

# Schoolwide Action Plan



## Chapter 5

## ACTION PLAN 2008-2014

**GOAL 1: Academic Rigor in Core Curriculum to close the achievement gap**  
**RATIONALE:** CST data reveals a significant disparity in the achievement of state proficiency levels between African American and Latino students and that of other subgroups in the four core subjects of English Language Arts, mathematics, science, and social science. While JFK's cumulative pass rate on the CAHSEE is 76%, the percentage of African American and Special Education students has dropped, as have those of Asian and White students.  
 Through the Self-Study process, Kennedy High School stakeholders have identified several ways to infuse additional rigor into our classrooms, including targeted professional development based on data analysis, more interdisciplinary projects within its SLC's, and increased use of technology across the curriculum. A thematic, integrated curriculum supported by real-life experiences that will increase academic rigor, and thus student achievement, has not been fully implemented by all SLC's.  
**OBJECTIVE:** To further ensure the academic success and well-being of our student body, teachers and staff will work to identify teaching strategies and programs that will challenge and engage all students.  
**ESLR's Addressed:** Effective Thinkers, Effective Communicators

CAAN: ELA, MATH, ACHIEVEMENT GAP	TIMELINE	MONITOR/REPORT TO	RESOURCES	ASSESSMENT OF PROG/PROCESS	EVIDENCE OF PROGRESS
Professional development (PD) for departments to align instruction to state standards and frameworks; develop standards-based instruction and target academic strands to improve student achievement in all subgroups.	2008-2014	Administrators Dept. Chairs Literacy & Math Coaches SLC Coordinators Categorical Program Coordinators	District (PD Days) Title I Bilingual 70A56 (PI fund)	Professional development logs Attendance sheets Department and SLC notebooks of lesson plans and best practices; pacing plans	Higher graduation rate Lower dropout rate Increased Student Attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Core subject teachers to analyze student performance data (CST, CAHSEE, and District Periodic Assessments), identify students' academic needs, adjust instruction and department pacing plan, implement common assessments, and monitor the results.	2008-2014	Administrators Dept. Chairs Literacy & Math Coaches Categorical Program Coordinators	District General Fund (PD Days) Title I Bilingual	Dept. records SLC records Pacing plans Classroom observations/Learning Walks	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment scores Improved student grades
Literacy Coach and Literacy Cadre to provide reading and writing strategies to all core subject teachers.	2008-2014	Administrators Dept. Chairs Literacy & Math Coaches	District General Fund	Coach logs Writing samples Writing rubrics	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports

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			Categorical program coordinators SLC Coordinators			Improved student grades
Implement writing across the content area and develop a standards-based writing rubric for all content areas.	2008-2010		Administrators Dept. Chairs Literacy & Math Coaches SLC Coordinators	Title 1	PD agendas Writing rubrics Systematic analysis of student work	Improved Test scores— CAHSEE essays, 11 <sup>th</sup> grade EAP scores, 12 <sup>th</sup> grade SAT Essay scores
Provide professional development to all core subject teachers on differentiating instruction including the use of SDAIE strategies (Think-Pair-Share, Anticipation Guide, Numbered Heads) and review best practices.	2008-2014		Administrators Dept. Chairs Literacy & Math Coaches SLC Coordinators	District General Fund Title 1 70A56 (PI fund)	PD agendas Attendance records Department and SLC notebooks of lesson plans and best practices Classroom observations/Learning Walks	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Formulate a comprehensive technology plan to increase student use of technology across the curriculum, with training of teachers so that technology is an integral part of curriculum development and lesson planning.	2009-2010		Administrators Dept. Chairs Literacy & Math Coaches SLC Coordinators Categorical Program Coordinator	Title 1	PD agendas Attendance records Department and SLC notebooks of lesson plans and best practices	Improved student attendance Lowered suspension and dropout rates Improved test scores Improved student grades
Fully implement SLC's and develop the roles of SLC lead teachers, and increase personalization and academic rigor for all students.	2008-2010		Administrators Literacy & Math Coaches SLC Coordinators Categorical Program Coordinator	District General Fund Title 1 CTE Grant	Numbers participating in SLC's Attendance rate Graduation rate College enrollment	Higher graduation rate Lower dropout rate Increased Student Attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Provide SLC teachers training in developing an interdisciplinary, thematic, standard based curriculum.	2008-2010		Administrators Literacy & Math Coaches SLC Coordinators	Title 1 School and Library Improvement Grant	Attendance rate Graduation rate	Higher graduation rate Lower dropout rate Increased Student Attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Develop and implement the SLC master schedule to connect students with both college preparation and school-to-career opportunities.	2008-2009		Administrators Literacy & Math Coaches SLC Coordinators	District General Fund	Master Schedule SLC – community, college, or business partnerships	Higher graduation rate Lower dropout rate Increased Student Attendance
Provide effective academic intervention to address the needs of all students: <ul style="list-style-type: none"> <li>Saturday School to include</li> </ul>	Spring, 2009		Administrators Literacy & Math Coaches SLC Coordinators	Title 1 District General Fund Beyond the Bell—CAHSEE Intensive Intervention	Graduation rate CAHSEE pass rate Read 180 scores District Assessment reports	Higher graduation rate Lower dropout rate Increased Student Attendance

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<p>courses that engage student interest such as technology-based classes</p> <ul style="list-style-type: none"> <li>• CAHSEE intervention program</li> <li>• READ 180</li> <li>• Algebra Readiness</li> <li>• After School Subject Tutoring Program</li> <li>• Summer Transition Program</li> <li>• Cougar Mentoring Program</li> </ul>	2008-Ongoing	Beyond the Bell Coordinator Special Education Coordinator Categorical Program Coordinators	monies Bilingual	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment scores Improved student grades
<p>Increase efforts to inform students of honors and AP classes, and provide opportunities for all students who apply to access these classes.</p>	2008-2014	Administrators College Counselor	Gifted grant District General Fund	<p>Increased AP enrollment</p> <p>Increased honors enrollment</p> <p>Higher graduation rate</p> <p>Lower dropout rate</p> <p>Improved college attendance</p>
<p>Increase the number of students completing A-G course requirements with a grade of C or better.</p>	2008-2014	Administrators		<p>Improved student grades</p> <p>Higher graduation rate</p> <p>Lower dropout rate</p> <p>Improved college attendance</p>
<p>Strengthen the monitoring system that regularly tracks the placement and progress of ELL students in core ELA and Algebra I.</p>	2008-2014	Administrators Bilingual Coordinator	Bilingual	<p>Increased redesignation</p> <p>Improved CST, CAHSEE test scores/proficiency</p> <p>Improved District Periodic Assessment reports</p> <p>Improved student grades</p>

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**GOAL 2: Closing the Achievement Gap in English Language Arts**

**RATIONALE:** One reason Kennedy became a Year 1 Program Improvement school is because English Learners did not meet required goals for proficiency in 2007 -2008. Overall CAHSEE scores in ELA dropped in 2007-2008, 44% of Kennedy students scored at or above proficient in English Language Arts, and while this met the schoolwide target of 33.4% for Adequate Yearly Progress (AYP) and is within range for the 2008-2009 target of 44.5%, only one subgroup, that of Whites, is currently at or above the 2010 target of 55.6% in 2010. Some subgroups are significantly below target, such as Students with Disabilities, of whom 8.8% scored at or above proficient, English Learners, with 20.9% , and African Americans, with 31.9%. Current efforts to raise these subgroups to proficient levels have not produced the needed results. In addition, we are disappointed that only 11% of 11<sup>th</sup> graders taking the CSU Early Assessment Program (EAP) writing test in 2008 were assessed as having achieved college readiness, even if that figure is above the district's 9% average. In addition, of 12<sup>th</sup> graders taking the SAT in 2007, just 31% scored well enough on the writing portion to signify college readiness. On the essay portion of the CAHSEE exam in 2008, the average score of Kennedy students was just 2.3, when the minimum passing score is 3. Due to this data, stakeholders feel there must be increased efforts schoolwide to improve writing skills.

**OBJECTIVE:** To improve academic success of all students in English Language Arts, teachers will integrate data-based strategies to improve reading and writing, will implement strategies across the curriculum, and will focus on research-based academic intervention strategies to improve student achievement.

**ESLR's addressed:** Effective Communicators, Responsible Individuals

CAAN: ELA, ACHIEVEMENT GAP	TIMELINE	MONITOR/REPORT TO	RESOURCES	ASSESSMENT OF PROG/PROCESS	EVIDENCE OF PROGRESS
ELA teachers to attend mandated training and review and implement periodic assessments and disaggregated data, and hone instruction to address low scored content strands.	2008-2014	Local District Administrators Dept. Chair Literacy Coach	District General Fund	Attendance records Writing samples Periodic assessments	Improved CST, CAHSEE test scores/proficiency Improved District Assessment reports Improved student grades
Continue to provide ELA teacher support through the literacy coach and literacy cadre--with special focus on using District Periodic Assessment data, CST, and CAHSEE test scores to modify pacing plans and instruction to improve student achievement.	2008-2014	Administrators Dept. Chair Literacy Coach	Title 1 District	Meeting minutes Attendance records Classroom observations Lesson plans in department notebooks and postings on the department Wikispace (www. jkenglish. wikispace.com) Department pacing plans	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Continue to support and monitor teachers in using differentiated instruction to meet the needs of below and far below basic students.	2008-2014	Administrators Dept. Chair Literacy and Math Coaches	District General Fund	Meeting minutes Attendance records Classroom observations Lesson plans in department notebooks and shared on the department Wikispace	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades

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Continue to provide professional development (PD) on SDAIE and culturally responsive, relevant instructional strategies to ELA teachers, integrate strategies into instruction, and monitor results.	2008-2014	Administrators Dept. Chair Literacy Coach Categorical Program Coordinators	Title I Bilingual 70A56 (PI Funding for PD)	Meeting minutes Attendance records Classroom observations Lesson plans in department notebooks and shared on the department Wikispace	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
English teachers to attend conferences, CAFE, California League of High School conference, and district workshops, to acquire research-based instructional strategies and best practices to work with low-achieving students.	2008-2014	Administrators Dept. Chair Literacy and Math Coaches Categorical Program Coordinators	Title I Bilingual 70A56	Teacher records	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Increase the availability of after-school tutoring for English and ESL (and all core) classes, in order to increase participation.	Fall, 2009	Administrators Categorical Program Coordinators	Title I Bilingual Beyond the Bell	Tutoring schedule Attendance records/Sign-in sheets	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Increase the level of redesignation of English Language Learners	2008-2014	Administrators Bilingual Coordinator	Bilingual	CELDT test results	Increased redesignation rates Improved CST, CAHSEE test scores/proficiency
Continue to provide supplemental services and intervention programs: <ul style="list-style-type: none"> <li>• Extended learning activities during the school day (Read 180)</li> <li>• After-school CAHSEE program</li> <li>• CAHSEE Boot Camp.</li> </ul>	2008-2014	Administrators Dept. Chair Literacy Coach Beyond the Bell Coordinator Categorical Program Coordinators	Title I District	Master schedule Sign-in sheets	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Provide opportunities for ELA teachers to articulate on a regular basis with stakeholders; encourage 9 <sup>th</sup> and 10 <sup>th</sup> grade ELA teachers to meet with feeder middle schools to review state standards, curriculum, and disaggregated data to foster academic success for incoming students.	2008-2010 & Ongoing Fall, 2009- Ongoing	Administrators Dept. Chairs Literacy Coaches	District	Meeting minutes Attendance records	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Develop common academic vocabulary through SLC's and departments; use the Style Manual and writing rubric across all content areas.	Fall, 2009	Administrators Dept. Chair Literacy Coach	Title I CTE grant	Meeting minutes Distribution list for rubric	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades

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<p>Provide English teachers time to collaborate to develop lessons, share student work, and collaborate on instructional strategies to improve writing skills.</p>	<p>2008-2014</p>	<p>Administrators Dept. Chair Literacy Coach Title I Coordinator</p>	<p>District General Fund for PD Title I</p>	<p>Student essays District Periodic Assessment essays</p>	<p>Improved District Periodic Assessment reports Higher CAHSEE scores Higher SAT, EAP scores</p>
<p>Continue with peer classroom observations to provide opportunities to share and strengthen instruction.</p>	<p>2008-2014</p>	<p>Administrators Dept. Chair Literacy Coach</p>		<p>Teacher reports Departmental minutes</p>	<p>Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades</p>
<p>Continue to strengthen inclusion practices for Special Education students; continue to review periodic assessments and provide training to English teachers on differentiated instruction to address the needs of Special Education students.</p>	<p>2008-2014</p>	<p>Administrators Dept. Chair Literacy Coach Special Education Coordinator Title I Coordinator</p>	<p>Title I Special Ed.</p>	<p>PD agendas Meeting minutes Lesson plans developed collaboratively Classroom observation</p>	<p>Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades</p>

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**GOAL 3: Closing the Achievement Gap in Mathematics**

**RATIONALE:** The 2007-2008 CAHSEE scores show that English Learners did not meet the required proficiency goals in mathematics, and the year before, Special Education students also failed to meet their required goals in this subject. This led to Kennedy’s placement in Year 1 Program Improvement. While in 2007-2008, 48% of Kennedy students scored at or above proficient on the CAHSEE, and three subgroups (white, Asian, and Filipino) are already above the 2010 AYP target of 54.8%, only 6.2% of the Students with Disabilities scored at or above proficient in 2008, and just 28.4% of English Learners. Our African American students scored 39.1% proficient, above the target for that year, but below the 43.5% target for 2008-2009. Latinos scored 43.6% at or above proficient. However, while math scores improved overall on the CAHSEE in 2008, the students’ CST scores fell below those of both the district and the state. Based on such data, Kennedy stakeholders see a need to raise the proficiency levels of all subgroups.

**OBJECTIVE:** To improve math skills, teachers and staff will continue to improve strategies leading to improved proficiency on both the CAHSEE and CST.

**ELSR’s addressed:** Effective Thinkers, Responsible Individuals

<b>CAAN: MATH, ACHIEVEMENT GAP</b>	<b>TIMELINE</b>	<b>MONITOR/REPORT TO</b>	<b>RESOURCES</b>	<b>ASSESSMENT OF PROG/PROCESS</b>	<b>EVIDENCE OF PROGRESS</b>
Continue to provide training to all Algebra 1 teachers to: <ul style="list-style-type: none"> <li>• review the pacing plan, develop and refine common lessons</li> <li>• develop common warm-up activities to target areas of weakness</li> <li>• implement periodic assessments and review results</li> <li>• incorporate SDAIE strategies in lessons and focus on low-scored content strands</li> </ul>	2008-2010 & Ongoing	Administrators Dept. Chair Math Coach SLC Coordinators Categorical Program Coordinators	Title 1 District Bilingual	Attendance records Department pacing plan	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Algebra 1 teachers will continue to attend mandated district training, review disaggregated data, common assessments, and district mark reporting.	2008-2009 & Ongoing	Administrators Dept. Chair Math Coach Freshman Academy Coordinator	District	Attendance records Model lessons District Assessment reports	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Continue to provide teacher support through the math coach; math coach to articulate and demonstrate lessons.	2008-2014	Administrators Dept. Chair Math Coach Title 1 Coordinator	Title 1 District	Coach logs Peer observation District Assessment reports	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Continue to provide professional development (PD) on SDAIE (Think Pair Share, Anticipation Guide, Numbered Heads) and culturally responsive, relevant	2008-2014	Administrators Dept. Chair Math Coach SLC Coordinators	Title 1 Bilingual District	PD agendas Attendance records Meeting minutes Department notebook of	Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports

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<p>instructional strategies to math teachers, to integrate strategies into instruction, and to monitor results. Math teachers to attend conferences, CABE, California Mathematics Council conference, and district workshops, to acquire research-based instructional strategies and best practices to work with low-achieving students.</p>		Categorical Program Coordinators		<p>best lesson plans Peer observation District Assessment reports</p>	<p>Improved student grades</p>
<p>Provide professional development support and monitor teachers in differentiating instruction to target and meet the needs of below and far below basic students.</p>	2008-2014	<p>Administrators Dept. Chair Math Coach SLC Coordinators</p>	<p>Gifted and General funds</p>	<p>PD agendas Classroom observations</p>	<p>Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades</p>
<p>Provide opportunities for Algebra I teachers to meet with feeder middle school teachers to review state standards, curriculum, and disaggregated data to foster academic success for incoming students.</p>	2008-2014	<p>Administrators Local District Dept. Chairs Math Coach</p>	<p>District</p>	<p>Meeting minutes Pacing plan District Assessment reports</p>	<p>Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades</p>
<p>Identify, monitor, and place students in danger of failing or having failed the math portion of CAHSEE in an intervention program.</p>	2008-2014	<p>Administrators Dept. Chair Math Coach Beyond the Bell Coordinator</p>	<p>Title 1 Beyond the Bell</p>	<p>Master schedule Attendance records CAHSEE results Graduation rate</p>	<p>Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades</p>
<p>Continue to provide supplemental services and intervention programs:</p> <ul style="list-style-type: none"> <li>• Extended learning activities during the school day</li> <li>• After-school CAHSEE program</li> <li>• CAHSEE Boot Camp.</li> </ul>	2008-2014	<p>Administrators Math Coach Beyond the Bell Coordinator Title 1 Coordinator</p>	<p>District General Fund Title 1 CAHSEE Intervention monies</p>	<p>Master schedule Attendance records CAHSEE results Graduation rate</p>	<p>Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades</p>
<p>Provide professional development for math teachers to strengthen inclusion practices for Special Education students; continue to review periodic assessments and provide training to teachers on differentiating instruction to address the needs of Special Education students.</p>	2008-2014	<p>Administrators Dept. Chair Math Coach Special Education Coordinator Title 1 Coordinator</p>	<p>Title 1</p>	<p>PD agendas Attendance records Lesson plans Classroom observation</p>	<p>Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades</p>
<p>Continue with peer classroom observations to provide opportunities to share and strengthen instruction.</p>	2008-2014	<p>Administrators Dept. Chair Math Coach SLC Coordinators</p>		<p>Classroom observation District Assessment reports</p>	<p>Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades</p>

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**GOAL 4: Communication among all Stakeholders**

**RATIONALE:** While in 2006- 2007 Kennedy’s graduation rate reached 83%, its drop-out rate fell to 16.9%, the lowest in three years, and its average daily attendance rate was close to 95%, the students, staff, and parents feel that ongoing communication remains critical to improving student achievement, closing the achievement gap, and meeting the needs of 21<sup>st</sup> century learners. The campus underwent two lockdowns in the 2006-2007 year due to ethnic tensions, and successful efforts, undertaken since then, need continued support. Academically, the number of students promoting from 11<sup>th</sup> to 12<sup>th</sup> grade remains below that of students transferring from 10<sup>th</sup> to 11<sup>th</sup>. And, while the percentage of students passing Advanced Placement exams has gone up in the last three years, the numbers of students taking such courses has dropped. During our Self-Study process, departments noted a connection between students in subgroups who failed to perform at high levels in class and those who received low test scores on the CST. They also noticed students scored higher on the CAHSEE than on the CST, indicating less student “buy-in” on the latter. While all these topics are being addressed through professional development, outreach to and communication among all stakeholders, particularly students and parents, is a key path to improving student achievement. **OBJECTIVE:** In order to further ensure academic success and the emotional well-being of our student body, teachers and staff will work to improve systems of communication among all stakeholders. **ESLR’s addressed:** Effective Communicators, Effective Team Players

CAAN: ELA, MATH, ACHIEVEMENT GAP	TIMELINE	MONITOR/ REPORT TO	RESOURCES	ASSESSMENT OF PROG/PROCESS	EVIDENCE OF PROGRESS
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**Communication to Stakeholders**

Continue to provide opportunity for parent involvement through the Parent Center: <ul style="list-style-type: none"> <li>• Parent Workshops on CA standards</li> <li>• Book Club for parents</li> <li>• Coffee with the Principal</li> <li>• ESL and math classes for parents</li> </ul>	2008-2014	Administrators Title 1 Coordinator School Site Council	Title 1	Class schedules Attendance records	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Articulate school test data and information to all stakeholders through parent advisory and decision-making groups (BPAK, KPAK, CEAC, ELAC, SSC, LEARN Governance Council).	2008-2014	Administrators Title 1 Coordinator School Site Council	Title 1 Bilingual	Meeting minutes	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades

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Continue to use Connect -ED (a telecommunications system) to provide communication from school (including teachers) to parents and students, to improve participation and involvement.	2008-2014	Administrators SLC Coordinators Title I Coordinator	District	Connect –ED records of school- and teacher-to-parent contacts	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Increase communication to parents about student performance, particularly those failing two or more classes.	2008-2014	Administrators	District	Parent contact records	Higher graduation rate Lower dropout rate Increased student attendance Improved student grades
Through SLC's, develop and maintain partnerships with local businesses and community organizations to allow for mentoring, internships, and job-shadowing opportunities.	2008-2014	Administrators SLC Coordinators School Site Council		SLC outreach records	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades

## Student Communication

Continue advisory graduation credit checks and continue to implement the Diploma Project.	2008-2014	Principal, APSCS Diploma Project Advisor School Site Council	District	Counselor & DPA records Graduation rate Attendance rate	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Provide professional development to homeroom teachers to provide advisory services to mentor and motivate all students.	2008-2009	Administrators Diploma Project Advisors		PD agendas Attendance rate Graduation rate	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Continue student mentoring programs such as Link Crew and African American and Latino student mentoring programs.	2008-2014	Administrators Link Crew Coordinators	CAHSEE Intensive Support monies	Link Crew, mentor records Attendance rate District Assessment reports Graduation rate	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports

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					Improved student grades
Continue to implement SLC's to provide personalization to increase student success and connection to the school.	Fall, 2009	Administrators School Site Council Dept. Chairs SLC Coordinators	District General fund	Attendance rate Student progress reports District Assessment reports	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Continue Student of the Month and Award Nights to encourage academic achievement.	2008-2014	Administrators Dept. Chairs SLC Coordinators School Site Council	School Determined Needs funding	School calendar of events	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Organize academic fairs, such as math and/or science exhibitions, to showcase student work to the school, parents, and the community.	2009-2010 then annually	Administrators Dept. Chairs Math & Literacy Coaches SLC Coordinators School Site Council		School calendar of events Exhibit records/student projects Attendance rate	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Expand counseling services—implement drop-in services during lunch and counselors to visit all 10th grade homerooms and provide workshops on graduation and A-G requirements.	2008-2009 & Ongoing	Administrators School Site Council		Counseling schedule Attendance rate Graduation rate	Higher graduation rate Lower dropout rate Increased student attendance Improved CST, CAHSEE test scores/proficiency Improved District Periodic Assessment reports Improved student grades
Continue to develop and expand programs such as HEART, which celebrate diversity and promote tolerance.	2008-2014	Administrators	District	School calendar of events Attendance rate	Lower dropout rate Increased student attendance