

West Hillsborough School
CDS Code: 41 68908 6043699

Single Plan for Student Achievement

Date of this revision: December 12, 2012

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jamie Adams, Ed.D.
Position: Principal
Telephone Number: 650-548-4280
Address: 376 Barbara Way, Hillsborough, CA 94010
E-mail address: jadams@hcsd.k12.ca.us

Hillsborough City School District

The District Governing Board approved this revision of the School Plan on _____

School Mission and Vision

The mission of the Hillsborough City School District is to work in partnership with students, parents, and other community members to educate the whole child in a nurturing environment and empower each student to become a contributing member and responsible participant in our changing world.

At West School we view this mission statement as an ongoing, continually assessed and adjusted process which engages all students in rigorous, powerful learning to achieve the following essential outcomes...

STUDENTS, THROUGH THEIR EFFORTS AND WITH THE SUPPORT OF THE WHOLE SCHOOL COMMUNITY, WILL BECOME ...

PROBLEM SOLVERS who are able to work individually or together to identify, anticipate, assess, and work toward resolution of problems, challenges, and conflicts which occur in our rapidly changing world.

CRITICAL, REFLECTIVE, CREATIVE THINKERS who, while mastering basic and essential skills and areas of knowledge, are able to use available technologies and resources to access, analyze, and synthesize information and to use information from a variety of different perspectives to make informed, effective, and sound decisions.

COLLABORATIVE CONTRIBUTORS who are self-motivated and who use effective leadership, group and interpersonal skills to foster, develop, and sustain supportive relationships and responsibilities toward self, peers, family, school, and community in culturally diverse settings.

EFFECTIVE COMMUNICATORS who are able to receive and exchange ideas and information openly and are able to make themselves understood using the most appropriate modes of communication.

ETHICAL CITIZENS who are able to understand the rights and responsibilities of citizenship and who participate in civil and democratic processes. Citizens who are sensitive to the environment and contribute their time, energies, and talents to improve the welfare of others and the quality of life in their personal, local, and global environments. Citizens who have a clear understanding and appreciation of the cultures, histories, and contributions of the peoples of the world and work toward realizing mutual respect and acceptance.

SELF-DIRECTED, ENTHUSIASTIC, CARING INDIVIDUALS who continue to

grow intellectually, socially, and physically, who enjoy life, and who have positive self-esteem.

INTELLIGENT INNOVATORS who are able to gain self-esteem and create intelligent, artistic, and practical ideas and projects which reflect originality and high quality.

DEPENDABLE MEMBERS OF THEIR PROFESSIONS who work independently and in groups, understand and adhere to a work ethic, are cognizant of career options, ask questions, and solve task related problems, paying attention to detail and follow-up, and transfer their learning from one situation to another.

School Profile

West Hillsborough School is one of three elementary schools serving the children of Hillsborough, California. Our students are drawn from an upper socio-economic community. As of October 2012, our enrollment was 368 students K-5. The student body is 51% Caucasian, 43% Asian, 1% Filipino, 2% Hispanic or Latino, .20% African American, .20% American Indian or Alaska Native, 2.6% Multiple or no response. Within our population: 9 students are English learners, 22 students are Gifted and Talented, and 47 students are in Special Education.

The school houses 18 Regular Classrooms, Learning Center, Innovation Lab, Computer Lab, Library, Resource Room, Music Room, Reading Specialist Room, Counselor Office, Speech & Language offices/rooms, Multi-Purpose Room, Teacher's Dining Room, 2 Conference Rooms and an office for the school psychologist, and Main Office/Principal Office. A Preschool/Pre-K program is also housed on the campus. We have a before and after school Recreation Department program located in a room on campus.

Differentiating instruction for student success is an area of focus for West School. Teacher professional development in this area has been and will continue to be offered in this area. We respect each child as an individual and believe that each child can achieve mastery of our high standards curriculum. We provide direct instruction in the basic skills. We enrich learning through highly motivating, hands-on activities and through the use of varied materials. Through cooperative and individualized instruction strategies, we ensure that every child is successful. We stress reading, writing, oral language, art, mathematics, and computer skills across all subject areas. We offer strong programs in the visual and performing arts and physical education.

The Essential Outcomes are a main focus for students' academic and social development. Creating problem solvers, critical, creative, reflective thinkers, collaborative contributors, effective communicators, ethical citizens, self-directed, enthusiastic, caring individuals, intelligent innovators, and dependable members of their community is critical to the child-centered education we provide West Students.

Curriculum developed and implemented by the District's counselors and teachers support students social-emotional health. Character education as well as teaching strategies to students to reinforce healthy relationships among students is at the core of this work. The

staff has also embarked on Daniel Seigel's research teaching with the brain in mind. This research directed the staff to the work of Costa and Kallick: The 16 Habits of Mind. West School is committed to bringing depth and breadth to reach our social emotional goals for each student.

The counselor also provides "Counselor Corner Conversations" for parents at each grade level to discuss grade level issues and child development. These conversations will happen throughout the year to support communication between home and school. In concert with these types of conversations, a West Open Forum is scheduled once a month to establish a strong home-school connection.

We provide an academically rigorous, nurturing and safe learning environment. We actively engage both students and parents in the life of the school and the decisions that affect them. We foster each child's motivation to learn, to display concern for others and to develop a sense of personal responsibility. The continual introduction of new technologies to West School has changed the way students are taught and the way they learn. To that end, West teachers are spending time redesigning curriculum with a backward design model – with the objective focusing on what we want students to understand. We are taking a big picture look at curriculum design, which will prepare our staff and students for the new common core standards.

West School employs a full-time reading specialist, full-time counselor, full-time enrichment teacher, full-time credentialed librarian, physical education, and music teachers, resource specialist, part-time computer specialist and psychologist and K-1 instructional aides who work directly with students.

*School Accountability Report Card can be viewed online at www.hcsd.k12.ca.us

Teaching and Learning

West School provides a rich environment for students to learn and grow academically and socially. On a daily basis and by design, curriculum, pedagogy and assessment intertwine to support each student's academic growth and social development.

The learning environment at West School strives to promote each student's academic, personal and social growth and development. West School requires all students to learn the essential standards of a broad academic curriculum. The curriculum includes language arts, mathematics, science, technology, history/social studies, Spanish, visual and performing arts, physical education and health. All curricula areas are aligned with the State standards that can be found at www.cde.ca.gov. All students have access to standards-based instructional materials. Throughout the year teachers review student progress, set personal education plan (PEP) goals with students and parents, examine test results and collaborate at grade level to provide the strongest program for each student.

In addition to the clear emphasis on a broad academic education, a strong focus is placed on students' social-emotional growth. Teaching children to become ethical citizens, self-directed, enthusiastic and caring individuals is embedded throughout the academic program. Problem solving is emphasized through cooperative learning and the development of critical thinking skills. Cooperative learning is important in fostering teamwork, building community, encouraging peer-to-peer learning, promoting

self-esteem and respect amongst students. An emphasis on inferring, analyzing, and synthesizing content is an integral part of developing critical thinking skills.

A reading specialist and special education teachers work with the librarian to assure the library collection supports the program for all students from the special needs students to the gifted. Classroom teachers and specialists collect information from formal test records, observations and student work to plan a program to build upon and extend the student's current level of knowledge. When necessary, the classroom teacher shortens or extends assignments and provides open-ended assignments to meet and challenge individual students.

Equal Opportunity and Access

A Child Study Team comprised of classroom teacher, parents, principal, resource teachers, counselor, and sometimes the school psychologist convenes when a teacher identifies a student who is having trouble accessing the curriculum. The special needs of the student are discussed, information from parents is shared and recommendations are made by the team. At times the recommendation will be made for the student to receive assistance of special education personnel or to be tested for inclusion in the special education program. Resource specialist, occupational therapist, speech and language and hearing impaired programs are available to students with those needs.

In addition to general education supports, a broad range of special education programming is available to students with exceptional needs. Students with special needs are identified and found eligible for services by a multi-disciplinary assessment team. Students qualifying for special educational services are typically served the majority of the day in their general education classroom. West School houses a learning center class for the District and students who participate in this program are integrated into the general classrooms and programs when possible.

English Language Learners

Students who are identified as English Language Learners receive services within their general education classes. Professional development continues to be available; however, all classroom teachers have been trained in skills to assist English language learners and/or received CLAD or equivalent credentials. Therefore, teachers are able to provide additional support and instructional opportunities for students who are developing fluency in English in their classrooms.

Gifted and Talented

The Hillsborough City School District identifies qualified students for GATE beginning in 4th grade. Generally, a student's STAR test results are used to determine a child's achievement and GATE eligibility. A child who scores within the top 10% of his/her grade level across the district for 2 consecutive years is identified as a GATE student. The GATE program is enveloped in all academic areas through differentiation. Teachers provide differentiated instruction within their classrooms to support all learning differences. Parent input is extremely important in helping teachers create a comprehensive program to meet the needs of students. An enrichment program is available to all students grades 3-5. This program supports the gifted learner.

Special Education

When students have been referred for special education services, their Individual Education Programs (IEPs) are coordinated with regular instruction and are provided with minimum disruption to the students' participation in the regular classroom. Resource teachers, special education aides, and classroom teachers coordinate the instructional program to help the children with special needs in their regular classroom.

West School houses the Learning Center class for the District. The core instruction is given to students with more extensive learning differences in this way. Opportunities to integrate into the regular classroom are during identified academic subjects, specialist times, i.e. PE, music, Spanish and Computers.

Differentiating Instruction/Operation Risk

Differentiating instruction and encouraging academic risks in all curricular areas is a District goal and a theme for our site work. Teachers are implementing strategies for differentiating their instruction for the last couple of years. Operation Risk is in its fourth year and teachers are embracing ways to take risks that will enhance their instruction. The focus for this type of enhancement is to have students more actively engaged and participating in their learning. The Single Plan for Student Achievement includes a goal in the area of developing differentiated instruction, which in turn will guide teachers to continue their work in Operation Risk. Each curricular area described below will have these two components.

CURRICULUM AREAS

Language Arts

Open Court is used grades K-5, which employs a wide array of instructional activities. Children have opportunities to read, interact and share their responses to literature with others. The program supports the development of strong, independent fluent readers who think and question critically and employ multiple comprehension strategies. These strategies include decoding, exploring language structure, building phonological awareness, employing meta-cognitive strategies and using text analysis. Classrooms are supplemented with a variety of other reading material and literature.

Students engage in authentic and meaningful writing tasks. Their writing is part of a multi-step process that progresses through pre-writing, drafting and revision before culminating in a variety of finished texts. Instructional attention is given to content proofreading, editing, spelling, handwriting and word processing. These skills are explicitly taught in lessons. Writing across the curriculum is emphasized. All teachers have been trained through the Kathy Glass professional development offered by the District. Teachers meet at grade level and in vertical teams to develop a K-5 continuum within the comprehensive writing program.

In all grades, students are actively involved in developing thoughtful listening and speaking skills. There are numerous speaking activities: reading aloud, presentations, sharing time, oral discussions, cooperative learning groups, and conflict resolution.

The library is an important resource for teachers and students alike. The teacher-librarian works collaboratively with teachers to provide instruction around literature selections

and research strategies. Recognizing that free choice is a strong motivator in reading, the Library Media Center offers a broad range of print and visual materials at every level, to support our students in their natural curiosity and differentiated learning. The computer specialist assists with language arts lessons and word processing activities.

Mathematics

West School's mathematic program contains well-defined sequential expectations that cover all the strands of the math framework throughout the grades. The mathematic curriculum focuses on developing understanding of fundamental concepts with an emphasis on problem solving. Students work on building and articulating problem solving strategies, representing mathematical ideas, making connections and recognizing and utilizing patterns. Concepts and skills from all strands are interwoven, reinforced and extended through lessons and assignments. Hands-on tools and manipulatives are widely used to build conceptual understanding. Teachers are implementing the State standards. Everyday Mathematics is the adopted material used by the teachers.

West School is fortunate to have highly qualified teachers who understand the curriculum and teach to all the different learning styles.

Science

Teachers use the District-adopted FOSS/Delta science program in grade K-5. The program offers rich experiences in hands-on learning that are grounded in the standard-base instructional program.

Field trips across the grade levels further enrich our science program as well as guest speakers and programs that come to the school and present to grade levels during a particular unit of study.

The teacher-librarian and technology coordinator assist teachers and students in selecting science materials and reference materials to enhance the area of study.

Health standards are taught in many of the science units and the District has offered many opportunities for teachers to articulate and develop curriculum to support the new health standards. Shifts to introduce the growth and development unit, which includes sex education, at the 5th grade level instead of the 6th happened last year. Curriculum development for this shift evolved through articulation between the 5th and 6th grade teachers, coordinated and facilitated by the Director of Educational Services.

Social/Emotional curriculum and instruction fall under the State health standards and have been incorporated at West during the physical education and regular class instruction. The District's Counseling Departments have collaborated and created Emotional Intelligence curriculum that is in line with the State standards and supports educating our students about their social emotional needs.

History and Social Studies

History and Social Sciences are an integrated part of our school curriculum. Students attend assemblies, music classes and participate in art activities related to various Social Studies units. Instructional materials adopted during the 2005-2006 school year are used to implement and address the State standards. During holidays, children share their many customs with their classmates. Children broaden their knowledge and vision of the world

through oral language, literature, pictures, maps, family history, globe activities and on-line research projects.

The librarian-teacher and computer coordinator assist teachers and the students in using nonfiction and reference materials, bibliographies and historical fiction to supplement the study of history and social sciences through print and technology based resources.

Visual and Performing Arts

Visual Art is taught by classroom teachers utilizing a variety of media and integrating it with all areas of study (i.e. Open Court and Everyday Math emphasize visual art). Guided drawing, sketching, sculpting and watercolor techniques are among the areas included in art instruction. Children's artwork is displayed throughout the school. The Art in Action program continues this year with the support of the Parent Group. Field trips are another way to expose students to the visual arts.

Performing Art activities are included in classroom activities. A music specialist provides vocal music for students K-5. A musical production is prepared and performed at the K-1, 2-3, and 4-5 level. Students see the performances during school hours and evening performances are given for the community. Instrumental music is provided for the upper grades during school hours and after school. A performance is given to the student body at the end of the year. Throughout the year teachers can select field trip opportunities to support the performing arts. Assemblies are another way to expose students to this discipline.

Assemblies to expose students to drama and musical content are scheduled throughout the year. This year Evo Bluestein came to West to perform the history of folk music and is being considered for a full week workshop in the spring. The San Francisco Shakespeare Company brought *Macbeth* to our upper grade students last year and is schedule to bring *A Midsummer's Night Dream* this year.

Physical Education

The Physical Education emphasis is on participation, good sportsmanship and skill development. Activities include games and sports, rhythms, movement skills and equipment manipulation. All P.E. instruction is co-educational. Student results on the 2010 California Fitness Test are reviewed by school staff and District administrators.

California Health standards are incorporated into the Physical Education program. Articulation among science teachers, P.E. teacher and counselor help build a strong program for student health and fitness.

Library/Media/Technology

West School integrates the library program throughout the curriculum; however, the effort to combine resources between the librarian and the computer specialist further supports student learning.

We believe combining library and technology services into a library/media/research center is a critical component to student advancement because it supports inquiry, communication, and analysis. Our implementation of this integration is grounded in research, tied to curriculum and focused on positively impacting student learning. Informing our approach are best practices of the 21st century. West aims to improve

student achievement through providing:

- Equitable access to technology, through adequate student/computer ratios, security, maintenance and reliability.
- Opportunities for students and staff to acquire 21st century skills
- Support to State curricular standards by enhancing instruction planning, delivery, practice, assessment, and communication.
- Together with the Library, the promotion of information literacy to develop critical users and creators of information.

With those goals in mind, the school has a computer lab adjacent to the library and a computer specialist coordinator to complement instruction among lab time, library use and classroom time.

SMART boards and document cameras are in every classroom and help activate engaged learners. Teacher collaborations to create lessons using this technology are ongoing. Parity and access to the curriculum among grade levels is supported with this technology.

Enrichment Program

West School has an Enrichment Program that is housed in the Innovation Lab. Third - Fifth Graders go to the lab to continue learning about critical thinking. The curriculum is based on the Essential Outcomes: Problem Solvers; Critical, Reflective, Creative Thinkers; Collaborators; Communicators; Ethical Citizens; Self-Directed, Enthusiastic, Caring Individuals; Intelligent Innovators, and Dependable Members of Their Profession. A full time Enrichment Teacher facilitates the instruction 3rd -5th grade and is available to the K-2 teachers as well.

All teachers embrace innovation in their classrooms. Operation Risk has made instruction based innovation and real-world connection a staple. Staff meetings are also utilized by sharing innovative ideas and best practices as a way to inspire new thinking and opportunities for students. Thursday site days are committed to curriculum design with the focus on 21st century learning. Therefore, enrichment is not a program unto itself; enrichment is integrated throughout the curriculum.

Standards, Assessment and Accountability

Students at West School participate in a broad-based curriculum with grade-level standards defined by the State of California. Emphasis is placed on cognitive thinking skills and communication. Student assessment is key to guiding instruction and promoting learning. Student progress is evaluated using multiple measures: formal and informal assessments including group administered standardized tests, and curriculum based measures, individual diagnostic testing, report cards and classroom observations. West participates in the STAR test program, which is mandated by the State of California. STAR testing evaluates student progress toward meeting curriculum standards. The District's assessments (CARS, Math, DIBELS, TAAS) are scheduled in windows that coordinate with progress reports. Benchmarks are set and Personal Education Plans are crafted for each student based on all these assessments.

With the new report cards, the Essential Outcomes are also assessed. With a rubric 1-4, students are evaluated on how well they achieve the stated outcomes. One of our goals was and continues to be to create effective communicators skills. We have data from last

year's report cards which will now serve as a baseline moving forward. (Appendix A)
(Results of STAR scores are online on the California Department of Education Website. DIBELS /CARS/Math data are included as Appendix A as it relates to our student plan goals.)

Conferences are held twice a year and progress reports go out three times a year. Home-school communication is an essential element in the strong West program. Parents are kept informed of activities, policies, and individual progress through West World, West Open Forum Meetings, classroom letters, formal and informal conferences and an active Parent Group that meets monthly. Input from parents is important to the effectiveness of our program and is welcomed and solicited by staff and administration.

SCHOOL CLIMATE

We strive to maintain a warm and nurturing school atmosphere, where respect and support among students, staff and parents is evident. The staff and parents of West School work hard to encourage personal and social growth. The school functions under the 6 pillars of character: caring, fairness, trustworthiness, respect, responsibility and citizenship, which are consistently applied when addressing expectations for student conduct.

Staff members routinely work together and with students to identify and solve problems in order to promote a positive learning environment. This fosters a positive climate where teachers intervene to prevent and stop inappropriate behavior through regular class meetings, discussions and sometimes assemblies.

A full-time counselor works with students to help develop a greater understanding of what it is to live in community. She supports the emotional and social growth of the students as they develop through their elementary school years.

She has organized a group of student ambassadors to help lead the student body in conversations around the six pillars of character. These 4th grade students learn leadership skills that are witnessed by their peers during morning announcements and student body assemblies. Class Ambassadors are especially important to our school during Character Week. They speak to the students daily and plan assemblies that highlight good citizenship. With this training in 4th grade, many of these students move on to the Principal Advisory in 5th grade. Student leadership is valued and encouraged at West School, which you will read more about below.

Our counselor also educates and facilitates a group of students who become our Conflict Mediators. This group of students is out at recess to help supervise students and assist in conflicts children might have on the playground.

Red Ribbon Week continues our work for healthy children and a healthy school climate. The counselor works with the staff and parents to provide a week of activities focused on healthy choices,

The counselor has also included morning coffees – Counselor Corner Conversations (CCC) with parents to educate parents on child development benchmarks at each grade level.

Student Leadership

Leadership opportunities are available to students throughout the school. West School has a Student Council, officers from the 4th and 5th graders and representative from 2nd through 5th grade attend meetings. Fifth graders take a larger leadership role as monitors at recess to support and help the younger students through the steps of conflict resolution. In addition we have students leading West's Green Initiative by composting at lunchtime and learning to care for our environment. A Traffic Team was instituted last year, consisting of 5th grade students who welcome students on campus each morning by opening car doors and assisting students out of their cars. This program continues to be successful and has been enveloped in the Principal Advisory. The Principal Advisors were instituted last year and they continue to thrive. This position invites 5th graders who have a genuine interest in active leadership to work with the principal on school climate. Their role is to help the principal support students to live within the Six Pillars of Character at West School.

School spirit is high. Buddy classes pair up younger with older children for learning opportunities. Fun Friday offers lunch recess with music and sometimes organized games. Traditional Holiday celebrations and opportunities to celebrate learning at Open House, musicals, movie night, and bingo night are just a few of the ways students participate and contribute to West School. This year we are beginning a program called "Lunch Tunes" where student who are musically trained can perform for their peers during lunchtime.

Staff Development

The District offers substantial opportunities for professional development that significantly elevate the quality of instruction and enable students to reach proficiency on State academic content and achievement standards. A BTSA program supports new teachers.

Our staff is committed to professional growth as indicated by the many workshops, conferences and classes they attend. This year ongoing professional development is being provided in the CORE standards and the Social – Emotional curriculum. Articulation meetings are scheduled to promote consistency and dialogue within and between grade levels across the District. Collaboration time at the site is built into the daily schedule and classroom teachers have opportunities to collaborate with their grade level team at designated times throughout the week. These designated times support current professional development and best practices in general.

Teacher Advisors in the areas of Data, Curriculum, and Web Design have taken lead roles in staff development in all areas. Teachers have fresh student assessment data four times a year that drives instruction. A Curriculum design in-service is provided one Thursday a month by the Curriculum Advisor. The Web Advisor has provided staff in-services and then continued support to every teacher for creating and sustaining an active website for students and parent to access.

Parent Involvement

Home-school communication is an essential element for success at West. Parents are kept informed of activities, policies, and individual progress through West World newsletter, weekly classroom newsletters, formal and informal conferences, email, and an active Parent Group that meets monthly. Input from parents is important to the

effectiveness of our program and is welcomed by staff and administration. Parents are invited to parent education activities and consistently receive relevant information concerning school program and its effects on children. District, school and classroom websites are another mode of communication with and for parents.

West School offers an Open Forum to support home and school communications. This Forum continues to be a valued venue for conversations between parents and principal. Once a month the Forum meets to discuss the climate of the school and identify any issues the school is working on that the parents might not have heard about through other communications. Parents are invited to share situations and/or concerns that they are hearing about at home from their children.

Parent volunteers are critical to the success of our educational program. Many volunteer hours are logged every week in individual classrooms and the library. Recognizing the importance of the library, parents volunteer hundreds of hours and provide resources through the Birthday Book Program and the Book Fair. Parents are instrumental in the delivery of and financial support of Art in Action.

West Parents' Group provides financial support through allocations each year. The group is active and vital to the vision of the school in order to provide an exemplary education for all students. Community activities are scheduled throughout the year such as movie nights and bingo. Parents assist in classroom holiday celebrations, field trips, yard supervision on campus during recess and lunch, and they assist teachers and administration consistently throughout the year. This year the Parent Group is supporting a week-long program for folk music/dancing, culminating in a Friday Night "barn dance". These types of activities and programs continue to strengthen the relationship between school and home and build a community spirit.

Funding and Governance

The Hillsborough City School District Bylaws and Policies are followed at all times.

Meetings of the Site Council are held monthly to review the School Plan, vote on budget and analyze data from parent surveys and assessments. All meetings are open to interested community members. Members are elected to represent parents/community and school staff. The West School Site Council annually reviews the school plan and presents it to the Hillsborough Board of Education each year.

Assertions and Affirmations

- The West Hillsborough School Single Plan for Student Achievement has been developed and approved by the West School Site Council.
- The plan embraces any and all categorically funded programs through the consolidated application process that is delegated to the school site. It is noted that most categorically funded programs at the school are directed and overseen by the District Superintendent and/or Directors of Educational services and/or the Director of Student Services.

- This document complies with the requirements of a single plan for student achievement. It has been developed with the review, certification, and advice of any applicable school advisory committees.
- Any plans required by programs funded through the consolidated application have been consolidated into this single plan.
- This plan has been aligned with school goals for improving student achievement.
- This plan is designed to improve academic performance of all pupils to the level of the performance goals, as established by the Academic performance Index.
- The plan will be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the West School Site Council.
- This plan will also be subject to review and approval by the Hillsborough City School District governing board whenever there are material changes that affect the academic programs for students covered by programs funded through the Consolidated Application.

Programs Included in this Plan

Economic Impact Aid/English Learner Program

Purpose: Develop fluency in English and academic proficiency of English learners

Instructional Time and Staff Development Reform

Purpose: Train classroom personnel to improve student performance in core curriculum areas

Peer Assistance and Review

Purpose: Assist teachers through coaching and mentoring

School and Library Improvement Program Block Grant

Purpose: Improve library and other school programs

School Safety and Violence Prevention Act

Purpose: Increase school safety

Tobacco-Use prevention Education

Purpose: Eliminate tobacco use among students

Gifted and Talented Education (GATE)

Purpose: Assist teachers in providing high quality, challenging instruction to students identified as GATE

Title II, Part A: Teacher and Principal Training and Recruiting

Purpose: Improve and increase the number of highly qualified teachers and principals

Title IV, part A: Safe and Drug-Free Schools and Communities

Purpose: Support learning environments that promote academic achievement

Title V: Innovative Programs

Purpose: Support educational improvement, library, media, and at-risk students

School Improvement Measurable Goals

Goals have been generated based upon an analysis of several sources of data. These include data from the Academic performance Index, district testing in the areas of language arts, writing, and mathematics, as well as a review of disaggregated student achievement data regarding numerically significant sub-groups. An analysis of the learning spaces at West has also been taken into consideration.

1. Academic: 95% of 2nd -5th grade students will score proficient or advanced in the area of language Arts in the STAR Testing Program.

80% of ALL students will meet District benchmarks on Language Arts by year-end assessments.

Programs addressed in this goal: Economic Impact Aid/English Learner Program, Instructional Time and Staff Development Reform, Peer Assistance and Review, Gifted and Talented Education (GATE), Title II, Part A: Teacher and Principal Training and Recruiting, Title V: Innovative Programs

2. Essential Outcomes: Effective Communicators & Problem Solvers

Implement instruction that support students to become effective communicators where 90% of students can receive and exchange ideas and information openly using the appropriate modes of communication as evaluated on the report card with a grade of 3 (“consistently”) or above (“exceeds expectations”). Implement instruction and develop strategies that support students to think through and solve problems where 90% of students achieve a grade of 3 or above on their report card.

Programs addressed in this goal: Title V: Innovative Programs, Peer Assistance and Review, Gifted and Talented Education (GATE), Title II, Part A: Teacher and Principal Training and Recruiting; School and Library Improvement Program Block Grant; Instructional Time and Staff Development Reform

3. Differentiated Instruction: Differentiated Curriculum for High Achievers, teachers will proactively plan curriculum that addresses the needs of the top student achievers.

Programs addressed in this goal: Title V: Innovative Programs; Peer Assistance and Review, Gifted and Talented Education (GATE), Title II, Part A: Teacher and Principal Training and Recruiting; School and Library Improvement Program Block Grant; Instructional Time and Staff Development Reform.

**4. Social Emotional:
Meet more fully the social and emotional needs of students, Kindergarten through 5th grade, through curriculum and instruction. Teach and use appropriate emotional vocabulary when supporting students through conflict resolutions and social pressures. Support venues for building student confidence and self-esteem through leadership opportunities and other classroom activities and programs. Teach coping skills so students can face situations that create anxiety or stress at school. Create and maintain an environment at school where students feel safe to learn and grow academically and socially.**

Programs address in this goal: Instructional Time and Staff Development Reform; Peer Assistance and Review; School and Library Improvement Program Block Grant; School Safety and Violence Prevention Act; Tobacco-Use prevention Education; Gifted and Talented Education (GATE); Title II, Part A: Teacher and Principal Training and Recruiting; Title IV, part A: Safe and Drug-Free Schools and Communities; Title V: Innovative Program

Estimated Expenditures

Instructional Aides Salaries

21,877.00

Employee Benefits

7,430.00

Total Program 420 SLIP-School Improvement = \$29,307.00

Program Enhancement - Parent Group Allocations will be added to General Fund to support Single Plan Goals.

School Site Council Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School Site Council through the Consolidated Application. The current make-up of the council is as follows:

- Roger Avedon (Parent/Chairperson)
- Katie Pierce (Parent/Secretary)
- Anu Huang Chen (Parent)
- Anu Hoey (Parent)
- Ingrid DeMoor(Parent)
- Leslie Huie (Parent)
- Jamie Adams (Principal)
- Betsy Miller (Classified Representative)
- Colleen Golden (Teacher)
- Kristina Kaufman (Teacher)
- Angela Padian Teacher)
- Jay Beams (Music Teacher)

Attested:
Jamie Adams, Ed.D.
Principal

Signature

Date

Roger Avedon , SSC Chairperson

Signature

Date

APPENDIX A

APPENDIX B