

*Palo Alto Unified School District*

# **SCHOOL DEVELOPMENT PLAN**

(School Improvement Plan)

## **2006-2007**

### **Palo Alto High School**



Palo Alto Unified School District  
**PALO ALTO HIGH SCHOOL**  
**SCHOOLWIDE ACTION PLAN**  
**2006-2007**

**GOAL 1:** Our school community will provide students with skill development and knowledge relating to post-secondary options, such as career options, technical training, travel, community service, and higher education. [ALIGNED TO PAUSD STRATEGIC GOAL 1a and 1d]

**TASK 1:** Investigate means of building teacher capacity to align instructional practices with ESLRs and District/State content standards.

*(AQ): What conclusions were reached as a result of the investigation? What plans have been developed to build teacher capacity?*

**TASK 2:** Implement instructional units and activities in all departments to address research skills as the “skill of the year” and continue activities relating to time management and self-advocacy.

*(AQ): What instructional units and activities were implemented? What assistance was provided to departments in their efforts to implement these units and activities?*

**TASK 3:** Gather evidence of progress and evaluate efforts related to this goal through departments and the Teacher Advisor Program.

*(AQ): What evidence was gathered? What were the findings of the evaluation of efforts related to this goal?*

**GOAL 2:** Our school community will work together to improve the academic performance of underrepresented minority students, specifically to reduce the achievement gap. [ALIGNED TO PAUSD STRATEGIC GOALS 1b and 1d]

**TASK 1:** Implement original recommendations of the Achievement Gap Task Force plus new leadership team recommendations including:

- 1a. All teachers demonstrate the identified effective teaching strategies for closing the Achievement Gap.
- 1b. Examine data on new students of color and update current student data.
- 1c. Analyze our “at-risk” database to identify strengths and/or weaknesses of current intervention strategies for underrepresented minority students.
- 1d. Initiate student/staff conversations around the topic of “dis-identification,” poor attendance, and academic challenges and success for underrepresented minorities.
- 1e. Review and enforce attendance policy for all students, including monitoring attendance, parent communication, and administrative support.
- 1f. Continue to develop and use Elements of Instruction (EOI), TESSA Equity System, and AVID teaching strategies (e.g. time management tools, Cornell note taking) across all discipline areas to help assure greater access to all curriculum and increase student achievement.
- 1g. Increase efforts to involve underrepresented students in all areas of Paly life.
- 1h. Create a comprehensive, staff driven Staff Development program.
- 1i. Work with the Special Education staff on differentiated instruction.
- 1j. Use “Cruncher” to disaggregate data and improve instructional practices.

*(AQ): What recommendations of the Achievement Gap Task Force were implemented? What were the results of the implementation of these recommendations? Were plans for additional programs developed or changes in existing programs suggested? Was a Staff Development Program established? What activities were offered?*

**TASK 2:** Increase the overall cumulative grade point average (GPA) of our underrepresented minority students by 20 –25%.

*(AQ): What increase in the cumulative GPA of these students was achieved?*

**TASK 3:** Increase the numbers of underrepresented minority students in advanced level core academic classes by 10%.

*(AQ): What increase in the number of minority students in these classes was achieved?*

**TASK 4:** Have 30% of each department participate in at least one diversity and equity training.

*(AQ): What training opportunities were provided for the staff? What levels of participation were achieved?*

**TASK 5:** Host meetings designed to engage greater representation and participation of the underrepresented parent community. Increase outreach to parent communities.

*(AQ): What events were held? Who attended? What strategies were used to solicit parent attendance at these events? What issues were discussed?*

**TASK 6:** Monitor the progress of students identified as reading, writing and doing math below grade level.

*(AQ): What conclusions about the effectiveness of current curricular organization and delivery were reached as a result of monitoring the progress of these students? What plans have been developed to facilitate improvement in the progress of students reading, writing and doing math below grade level?*

**GOAL 3:** Our school community will work collaboratively to reduce student stress through balance of academic, extracurricular, and leisure activities for better overall health habits and academic performance. [ALIGNED TO PAUSD STRATEGIC GOAL 1a and 1c]

**TASK 1:** Implement recommendations of the Stressed Out Students Committee in order to achieve a reduction in the level of stress experienced by Paly students in their work at school.

- 1a. Continue participation in the “social norming” campaign, including conducting a media campaign to educate the community on survey results.
- 1b. Continue implementing the recommendations of the Balance Task Force through the SOS Action Plan and measure efforts by conducting surveys to measure stress. These efforts might include, but are not limited to, the school calendar, a potential later start to the school day, examining the need for mid year finals, using Advisory periods for social/emotional educational activities.

*(AQ): How were the recommendations of the Stressed Out Student Committee implemented? What data was gathered regarding student stress? Was a reduction in student stress evident from the data?*

**TASK 2:** Departments will improve alignment of homework/assessments with classroom instruction.

- 3a. Departments conduct discussions/review of “best practices” regarding alignment of “common” tests to content standards, test construction, benchmark assessments and standards, homework, grading policies, level of difficulty between lanes, and alignment of homework and assessments.
- 3b. Departments investigate frequency and timing of assessments with view toward assisting students in managing workloads.
- 3c. Departments consider implementing some flexibility into homework and quiz system.
- 3d. Develop and implement staff development activities on assessment issues.

*(AQ): What collaborative work was done in departments on alignment of homework/assessments with instruction, best practices and frequent and timing of assessments? What improvement of student and parent perceptions was reported in surveys? What professional development activities were scheduled?*

**TASK 3:** Departments work collaboratively with parents and students to improve communication of expectations regarding homework and assessments.

- 4a. Departments conduct reviews and implement “best practices” in communication of expectations for assessments to students and parents.

- 4b. Teachers gather data by including on all homework assignments a place for students to indicate how long it took them to complete the assignment, review the data, and discuss it with students as a means of investigating time expectations for homework assignments.
- 4c. Departments review and discuss grading and homework policies with view toward expansion of use of policy “best practices.”
- 4d. Departments conduct review of spring '05 InClass pilot and discuss expanding by 20% the use of InClass system as means of communicating with parents and students during 2006-2007.

*(AQ): What improvements were made in communicating expectations regarding homework and assessments? What resulted from practice of gathering data on how long it took students to complete assignments? What was the % increase in the use of InClass by the staff?*

**TASK 4: Provide for collaborative work in departments to improve differentiation of assessments.**

- 5a. Departments conduct reviews and implement “best practices” in differentiation.
- 5b. Special Education teachers attend meetings in October-November with other departments to share expertise on “best practices” in accommodation and differentiation of assessments.
- 5c. Departments develop discipline specific lessons in differentiation of homework and assessments.
- 5d. Departments work on best practices in differentiating instruction.

*(AQ): What resulted from collaborative work in departments to improve differentiation of assessments? What training was provided?*

**TASK 5: Research and plan to implement an intramural program for the 2007-2008 school year.**

*(AQ): Are plans in place to start an intramural program at the start of the 2007-2008 school year?*

**TASK 6: Research and write a comprehensive coach’s athletic handbook.**

*(AQ): Was the coach’s handbook written and used in the coach’s professional development training?*

**2006-2007 SCHOOL IMPROVEMENT PROGRAM (SIP) BUDGET**

**Palo Alto High School**

<b>EXPENSE ACCOUNTS</b>	<b>INSTRUCTIONAL SERVICES/ PROGRAMS</b>	<b>RELEASE TIME AND STAFF DEVELOPMENT</b>	<b>INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS</b>	<b>SUPPLIES/ MATERIALS AND EQUIPMENT</b>	<b>CENTRALIZED SERVICES</b>	<b>EXPENSE TOTAL</b>
<b>CERTIFICATED SALARIES (1000)</b>	\$0	\$7,000	\$0	\$0	\$0	\$7,000
<b>CLASSIFIED SALARIES (2000)</b>	0	39,053	0	0	0	\$39,053
<b>EMPLOYEE BENEFITS (3000)</b>	0	0	0	0	0	\$0
<b>SUPPLIES (4000)</b>	0	0	0	6,500	0	\$6,500
<b>CONTRACTED SERVICES (5000)</b>	0	0	0	0	0	\$0
<b>CAPITAL OUTLAY (6000)</b>	0	0	0	3,900	0	\$3,900
<b>INDIRECT COSTS (7000)</b>	0	0	0	0	1,947	\$1,947
<b>TOTAL</b>	<b>\$0</b>	<b>\$46,053</b>	<b>\$0</b>	<b>\$10,400</b>	<b>\$1,947</b>	<b>\$58,400</b>

**2006-2007 SITE BLOCK GRANT BUDGET**

**Palo Alto High School**

<b>EXPENSE ACCOUNTS</b>	<b>INSTRUCTIONAL SERVICES/ PROGRAMS</b>	<b>RELEASE TIME AND STAFF DEVELOPMENT</b>	<b>INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS</b>	<b>SUPPLIES/ MATERIALS AND EQUIPMENT</b>	<b>CENTRALIZED SERVICES</b>	<b>EXPENSE TOTAL</b>
<b>CERTIFICATED SALARIES (1000)</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>CLASSIFIED SALARIES (2000)</b>	0	0	1,700	0	0	\$1,700
<b>EMPLOYEE BENEFITS (3000)</b>	0	0	300	0	0	\$300
<b>SUPPLIES (4000)</b>	5,115	0	0	0	0	\$5,115
<b>CONTRACTED SERVICES (5000)</b>	0	0	0	0	0	\$0
<b>CAPITAL OUTLAY (6000)</b>	0	0	0	84,379	0	\$84,379
<b>INDIRECT COSTS (7000)</b>	0	0	0	0	2,830	\$2,830
<b>TOTAL</b>	<b>\$5,115</b>	<b>\$0</b>	<b>\$2,000</b>	<b>\$84,379</b>	<b>\$2,830</b>	<b>\$94,324</b>

**Programs Funded Through the Consolidated Application Process**  
**Proposed Expenditures for 2006-2007**  
**State Categorical Programs**

**California Peer Assistance and Review (PAR) Program for Teachers:**

Provides support for selected new teachers who do not qualify for BTSA support. Local plans for using these funds are negotiated with the District's certificated employees.

- *Funds are used for professional development through coaching and mentoring*
- *Funds are centralized.*
- *\$60,865*

**Economic Impact Aid/English Learner Program:**

Provides services to English Learners (EL) to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

- *Funds are used for Primary Language Tutors to support ELD students in regular classes.*
- *Funds are centralized.*
- *\$223,578*

**School Improvement Program:**

Provides funds intended to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization in order to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's instructional program for all students.

- *Funds are allocated to all schools (K-12) based on the 11<sup>th</sup> day enrollment to improve the instructional program.*
- *\$816,840*
- *See attached budget.*

**School Safety and Violence Prevention:**

Provides funds to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices and other safety equipment and supplies, and establishing staff training programs and cooperative arrangements with law enforcement.

- *Funds are used for a variety of safety and counseling support, materials, and personnel.*
- *Funds are centralized.*
- *\$157,804*

**Tenth Grade Counseling:**

Provides funds to school districts to ensure that every student, upon reaching age 16 or prior to the end of tenth grade, receives a systematic review of academic progress and counseling so that students can successfully complete school in a timely manner. In addition, the program provides for a variety of services, including counseling, for identifying and serving students who are not earning credits at a rate which enables them to graduate with the rest of their class.

- *Funds are allocated to provide counseling and support services for Grade 10 students.*
- *Gunn High School - \$12,787*
- *Palo Alto High School - \$12,787*

**Tobacco-Use Prevention Education Program:**

Provides funding for tobacco-specific student instruction, reinforcement activities, special events, and cessation programs for students. These programs are to encourage sound decision-making and awareness of the consequences of chemical use, provide current and accurate information about tobacco use and its effects, enhance self-esteem and refusal skills, and improve school climate and relationships among all staff and students.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are also used for instruction and support activities aimed at eliminating tobacco use among students*
- *Funds are centralized.*
- *\$13,731 (estimated)*

**The State Budget calls for a takeback of an estimated \$200,000 in categorical funds. At this time, it is therefore projected that the District will not be able to use the full amount allocated for State categorical funds.**

**Federally-Funded “No-Child Left Behind” (NCLB) Programs****Title I, Part A, Improving the Academic Achievement of the Disadvantaged - Targeted Assistance Program:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *\$523,498*
- *See attached budget.*

**Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools; holds Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development to improve teacher and principal quality, evaluation of programs designed to increase student achievement, and a portion the salaries of Literacy and Math Teachers on Special Assignment (TOSAs).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II, in compliance with the requirements in NCLB.*
- *Funds are centralized.*
- *\$221,069*

**Title II, Part D, Technology Education:**

Provides formula-funded grants for education technology. Twenty-five percent of the funding must be spent for professional development; the remainder must be allocated to support using technology to enhance education in a manner consistent with the approved application.

- *Funds are used for software that will assist in staff communication to students and families regarding student progress, class work, grading, and homework.*
- *Funds are centralized.*
- *\$10,011 (estimated)*

**Title III, Language Instruction for Limited English Proficient (LEP) Students:**

Provides funding for supplementary programs and services for LEP students. Required activities include the provision of instruction and instructional support services related to English Language Development (ELD) programs and academic progress in the core curriculum in a manner that allows LEP students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities.

- *Funds are used for literacy support for ELD students in summer school and for stipends for ELD teachers to administer required language proficiency tests during the summer to ensure appropriate placement of students.*
- *Funds are centralized.*
- *\$64,582*

**Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA):**

Provides funds to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services. The SDFSCA's goal is to foster a safe and drug-free learning environment that supports academic achievement.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are centralized.*
- *\$37,172*

**Title V, Innovative Strategies:**

Provides funds to support local education programs that are consistent with statewide education reform efforts and to provide for innovation and educational improvement to meet the needs of all students, including the special needs of at-risk students.

- *Funds are used for curriculum planning and development.*
- *A portion of the allocation will be made available to private schools in compliance with NCLB.*
- *Funds are centralized.*
- *\$14,860*