

chapter **five**

Schoolwide Action Plans

The Leadership Team closely reviewed the findings of the Focus Group and carefully considered the comments of the Home Groups in the preparation of the Schoolwide Action Plan. Three goals were developed from the Self Study that addressed the concerns of the stakeholders. Each of the three Action Plans include elements that the Leadership Team concurred would accomplish needed school improvement.

Kennedy-San Fernando Community Adult School - Schoolwide Action Plan

Goal: Enhance Communication Among Students, School and the Community

Rationale based on Areas of Growth: Chapter 4A3, 4B3, 4B4, 4B5, 4C1, 4C2, 4C3, & 4D2

ESLR's Addressed: #1, #2, #3, #4, #5

Resources	Timeline (Mo/Yr)	Assessing Progress	Monitoring & Reporting Progress	Person(s) Responsible
<p>1. Specific Action Step: Develop and implement a comprehensive marketing/outreach plan for community outreach and participation.</p> <p>a. Form steering committee to research community and business needs for KSFCAS educational programs.</p> <p>b. Expand outreach and programs to under-served student populations</p> <p>c. Expand outreach and programs to serve business needs</p>				
STEERING COMMITTEE RESEARCH AND NEEDS ASSESSMENT				
<ul style="list-style-type: none"> ▪ Marketing Advisor ▪ KSFCAS Community Advisory Board ▪ Economic Alliance of SF Valley 	<ul style="list-style-type: none"> ▪ Input and research: Spring 2009 ▪ Report to school community: Fall 2010 	<ul style="list-style-type: none"> ▪ Administrative team meeting minutes, inter-office corresponding feedback, steering committee surveys 	<ul style="list-style-type: none"> ▪ Administrative team reports ▪ Steering Committee reports ▪ Evaluation surveys to all staff 	<ul style="list-style-type: none"> ▪ Marketing Advisor ▪ APO ▪ APACS ▪ Principal
OUTREACH AND DEVELOPMENT OF PROGRAMS FOR UNDER-SERVED POPULATIONS				
<ul style="list-style-type: none"> ▪ LAUSD Schools and Staff ▪ Community partners ▪ DACE program supervisors 	<ul style="list-style-type: none"> ▪ Contacts: Fall 2008 ▪ Mailings: Fall 2008 ▪ Report to steering committee: Spring 2009 	<ul style="list-style-type: none"> ▪ Increased enrollment in ABE ▪ Increased enrollment in adult HS/GED ▪ Survey of community partners 	<ul style="list-style-type: none"> ▪ Enrollment statistical report ▪ Report to Community Partner Organizations ▪ Report to Community Advisory ▪ Report at Back-to-School meeting 	<ul style="list-style-type: none"> ▪ APACS ▪ Counseling Advisors ▪ Principal

OUTREACH AND DEVELOPMENT OF PROGRAMS TO SERVE BUSINESS EDUCATIONAL NEEDS

<ul style="list-style-type: none"> ▪ NVRCC ▪ Economic Alliance of SF Valley ▪ Valley Complex ▪ Marketing Advisor ▪ EDD/WorkSource 	<ul style="list-style-type: none"> ▪ Contacts: Fall 2008 ▪ Mailings: Fall 2008 ▪ Report to steering committee: Spring 2009 	<ul style="list-style-type: none"> ▪ Increased program offerings in CTE ▪ Increased enrollment in CTE ▪ Survey of business partners 	<ul style="list-style-type: none"> ▪ Greater enrollment in CTE ▪ Report to Community Advisory ▪ Greater representation of business in Community Advisory Board ▪ Report at Back-to-school meeting 	<ul style="list-style-type: none"> ▪ Marketing Advisor ▪ APO Principal
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MARKETING/OUTREACH PLAN

<ul style="list-style-type: none"> ▪ Current draft of marketing plan ▪ Marketing advisor ▪ NVRCC ▪ DACE marketing advisor 	<ul style="list-style-type: none"> ▪ Review of steering committee findings: Fall 2010 ▪ Draft: Spring 2011 ▪ Comments: Fall 2011 ▪ Final: Spring 2012 ▪ Implementation: Fall 2012 ▪ Refinement: Fall 2013 ▪ (ongoing process) 	<ul style="list-style-type: none"> ▪ Completion of Steering Committee research and report ▪ Completion of online survey of community ▪ Completion of student survey ▪ Completion of business survey 	<ul style="list-style-type: none"> ▪ Report to Community Advisory ▪ Report to faculty and staff at Back-to-School meeting and program meetings ▪ Marketing Plan posted on website 	<ul style="list-style-type: none"> ▪ Marketing Advisor ▪ Leadership Team ▪ APO ▪ APACS ▪ Principal
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Resources	Timeline (Mo/Yr)	Assessing Progress	Monitoring & Reporting Progress	Person(s) Responsible
<p>2. Specific Action Step: Revise and implement KSFcas Technology Plan to heighten use of electronic communication and integrate emerging and other technologies schoolwide.</p> <p>a. Revise and enhance website for greater student, teacher, and community utility and communication.</p> <p>b. Develop use of Messaging System to increase communication and outreach to students and community</p> <p>c. Research and integrate other technologies into all instructional programs.</p>				
WEBSITE REVISION				
<ul style="list-style-type: none"> ▪ KSFcas website ▪ KSFcas web master ▪ DACE Technology Support Personnel 	<ul style="list-style-type: none"> ▪ Plan: Spring 2008 ▪ Implement: Fall 2008 ▪ Refinements: Fall 2009 ▪ (ongoing process) 	<ul style="list-style-type: none"> ▪ Comments to online survey ▪ Verbal and written comments ▪ Student surveys ▪ Faculty and staff comments 	<ul style="list-style-type: none"> ▪ Online and hard copy reports from web designer ▪ Announcement to Community Advisory Board ▪ Announcement at Back-to-School meeting 	<ul style="list-style-type: none"> ▪ Web master ▪ Marketing Advisor ▪ APO ▪ Principal
MESSAGING SYSTEM IMPLEMENTATION				
<ul style="list-style-type: none"> ▪ West Ed phone messaging system ▪ LAUSD trainers ▪ DACE Technology Support Personnel ▪ KSFcas SIS staff 	<ul style="list-style-type: none"> ▪ Initial training: spring 2008 ▪ Piloted: Fall 2008 ▪ Refinements: Spring 2009 ▪ (ongoing process) 	<ul style="list-style-type: none"> ▪ LAUSD/DACE assessments ▪ KSFcas cost effectiveness ▪ Increased enrollment ▪ Improved communication 	<ul style="list-style-type: none"> ▪ KSFcas budget analysis ▪ Enrollment statistical report ▪ Student/community survey 	<ul style="list-style-type: none"> ▪ SIS Computer Coordinator ▪ Technology Advisor ▪ APO ▪ Principal

INTEGRATION OF EMERGING AND OTHER TECHNOLOGIES

<ul style="list-style-type: none"> ▪ KSFCAS Program Coordinators ▪ DACE Program Supervisors ▪ DACE Technology Support Personnel 	<ul style="list-style-type: none"> ▪ Research: Spring 2009 ▪ Plan by Fall 2009 ▪ Implement by Fall 2010 ▪ Refinements: Fall 2011 ▪ (ongoing process) 	<ul style="list-style-type: none"> ▪ Technology surveys, student surveys, teacher surveys 	<ul style="list-style-type: none"> ▪ Administrative reports through bulletins ▪ Student council meeting reports, faculty meeting reports 	<ul style="list-style-type: none"> ▪ Technology Committee ▪ Technology Advisor ▪ APO ▪ Principal
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TECHNOLOGY PLAN REVISION

<ul style="list-style-type: none"> ▪ KSFCAS Technology Committee 	<ul style="list-style-type: none"> ▪ Input from stakeholders: Spring 2009 ▪ Draft: Fall 2009 ▪ Comments: Spring 2010 ▪ Final: Fall 2010 ▪ Implementation: Fall 2010 ▪ Refinement: Fall 2011 ▪ (ongoing process) 	<ul style="list-style-type: none"> ▪ Faculty & student surveys ▪ Feedback from stakeholders 	<ul style="list-style-type: none"> ▪ Announcement to Community Advisory Board ▪ Announcement at Back-to-School meeting 	<ul style="list-style-type: none"> ▪ Technology Committee ▪ Technology Advisor ▪ APO ▪ Principal
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Kennedy-San Fernando Community Adult School - Schoolwide Action Plan

Goal: Expand Counseling and Support Services to Students

Rationale based on Areas of Growth: 4A4, 4A5, 4C1, 4C2, 4C3, & 4C4

ESLR's Addressed: #1, #2

Resources	Timeline	Assessing Progress	Monitoring & Reporting Progress	Person(s) Responsible
Specific Action Step: Develop a student career-counseling plan with bi-monthly in-class presentations on various topics of interest				
<ul style="list-style-type: none"> ▪ OTAN and other media ▪ Guest Speakers ▪ Students 	<ul style="list-style-type: none"> ▪ Begin in-class presentations in Spring 2009 ▪ Refinements: Spring 2010 ▪ (ongoing) 	<ul style="list-style-type: none"> ▪ Student event-exit evaluations ▪ Surveys and interviews ▪ Increased persistence 	<ul style="list-style-type: none"> ▪ Survey results printed in bulletins ▪ Reports to Student Council meetings ▪ Posted on campus bulletin boards ▪ Yearly updates to Community Advisory committee. ▪ Reports to faculty and staff at back-to-school meetings. 	<ul style="list-style-type: none"> ▪ APACS ▪ Counseling Advisors ▪ Teachers
Specific Action Step: Expand on Pathways Program: "Life after ESL"				
<ul style="list-style-type: none"> ▪ Distance Learning materials ▪ Teachers ▪ Flyers & Handouts 	<ul style="list-style-type: none"> ▪ Implement Fall 2008 ▪ Refinements: Fall 2009 ▪ (ongoing) 	<ul style="list-style-type: none"> ▪ Students evaluation results ▪ Student surveys ▪ Higher promotional rates ▪ Higher benchmarks/pay points attained 	<ul style="list-style-type: none"> ▪ Promotional testing ▪ Reports in school bulletins ▪ Report of test scores to students and teachers ▪ Enrollment/attendance statistical reports 	<ul style="list-style-type: none"> ▪ APACS ▪ Counseling Advisors ▪ Teachers

<p>Specific Action Step: Implement needs assessment survey to determine and address support and counseling needs for non-academic/non-ESL students.</p>				
<ul style="list-style-type: none"> ▪ Site personnel, ▪ Students, ▪ Family members ▪ DSPT program 	<ul style="list-style-type: none"> ▪ Develop assessment survey: Spring 2009 ▪ Implement Fall 2009 ▪ Incorporate feedback: Fall 2010 ▪ (ongoing) 	<ul style="list-style-type: none"> ▪ Feedback and results of paper survey ▪ Online survey ▪ Expanded communication with community partners at sites 	<ul style="list-style-type: none"> ▪ Yearly reports at Community Advisory Committee meetings. ▪ Communicate to families via site partners. 	<ul style="list-style-type: none"> ▪ APACS ▪ Counseling Advisors ▪ Teachers

Kennedy-San Fernando Community Adult School - Schoolwide Action Plan

Goal: Target Professional Development to Enhance Student Learning and Promote Learner Persistence

Rationale based on Areas of Growth: Chapter 4A1, 4A4, 4A6, 4B1, 4B2, 4B3, 4B4, 4B5, 4C1, 4C4, 4D3 & 4D4

ESLR's Addressed: #1, #2, #3, #4, #5

Resources	Timeline (Mo/Yr)	Assessing Progress	Monitoring & Reporting Progress	Person(s) Responsible
Specific Action Step: Develop and implement a professional development plan to train teachers and advisors to provide increased English tutoring training for CBET students to work with their EL children.				
<ul style="list-style-type: none"> Central Office Staff CBET Funds 	<ul style="list-style-type: none"> Plan: 12/08 Training 1/08 Implement instruction 2/08 Refine program 9/08 	<ul style="list-style-type: none"> Review of teacher lesson plans Observation of Instruction Opening teacher-directed classes Assessing Student Mastery 	<ul style="list-style-type: none"> Student Activity Logs & Pledge Cards Classroom observation reports Pre- & Post-Instruction Student Surveys 	<ul style="list-style-type: none"> CBET Coordinators Principal
Specific Action Step: Develop and implement a professional development plan to train ESL teacher advisors and ESL satellite teachers to more accurately place and promote students				
<ul style="list-style-type: none"> Central Office Staff and materials KSFCAS ESL Advisors 	<ul style="list-style-type: none"> Plan: 6/08 Complete training 8/08 Implement 9/08 	<ul style="list-style-type: none"> Interview ESL Advisors, Teachers and Students Increase in number of hours each student persists in the ESL classes 	<ul style="list-style-type: none"> Student survey at end of term Registration form reviewed for data of transfers 	<ul style="list-style-type: none"> AP's Principal ESL Advisors CBET Coordinators
Specific Action Step: Development and implementation of professional develop plan for classified and support staff to improve delivery of services to students				
<ul style="list-style-type: none"> Organiza-tional Excellence CBET Advisors First Five Agency Staff 	<ul style="list-style-type: none"> Plan: 6/08 Training: 10/08 (ongoing) 	<ul style="list-style-type: none"> Classified Staff: observation and self assessment Infant Care Aides: observation and self assessment 	<ul style="list-style-type: none"> Student survey Stakeholder survey Pre- and post-assessments of children Parent surveys 	<ul style="list-style-type: none"> AP's SAA Principal CBET Coordinators CBET Support Staff Principal

Resources	Timeline (Mo/Yr)	Assessing Progress	Monitoring & Reporting Progress	Person(s) Responsible
Specific Action Step: Develop and implement a Professional Develop Plan for all programs in differentiating instruction to the needs of individual students in the classroom.				
<ul style="list-style-type: none"> ▪ Central Office program supervisors ▪ Central Office materials ▪ KSFCAS Teacher Advisors ▪ KSFCAS teachers ▪ KSFCAS Administrators ▪ CALPRO ▪ OTAN 	<ul style="list-style-type: none"> ▪ Plan: 12/08 ▪ Training: 3/09 ▪ Implementation: 9/09 ▪ Evaluation: 6/10 ▪ Refinement: 9/10 ▪ (ongoing) 	<ul style="list-style-type: none"> ▪ ESL: lesson plans ▪ Classroom observations ▪ Peer observations 	<ul style="list-style-type: none"> ▪ Student survey and other feedback ▪ Promotional and CASAS test results 	<ul style="list-style-type: none"> ▪ Subject area specialist(s) and advisor(s) ▪ CBET Coordinator ▪ APO ▪ Principal
		<ul style="list-style-type: none"> ▪ ABE/HS/GED/Citizenship: lesson plans ▪ Modifications to student contracts and flow charts ▪ Classroom observations ▪ Peer observations 	<ul style="list-style-type: none"> ▪ Student post course evaluations ▪ Increased number of completers (diplomas, GED's, 8th grade, citizens) 	<ul style="list-style-type: none"> ▪ Subject area specialist(s) and advisor(s) ▪ APACS ▪ Principal
		<ul style="list-style-type: none"> ▪ CTE: lesson plans ▪ Classroom observations ▪ Peer observations 	<ul style="list-style-type: none"> ▪ Student survey and other feedback ▪ Increased number of completers ▪ Increased number of certifications 	<ul style="list-style-type: none"> ▪ Subject area specialist(s) and advisor(s) ▪ APO ▪ Principal
		<ul style="list-style-type: none"> ▪ POA/AWD/Parent Ed.: lesson plans ▪ Classroom observations ▪ Peer observations 	<ul style="list-style-type: none"> ▪ Student survey and other feedback ▪ Self monitoring and other assessment documents ▪ Report to facility administrators (for residential facilities) 	<ul style="list-style-type: none"> ▪ Subject area specialist(s) and advisor(s) ▪ Principal
		<ul style="list-style-type: none"> ▪ Personal Interest lesson plans ▪ Classroom observations ▪ Peer observations 	<ul style="list-style-type: none"> ▪ Student survey and other feedback Demonstration ▪ Final product 	<ul style="list-style-type: none"> ▪ Subject area specialist(s) and advisor(s) ▪ Principal