

Goal # 1: TO IMPROVE CURRICULUM AND INSTRUCTIONAL DELIVERY

Rationale: To coordinate department teaching strategies and the curriculum with content standards within all departments based on analysis of student data to improve student achievement in all content areas

Growth Target: The growth rate on each of the following, STAR, CAHSEE, Golden State and AP exams, will improve by at least 4 percent annually. We will increase readiness for AP classes for all students.

ESLRs Addressed: Effective Communicators and Critical Thinkers

STRATEGIES	PERSON (S) RESPONSIBLE	RESOURCES	ASSESSMENT OF PROGRESS	TIMELINE	REPORT OF PROGRESS	SINGLE PLAN	CURRENT STATUS
1. Align class curriculum to the California State Standards	<ul style="list-style-type: none"> • Principal • Instructional Leaders - • Department chairpersons • All staff • Assistant Principal, Instruction <p>➤ <i>Vertical team leaders now function in departments such as social studies</i></p>	<ul style="list-style-type: none"> a. Faculty b. California State Standards c. K/D test data d. Approved textbooks e. College Board 	<ul style="list-style-type: none"> a. Classroom observation b. Stull evaluation c. Published shared curriculum 	Nov. 2002-Sept. 2005	<ul style="list-style-type: none"> a. STAR, CAHSEE, Golden State and AP data b. College newsletter c. Teacher syllabi <p><i>Note: The state of California eliminated Golden State exams and they cannot be used as assessment tools</i></p> <p><i>Note: District I reorganized to District 7</i></p>	X	<ul style="list-style-type: none"> • English aligned literary terms, types of writing, academic language, testing skills and mandated assessments in persuasion, expository writing & literary analysis • Math pacing within grade levels aligned • Science classes aligned, share uniform calendars and pacing plans • Social studies 10th & 11 grade history classes aligned with standardized periodic assessments • World Language teachers attended LA Stars training to align curriculum and improve instruction • Physical education and Health have aligned standards

2. Establish benchmarks, assessments and rubrics	<ul style="list-style-type: none"> • Department chairpersons • All certified staff • Assistant Principal, Instruction 	<ol style="list-style-type: none"> a. K/D data b. Benchmark and rubric models c. Student work d. Workshops 	<ol style="list-style-type: none"> a. Pre-post testing b. Teacher surveys c. Student interview 	Nov. 2002-Sept. 2004	<ol style="list-style-type: none"> a. Department meeting agendas b. Published benchmarks and rubrics c. K/D website 	X	<ul style="list-style-type: none"> • English uses standardized rubrics and regularly discusses attaining consistent student progress through grade levels • Math • Science has established initial benchmarks & rubrics and refining benchmarks for each grade levels • Uniform science fair rubric developed & implemented • History used 5 periodic assessment instruments
3. Vertical Teaming	<ul style="list-style-type: none"> • AP Coordinator • Department Chairpersons • Vertical team leader 	<ol style="list-style-type: none"> a. AP Challenge Grant b. College Board c. Vertical Teaming Institutes d. Faculty 	<ol style="list-style-type: none"> a. Published lessons b. Published rubrics c. Stanford 9 test results d. Entry/exit exams e. AP results 	Aug. 2002 - 2005	<ol style="list-style-type: none"> a. Departmental meetings minutes b. K/D website c. Published test results 	X	<ul style="list-style-type: none"> • All departments meet during professional development time to discuss vertical team issues • Social studies holds additional meetings • Science has focused on the path from honors to AP
4. Develop criteria for Honors and AP classes	<ul style="list-style-type: none"> • Instructional Leaders • Certificated Staff • Counseling Staff • College Advisor 	<ol style="list-style-type: none"> a. Test data b. Grades c. Teachers 	<ol style="list-style-type: none"> a. Master schedule b. Student schedules c. AP scores 	Sept-2002 – June-2003	<ol style="list-style-type: none"> a. Parent newsletter b. K/D website c. College newsletter d. School newspaper e. Parent advisory meetings f. Orientation g. Life Skills Class h. Local District I Newsletter i. Student leadership 		<ul style="list-style-type: none"> • Counseling staff plans individual student schedules to ensure students progress toward graduation requirements and to identify candidates for AP and Honors classes • College advisor ??

Goal # 2: STUDENT LITERACY WILL IMPROVE IN ALL CONTENT AREAS RESULTING IN GREATER ACHIEVEMENT OF THE EXPECTED SCHOOLWIDE LEARNING RESULTS AND IMPROVED TEST SCORES

Rationale: Seventy-nine percent of our students do not pass AP exams with a 3 or better.
Twenty-five percent of our in-coming 9th graders have scored below the 25 percentile on the STAR.

Growth Target: The growth rate in content areas of STAR, CAHSEE for students will improve by at least 4 percent annually.

ESLRs Addressed: Effective Communicators and Critical Thinkers

STRATEGIES	PERSON (S) RESPONSIBLE	RESOURCES	ASSESSMENT OF PROGRESS	TIMELINE	REPORT OF PROGRESS	SINGLE PLAN	CURRENT STATUS
1. Literacy Coach supports all grade levels	<ul style="list-style-type: none"> Principal Local District I Superintendent Literacy coach 	<ul style="list-style-type: none"> a. Local District I b. UCLA Graduate School of Education c. School-wide Literacy Academy d. State of California e. CA Reading and Literature Project (CRLP) 	<ul style="list-style-type: none"> a. Assessment data b. Observation c. Department data 	Sept./2002 through Sept. 2003-ongoing	<ul style="list-style-type: none"> a. District I Newsletter b. Parent newsletter c. Staff development d. K/D website 	X	<ul style="list-style-type: none"> • Literacy coach visits classrooms daily to assist teachers and to create consistency across the curriculum • Literacy coach grades writing assignments for other teachers to ensure consistency
2. Establish ongoing literacy training classes	<ul style="list-style-type: none"> Literacy Coach Principal Trained faculty 	<ul style="list-style-type: none"> a. Literacy Training Coach b. (CRLP) materials c. Textbooks (Glencoe Publisher) d. Governors Institute 	<ul style="list-style-type: none"> a. Workshop attendance b. Observation c. Survey data 	Jan. 2002-Jan. 2003 and ongoing	<ul style="list-style-type: none"> a. UCLA feedback b. Department meeting c. Parent Advisory meetings 	X	<ul style="list-style-type: none"> • During professional development time, Literacy coach trains all staff in literacy techniques
3. Continue the time students spend reading through the implementation of SSR--sustained silent reading	<ul style="list-style-type: none"> Literacy Coach Assistant Principal, Instruction Certificated staff Library staff/clerical 	<ul style="list-style-type: none"> a. Literacy coach training b. Classroom libraries c. Library media center d. Newspaper 	<ul style="list-style-type: none"> a. Staff development attendance b. Librarian data c. Observation d. Survey data 	Sept. 2002 through Sept. 2003 - ongoing	<ul style="list-style-type: none"> a. Published student reading list b. Librarian's sign-in sheet c. Department meetings 		<ul style="list-style-type: none"> • Daily sustained silent reading required of all students during homeroom • SSR used in AP World and Honors History classes

4. Continue to expand reading pre- and post-assessment in all grade levels	<ul style="list-style-type: none"> • Literacy coach • Assistant Principal, Instruction • Certificated staff 	<ul style="list-style-type: none"> a. Reading strategies and materials from (CRLP) b. AP materials c. 9th grade Assessment test 	<ul style="list-style-type: none"> a. Observation b. Assessment data c. Survey data 	Jan. 2003 through Jan. 2004 - ongoing	<ul style="list-style-type: none"> a. Test data b. English vertical team meetings c. English department meeting 	X	<ul style="list-style-type: none"> • 9th grade incoming student assessments established • World language teachers all trained in LA Stars to use additional teaching techniques (TPR)
5. Include Summer Reading Program to 10-12 Grades	<ul style="list-style-type: none"> • English Department • Teachers 	<ul style="list-style-type: none"> a. List of texts b. Libraries/bookstores c. Teachers d. Parents 	<ul style="list-style-type: none"> a. Writing assessment b. Departmental meeting discussions c. Rubrics/test data 	Sept.-2002 - ongoing	<ul style="list-style-type: none"> a. Faculty meeting b. Parent surveys c. Parent newsletter d. Newspaper 	X	<ul style="list-style-type: none"> • English department summer required summer reading list developed, posted to school website. All grades write about summer reading during first week of instruction • AP classes required to complete more reading • Social studies has an additional requirements
6. Strategic Literacy Classes	<ul style="list-style-type: none"> • 3 trained faculty members: <ul style="list-style-type: none"> ○ Rozmiarek, ○ Monaco, & ○ Ashworth 	<ul style="list-style-type: none"> a. Literacy coach b. District coach c. Glencoe Publishing materials d. <i>Governor's Institute on Language!</i> 	<ul style="list-style-type: none"> a. Assessment data b. Observation 	Sept.-2002 - ongoing	<ul style="list-style-type: none"> a. Faculty meeting b. Parent input c. Parent newsletter 	X	<ul style="list-style-type: none"> • Baucham and Matthews trained and teach

Goal # 3: TO EXPAND COMMUNICATION WITH STUDENTS, FACULTY MEMBERS, FEEDER SCHOOLS, MEDICAL CENTER ADMINISTRATORS, SITE SUPERVISORS AND COMMUNITY MEMBERS TO CONTINUE THE COMMITMENT, PARTICIPATION, COLLABORATION, AND SHARED RESPONSIBILITY OF ALL

Rationale: Based on parent, and student surveys, and the magnet coordinator input, staff needs to improve communication of shared responsibility for learning.

Growth Target: Attendance at Parent Advisory Council Meetings, Back-to-School and Open House Nights will increase by 5% annually. Inaugurate meeting among King/Drew staff, Drew University and medical center administrators bi-annually.

ESLRs Addressed: Effective Communicators, Goal Setters, Conscientious and Responsible Citizens

STRATEGIES	PERSON (S) RESPONSIBLE	RESOURCES	ASSESSMENT OF PROGRESS	TIMELINE	REPORT OF PROGRESS	SINGLE PLAN	CURRENT STATUS
1. Expand summer orientation to all grade levels.	<ul style="list-style-type: none"> ▪ Principal ▪ APSSS and APSCS ▪ Community Representatives 	<ul style="list-style-type: none"> a. Student and parents b. Student planners c. Leadership teacher d. School safety officer e. Support staff f. College advisor g. University & medical center 	<ul style="list-style-type: none"> a. Parent & student surveys b. Discipline records c. Counselors d. Random interviews e. Expanded hospital sites f. Speaker log 	August - 2002	<ul style="list-style-type: none"> a. Parent newsletter b. School newspaper c. K/D medical center newsletter d. Community newspaper e. Results from random interviews 		<ul style="list-style-type: none"> • Title I funding for summer bridge expanded the program • Math department identifies specific skill improvements needed • Medicine & Science careers to assume responsibility to increase student participation in summer sciences programs
2. Establish a College, Health Fair and Career Day.	<ul style="list-style-type: none"> ▪ College Advisor ▪ Magnet coordinator 	<ul style="list-style-type: none"> a. College advisor b. Community resources c. College and universities d. Faculty e. Drew University f. Radio g. Peer Counselors 	<ul style="list-style-type: none"> a. Number of parents and students participating b. Student interview c. College in-put box 	Nov. 2002 - yearly	<ul style="list-style-type: none"> a. College newsletter b. School newspaper c. College data base d. Community newspaper 		<ul style="list-style-type: none"> • Medicine & Science careers brings outside speakers to campus. Planning underway to create an annual career Day • Relationships established with NIH, environmental organizations (Heal the Bay), local hospital and university (USC).

3. Establish a community outreach program to the Latino community	<ul style="list-style-type: none"> • Bilingual coordinator • Assistant Principal, SSS and Magnet Coordinator 	<ol style="list-style-type: none"> a. Parents b. Bilingual office c. Office of Integration d. Demographic data e. Transportation 	<ol style="list-style-type: none"> a. Parent participation in meetings b. Parent surveys 	Oct. 2002 - ongoing	<ol style="list-style-type: none"> a. Parent newsletter b. International parent group c. Parent advisory council 	X	<ul style="list-style-type: none"> • Zarazua named as bilingual coordinator • Regular communications to Spanish speaking parents • Title I funding used to create parents center
4. Expand K/D Medical Center and Drew University/ UCLA involvement on K/D campus	<ul style="list-style-type: none"> • Principal • Magnet Coordinator • K/D Faculty 	<ol style="list-style-type: none"> a. King/ Drew Medical Center b. Drew University/UCLA c. Lectures/ videos d. Field trips e. SAT prep-class 	<ol style="list-style-type: none"> a. Summer Bridge Program data b. Teacher visitation logs c. Student internships d. SAT data 	Sept. 2002 - ongoing	<ol style="list-style-type: none"> a. Faculty meetings b. Department meeting c. Parent newsletter 		<ul style="list-style-type: none"> • Planned events include “meet & greet” with offsite supervisors • Information Day • Alternative programming for research possibilities (after school)
5. Establish authentic site management	<ul style="list-style-type: none"> • Principal and the UTLA Chairperson/co-chair 	<ol style="list-style-type: none"> a. UTLA contract b. School Site bi-laws c. Parents/ community d. Support staff 	<ol style="list-style-type: none"> a. Site council meetings minutes b. Published budgets c. Teacher surveys 	Aug. 2002 - ongoing	<ol style="list-style-type: none"> a. Faculty meeting b. Parent Advisory meeting c. Parent newsletter 	X	<ul style="list-style-type: none"> • School site council meets monthly to involve all members of the school community

Goal # 4: TO DEVELOP CONSISTENT AND PRECISE SYSTEMS OF COMMUNICATION AMONG THE COUNSELORS, STUDENTS, PARENTS AND TEACHERS TO ENSURE PROGRAMMING NEEDS OF EACH STUDENT.

Rationale : Based on parent and student surveys, work is needed in these areas: parents and students must be better informed as to post-King/Drew college and career options. Student academic pathways need to be better understood by students and parents. Teachers and counselors need to work together to support academic and personal counseling.

Growth Target: The Counseling Office will receive a high satisfaction rating on parent, student and teacher surveys.

ESLRs Addressed: Effective Communicators, Goal Setters and Conscientious Leaders and Responsible Citizens

STRATEGIES	PERSON (S) RESPONSIBLE	RESOURCES	ASSESSMENT OF PROGRESS	TIMELINE	REPORT OF PROGRESS	SINGLE PLAN	CURRENT STATUS
1. College Advisor promotes a college/ career center	<ul style="list-style-type: none"> ▪ Principal ▪ College Advisor 	<ul style="list-style-type: none"> a. College center b. Counselors c. College representatives d. Alumni e. Civic/ community members f. Parents g. College peer counselors h. College fair 	<ul style="list-style-type: none"> a. College applicants b. Parent attendance c. Observation d. College acceptance SAT/ACT data e. Post- secondary options f. Survey of graduation Class g. Workshops on college admission process 	Sept. 2002 - ongoing	<ul style="list-style-type: none"> a. College newsletter published monthly b. Parent newsletter c. Surveys 	X	<ul style="list-style-type: none"> • Counselors plan student schedules and complete regular graduation checks • Effective college/ career counseling center manages college application process. • Senior college peer counselors help all students identify college requirements and assist with application process

2. Hold summer orientation for all grade levels	<ul style="list-style-type: none"> ▪ Administration ▪ Counselors ▪ SAA ▪ Students 	<ul style="list-style-type: none"> a. College counselor b. Leadership teacher c. Clerical staff d. Student leaders e. Parents f. Counselors 	<ul style="list-style-type: none"> a. Number of students and parents in attendance b. Parent survey 	August 2002-ongoing	<ul style="list-style-type: none"> a. Parent newsletter b. Parent survey c. K/D website 	X	<ul style="list-style-type: none"> • Summer bridge funded by Title I
3. Establish Career Pathways in and beyond the medical professions	<ul style="list-style-type: none"> ▪ Principal ▪ Magnet Coordinator ▪ College advisor 	<ul style="list-style-type: none"> a. Community outreach b. Parents c. King/ Drew Medical Center d. College and universities e. Counselors f. NOBECCH 	<ul style="list-style-type: none"> a. Career day established b. Number of students involved 	Nov. 2002 - ongoing	<ul style="list-style-type: none"> a. Parent newsletter b. Student newspaper c. K/D website 		<ul style="list-style-type: none"> • Establishment of medicine & science careers program • Expand program, internship opportunities for science careers
4. Establish fall and spring meetings with the Instructional Leaders	<ul style="list-style-type: none"> ▪ APSCS 	<ul style="list-style-type: none"> a. Master calendar b. Department chairpersons c. Certificated staff d. Counselors 	<ul style="list-style-type: none"> a. Teacher survey b. Counselor input 	Oct. 2002-ongoing	<ul style="list-style-type: none"> a. Faculty meetings b. Department meeting 		<ul style="list-style-type: none"> •