSA) are reviewed with other stakeholders, including teachers, parents, and students serving on the LEARN Governance Council, Compensatory Education Advisory Committee (CEAC), and the School Site Council (SSC). The committees submit recommendations and modifications to the SSC, which makes the final decision on changes to the SPSA.

Since the last WASC self study, JFK has also addressed this recommendation by:

- ❖ A Modified School-wide Action Plan has been rewritten to align with WASC Action Plan's Action Steps. It includes a focus on the ESLR's, the Program Improvement Plan and the Single School Plan.
- ❖ Staffing and budget follow the changes in the SPSA.

John F. Kennedy High School is committed to continuous improvement of student achievement. However, we must continue collaboration and communication among the different stakeholders. Members of these groups have suggested increased communication on these issues, with copies of the SPSA sent to teachers and other stakeholders, to promote more awareness of it. Regular communication about the plan, or proposed changes to it, was recommended through parent letters, the school website, and faculty department meetings. We must also continue to provide targeted professional development, especially in the area of data analysis, to focus the school on effective teaching strategies and instructional rigor.

Despite our various efforts to address the critical areas of follow-up identified by the WASC 2006 visiting committee, John F. Kennedy High School continues to remain

disappointed with the label as a Year 1 Program Improvement school and unsatisfied with our progress towards addressing the Critical Areas of Academic Need (CAAN's). In addition, JFK must distribute leadership within the SLC's and develop the roles of the SLC lead teachers.

We realize that we must continue to provide support and intervention to bridge the gap between the different subgroups and improve proficiency rates in English and mathematics. Therefore, our stakeholders have collaborated to create an Action Plan which we believe appropriately reflects our commitment to using data, resources and the WASC process to continue to do all that we can to increase the achievement of our ESLR's for all students.