

Application #

**Immediate Intervention/
Underperforming Schools Program (II/USP)**

SCHOOL APPLICATION

For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of applicant school:	Total School Grant Amount Requested:
Helms Middle School	\$388,080.00
County/District/School Code:	Dates of Project Duration:
Contra Costa/West Contra Costa Unified School District (WCCUSD)/ 07-61796-6057228	July 1, 2000 to June 30, 2002

Principal: Steve Muzinich		External Evaluator: ARC/Carole C. Quan	
Address: 2500 Road 20		Address: 1212 Broadway, Suite 400	
City: San Pablo	Zip: 94806	City: Oakland	Zip: 94612
Phone: (510) 233-3988	Fax: (510) 234-5977	Phone: (510) 834-9455	E-mail: Quan@arcoakland.org

ext.216

Part II: Signatures (Signatures must be original. Use blue ink.)

The principal and the external evaluator submitting the application sign on behalf of all staff and parents/community members.

Steve Muzinich 3/7/00 *Steve U Muzinich*
 printed or typed name of principal date signature of principal

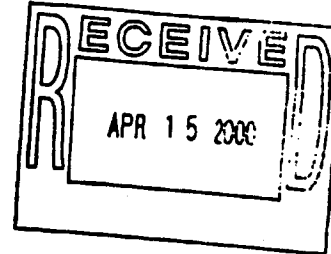
Carole C. Quan 3/7/00
printed or typed name of external evaluator date signature of external evaluator

Immediate Intervention/Underperforming Schools Program
(II/USP)
DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS

Mail original
and two copies to:

School Reform Assistance Office
District and School Support Division
California Department of Education
721 Capitol Mall, 2nd Floor
Sacramento, California 95814

Postmarked no later
than April 15, 2000



Part I: Application Information: Complete for LEA submitting application for funding.

Name of Local Educational Agency (LEA): West Contra Costa Unified School District County/District Code: 07-61796-6004998		Total Grant Amount Requested for all schools: \$ 1,636,408.00 Dates of Project Duration: July 1, 2000 to June 30, 2002 Date of local governing board approval: April 13, 2000	
District Superintendent: Gloria L. Johnston		District Contact Person: Carolyn Slater	
Address: 1108 Bissell Avenue		Address: 1108 Bissell Avenue	
City: Richmond (510) Phone: 620-2205	Zip: 94804 (510) Fax: 236-6784	City: Richmond (510) Phone: 620-2167	Zip: 94804 E-mail: cslater@ccusd.k12.ca.us

Part II: Signature (Signature must be original. Use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all principals included in the application.

Gloria L. Johnston 4/14/00
printed or typed name of superintendent date

signature of superintendent

Glen Price 4/14/00
printed or typed name of board president date

signature of board president

Action Plan Team Members' Signature Page

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan.

Typed or printed name and position		Signature	Date
External Evaluator:	Carole C. Quan	<i>Carole C. Quan</i>	3/7/00
Steve Muzinich	Prin	<i>Steve Muzinich</i>	3/1/00
Mary Fields	Parent	<i>Mary Fields</i>	3/1/00
Vera Sahouria	Tchr	<i>Vera Sahouria</i>	3/1/00
Felis Atkinson	Parent	<i>Felis Atkinson</i>	3/1/00
Mark Lobaco	Tchr	<i>Mark Lobaco</i>	3/1/2000
Jonathan McPhee	Tchr	<i>Jonathan McPhee</i>	3/1/2000
Valerie Brooks	Tchr	<i>Valerie Brooks</i>	3/1/2000
Rene Franklin	Tchr	<i>Rene Franklin</i>	3/1/2000
Susan Wittenberg	CBO	<i>Susan Wittenberg</i>	3/6/2000
Hasse Leonard	CBO	<i>Hasse Leonard</i>	3/6/2000
Donnie Easterling	Parent	<i>Donnie Easterling</i>	3/6/2000
Amy Saechao	CBO	<i>Amy Saechao</i>	3/6/2000

Form 3a

**Public Schools Accountability Act
Immediate Intervention/Underperforming Schools Program (II/USP)
Action Plan Document Content**

The Action Plan document should contain the following sections pursuant to II/USP Action Plan requirements (E.C. Sections 52054[d][e][f]) noted on pages 2-3 of these guidelines. Indicate the Action Plan page number where each information is described or addressed. (Note: Items 1 through 4 are required; item 5 is recommended.)

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**Helms Middle School
II/USP Action Plan**

EXECUTIVE SUMMARY

4/5/00

ARC Associates, External Evaluators

DOE 00048350

WE COMMIT

- TO RESPECT FOR ALL
- TO HIGH STANDARDS FOR ALL
- TO POWERFUL TEACHING AND LEARNING
- TO A COLLECTIVE RESPONSIBILITY FOR
SELF AND OTHERS
- TO DELIVER OUR BEST TO EACH CHILD
AND FAMILY

3-1-00

Signed by Helms' Staff

**Helms Middle School
II/USP Action Plan**

Executive Summary

Problems Preventing All Children at Helms Middle School from Achieving at High Levels

1. The school needs to create and maintain high standards and high expectations for all members of the school community – certified and classified staff along with students.
2. This is a schoolwide Title I school where 52% of the students are English Language Learners and 85% are below the 50th percentile in reading, language, and mathematics. There is a need for extended learning time for students who come to Helms lacking academic preparation and skills.
3. The staff needs to undertake ongoing data-based inquiry to identify challenges, set goals and strategies to better meet the learning needs of Helms' students.
4. Curriculum and assessments do not clearly reflect or align with the California content standards.
5. A high rate of teacher turnover reflects the difficulty of the school in attracting and retaining qualified teachers along with the need to implement classroom based training, support and mentoring. 34.5% of Helms teachers are working to complete credentials.
6. Student disciplinary data indicate a need to focus efforts on strategies to improve classroom management and reduce the number of referrals.
7. Administrators require coaching to implement the challenging change process at Helms.
8. Parents need to be brought more fully into the school as essential and equal partners in the education of their children.
9. Site administrators lack necessary control over hiring which results in unfulfilled teacher vacancies and the need to accept transfers based on seniority rather than school needs.
10. Buildings are sorely in need of painting and repair.

Key Interventions Proposed to Address these Problems

1. Develop contracts listing rights and responsibilities along with standards and expectations to be signed by all members of the school community.
2. Extend learning time for incoming 6th grade by adding math and reading lab instruction; electives will occur during 8th period. Also, integrate literacy across the curriculum and monitor the delivery of instruction to English Language Learners.
3. Train teachers and administrators to use data to inform decisions around curriculum, instructional strategies, and behavioral interventions.
4. Within each department, align curriculum with state standards and implement ongoing assessment and monitoring strategies.
5. Develop a strong professional community of learners and expand the repertoire of instructional strategies used through onsite coaching and training for both teachers and administrators.
6. Develop student accountability and ownership by creating homerooms and student government.
7. Provide onsite coaching for administrators in instructional leadership and effective school management.
8. Expand the school leadership to involve teachers, classified staff, parents, students and community members in committees and decision making.
9. Increase parent, guardian and community connections through the Helms Community Project and by developing more effective communication with all stakeholders.

Helms Middle School II/USP Action Plan

Research Basis for these Interventions

The Helms School and Community Team (SACT) and staff have created an action plan that incorporates key elements found in effective schools that will move students forward to higher levels of academic achievement. The action plan includes strategies supported by a strong research base:

- Teachers who work together and with experts in curriculum based staff development have been proven to be effective in raising student achievement (Darling-Hammond, 1997). A core strategy in this plan is coaching and training for teachers to enhance their skills and positively affect student achievement.
- There is a positive correlation with teachers' involvement in decision-making, control over decisions affecting their own work and their sense of efficacy. In turn, those with higher efficacy and control are more committed to their students and the work of teaching which raises student achievement. Higher levels of teacher satisfaction result in larger numbers of teachers remaining in the profession of teaching (Aston & Webb, 1986). Thus, developing teacher leaders and more involvement in decision making is one approach to counteract the high rate of teacher turnover at Helms.
- Students who feel ownership for their school and are involved in making and following school rules are more likely to do well in school (Darling-Hammond, 1997). Involving students in student government and on decision-making committees will build a sense of belonging and pride among students at Helms altering school climate in positive ways.
- Extending learning time for students will enable them to recover some of the lost time and enhance academic skills (Meier, 1995).
- Literacy across the curriculum, particularly in a school where English is a second language for 52% of the students will assist in the effort to raise student achievement (Tharp, 2000). Reading, writing, speaking, listening and lexicons are to be taught in every subject area.

Measuring Progress towards API Growth Targets

Helms will measure student progress in multiple ways:

1. District Assessments
 1. ORBIT test for 8th grade students, will assess progress in Reading, Writing and Math proficiencies.
 2. The SABE will assess progress for Spanish speaking English Language Learners.
2. Department Assessments
 - In department meetings, teachers will coordinate assessments both by grade level and subject matter so they can gauge student progress. They will use unit tests, quarterly and semester tests, writing samples, observations, projects, portfolios and other measures to gauge student progress.
 - Teachers will establish standards based benchmarks in conjunction with curriculum alignment to measure student's progress in attaining grade level competencies.
3. State-wide Assessments
 - Students will take the SAT-9 tests in Spring 2001 and 2002. Teachers will analyze the results of these tests to assess progress as well as to identify areas of weakness or need in their students.

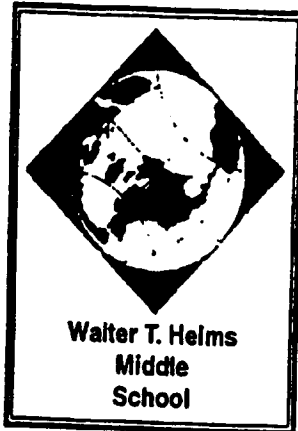
**Helms Middle School
II/USP Action Plan**

**1a Description of School and
District Conditions Identified in the
School Accountability Report Card**

March 24, 2000

ARC Associates, External Evaluators

W.C.C.U.S.D. SCHOOLS REPORT



MISSION STATEMENT OF THE WCCUSD

The mission of the West Contra Costa Unified School District is to provide for all students the highest quality education in a public school setting. Our quality education will encompass and celebrate the diversity of our community and will guarantee equal access for every student. Our schools will provide a secure environment that encompasses the free exchange of ideas and the fostering of creativity and critical thinking. Our classrooms will receive priority in the allocation of our resources. Our classrooms will also exemplify the best in teacher-student relationships.

Helms Middle School

2500 Road 20, San Pablo, CA 94806 (510) 233-3988

A Message From Our Superintendent

We call this publication the School Accountability Report Card, so let's talk about accountability.

Our business is student achievement. It is the essence of what we do, and it is the yardstick by which we measure our effectiveness. One crucial way to be accountable, then, is to communicate with you about student achievement.

There are four steps to student achievement: *what* we teach, *how* we teach, *assessment*, and *revision*. Our premise is that all students will achieve if schools are effective in these four areas. *What* we teach can be found in our *Standards and Benchmarks*. Standards define what skills and knowledge students should learn each year they are in school. Brochures listing standards and benchmarks for each grade level from Kindergarten through Grade 8 are available at your school.

How we teach is a critical and massive activity that involves teacher training and support for all of our teachers. We have historically relied on our many outstanding teachers for sharing and implementing effective teaching practices throughout the district. We will continue to draw from this rich tradition as we focus on raising the art of teaching in all schools to the highest possible levels.

Next comes *assessment*. Here we ask, how well did our students learn what we are teaching? Are they learning at the grade proficiency level, above proficiency, or below it? Finally, we look at how we can *revise and adapt* what we do to enable students to achieve at their highest potential.

When I was a child, my mother, a professional seamstress, made dresses for me. She began the process by taking my measurements. Then she would draw out a pattern, buy the fabric, cut out pieces of material, and sew them together. Often she would hold the work-in-progress against my body and have me try it on. She would make adjustments if something didn't fit quite right. It was always exciting to try on the finished dress for that first time—as I did for my prom dress and wedding gown—because I knew it would fit beautifully.

Education is like the art of tailoring. A seamstress would never use just a waist measurement to create a dress or a pair of pants, and it would be imprudent for schools to measure children solely by the STAR or SAT scores. This is why we take different kinds of measurements, or tests, of our students to check their progress.

The district uses two kinds of tests to measure student learning. *Criterion-referenced tests* measure how well students learn what is taught. *Norm-referenced tests*, such as STAR and the ITBS, measure how well students perform as compared with other students across the state or nation. Classroom teachers use many different kinds of measurements, including quizzes, tests, portfolios, student diaries, group projects, and demonstrations, to name a few. Taken together, these measurements of student learning are called *assessments*.

Our accountability to you begins by building a district-wide assessment of multiple measures. This system will provide information about each student which teachers and parents can use to determine if that child is achieving above, at, or below grade proficiency, if the child is making progress over time, and what steps should be taken to support his or her educational progress.

Student achievement is one of four goals for 1999-2000. Our work in this area will focus on improving student literacy and mathematics skills as determined by school, district, state and national multiple measures. Our other three goals are:

- Safety: Strengthen the safety of learning environments.
- Attendance: Increase student and staff attendance, and
- Behavior: Improve student behavior.

Please join us in our efforts. We need your help in meeting our goals.

♦ Dr. Gloria L. Johnston

The West Contra Costa Unified School District Annual Accountability Report

Introduction and Overview

Walter T. Helms Middle School is located one mile from Contra Costa College, thus making it possible for Partnership Programs to take place. Since 1952, this school has offered rich educational opportunities to middle grade students in the North Richmond, San Pablo, and Richmond communities. The school was named after the district's first Superintendent. Helms Middle School has 604 English Learner Program (LEP) students representing 16 languages.

1998-99 ETHNIC DISTRIBUTION (%)

	Helms	WCCUSD
Native American	0.09	0.30
Asian	14.37	14.52
African American	26.23	33.98
Filipino	2.94	6.34
Hispanic	51.43	24.88
Pacific Islander	0.35	0.41
Caucasian	4.59	19.57

Mission Statement

Walter T. Helms, rich in diverse cultures, provides students with personal and academic transition skills between elementary and high school.

The staff is committed to providing an education which will encourage academic and social skills to enable the students to achieve their highest potentials. We are dedicated to joining with the community in creating a student-centered program to support intellectual, physical, emotional, moral and ethical development.

Program Description

Our 6th graders are in self-contained core classes with Physical Education and their elective experience outside of the core classroom. Our 7th and 8th graders are scheduled into either teamed core blocks or into four

individual core classes. Teachers are encouraged to develop units through departmental or team collaboration. This year some teachers started to align the curriculum to the district's standards and benchmarks.

We stress the importance of these transition years for students. This is the time for students to develop their organizational skills and to refine communication and social skills. All these skills are critically important for a successful high school experience.

The social transition of our students is guided by a variety of support services which recognize the needs of the preadolescent student. Both teachers and parents will be trained in intervention techniques that have proven successful in guiding the Middle School age student through this stage of development. The academic transition is supported by instructional programs and methods which are designed to provide students with the skills and knowledge they need to be successful in their high school years. Tutors are used both in the classrooms and after school to encourage students to strive for excellence. We also continue to use technology as a tool to prepare our students to face the challenges of the 21st century. We strive to establish and maintain an environment that provides consistent behavioral and academic expectations for the entire school community.

Our theme for the 1998-99 school year has been literacy for all students. Through staff development days and our collaboration time, we have promoted literacy for all students. In order to enhance our literacy program we have instituted a new reading lab and staffed it with a

full-time reading resource teacher. The reading lab is open to all students as part of the elective program. In addition, we have updated the computer lab for our English Learner Program students. This will augment the work that is being done to promote literacy for our Limited English Proficient students. In addition to a full English as a Second Language program, our LEP students are given support so that they can fully access Language Arts, Math, Science and Social Science classes. The Title I and Special Education programs address the special learning needs of qualifying students.

Helms Middle School is part of the District's Voluntary Integration Program (VIP). The Program's goals are (1) to improve academic performance of students who have been educationally disadvantaged, and (2) to promote cultural inclusion of all students in an equitable, safe, secure and humanistic learning environment. Schools receiving Voluntary Integration funds integrate VIP goals into their School Level Plan. The funds allow schools to establish or complement special programs; purchase, upgrade and maintain technology equipment and buy additional instructional supplies; or budget personnel costs (for example Outreach Teachers, computer teachers, Class Size Reduction teachers) above the general funds. This year the bulk of Helms' VIP funds were utilized to supply the new reading lab with state-of-the-art materials and with the reading resource teacher.

Instructional Minutes

Minutes	Helms	Required by Law
Grades 6-8	55,926	54,000

There are seven minimum days and one half day during the school year.

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Certificated School Staff

A total of 56 teachers and 2 administrators are employed at Helms Middle School. In addition, there are 3 counselors and a part-time librarian. The regular teaching staff is composed of 42.9% males and 57.1% females. The ethnic breakdown of the professional staff is 1.8% Native American, 8.9% Asian, 12.5% Hispanic, 5.4% African American, 67.9% Caucasian and 3.6% multiple or no response.

The table below shows the number of credentialed teachers and those with emergency credentials for the most recent three-year period. There were no teachers working without credentials, and all teachers, with the exception of those with emergency credentials, worked in their subject areas of competence. Also shown are the number of staff development days for the most recent three-year period.

	98-99	97-98	96-97
Credentialed	44.0	35.0	39.0
Emergency	12.0	18.0	12.0
Staff Dev. Days	3.0	8.0	8.0

Parent and Community Involvement

General community and parental support are critical factors that influence the success of any school. Helms Middle School's parental involvement is through committees, organizations and volunteer activities. Parents serve as members of the School Site Council, School Advisory Council, and English Learner Advisory Committee. Parents also participate in the Helms Community Project Collaborative, a school-based project funded by Healthy Start, that brings together school staff, community agencies, parents and students to create programs that support students' success. During the 1998-99 school year, parents at

Helms have formed a Parent Organization to discuss school issues and provide parent-education opportunities. Parents also participate in family-focused class offerings, including English classes, computer classes, and parent support groups. Parents can also volunteer at our school site to support student learning and development during the school day.

A parent/family newsletter has been developed by our Parent Liaison staff, which is mailed to Helms families each month. The newsletter includes a calendar of school events, messages from the principal, recognition of student achievement, and parenting tips.

There are a number of different community and school support groups that provide services and programs for Helms students, including: The Ed Fund After School Program, Richmond/San Pablo Youth Program, CARE Team, Communities in Peace, Gateway, Investing in Kids, Educational Guidance Center, Familias Unidas, Latina Mentor Program, Asian Pacific Psychological Services, Full Circle, Chevron TRY Mentor Community Program, and Y-Team. All of these programs are coordinated as partners of the Helms Community Project in order to best serve the needs of our students. An on-site case manager has been hired through Healthy Start to address the needs of our highest at-risk students dealing with difficult issues and problems. The goal of our work is to develop positive self-esteem among our students. Local police and probation departments are willing partners with the school and work at prevention as well as intervention projects with our students and families.

During the Spring of 1997 we were awarded a Healthy Start planning grant. During the Fall of 1997 we conducted a school-wide needs assessment which provided us with data regarding the key issues that were of concern to parents, students and staff. Out of the survey and work being done by faculty committees, several major projects for school improvement have emerged. Parents asked for more instruction related to reading skills, and a new reading program has been established at Helms to provide individualized instruction for our lowest-level readers. Our parents also took the lead in addressing a major concern at Helms of improving our aging facility. In April Helms had its 2nd Annual Spring Clean Up with participation by 150 volunteers. A Parent Empowerment Training was organized in February to provide training and resources for our parents to be able to participate and advocate more effectively in the school system. In recognition of our close ties with our feeder elementary schools, coordinated efforts are beginning to facilitate smooth transitions for students as they pass from an elementary to a middle school experience.

District-wide: Most West Contra Costa Unified School District schools operate a School-Based Coordinated Program that mandates a School Site Council. Parents are required to serve on the School Site Councils. Twenty-eight of our schools are Title 1 schools and operate with a School Advisory Committee (SAC). The School Advisory Committee sends a representative to the District Advisory Committee (DAC). The DAC and SAC must consist predominately of parents of Title 1 students. It is further emphasized that Title 1 schools develop a Home-School Compact

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in order to meet the needs of the parents and students.

Schools have organized activities such as Parent Councils, PTA and PTSA. Teacher/Parent conferences allow parents the opportunity to discuss with teachers the academic success of their children. Parents have the opportunity to visit the child's classrooms (with twenty-four hour notice) to observe programs and activities.

Attendance and Dropout Rates

Research shows that school achievement and success correlate closely with school attendance and program completion. Students who have a pattern of attendance problems are referred to the School Attendance Review Team. Helms School encourages attendance by rewarding students with perfect attendance awards as well as maintaining consistent communication with parents.

ATTENDANCE DATA

	Helms
Enrollment	1,161
Excused Absence Rate (%)	1.36
Unexcused Absence Rate (%)	7.97
Drop Out Rate 1998-99 (%)	1.59
Drop Out Rate 1997-98 (%)	0.60
Drop Out Rate 1996-97 (%)	0.67

Quality of Instruction and Leadership

Helms Middle School offers these special programs: Special Education Resource Specialist, Nonseverely Handicapped, Severely Handicapped, ESL, Bilingual Spanish and Sheltered classes, Mentor teachers, Band, school newspaper and yearbook. Helms has a *School to Career Grant*, and Helms teachers have developed units to be included in 6th, 7th and 8th grade English classes. Helms has completed its fourth year as an AVID School.

The AVID program is an attempt to address the needs of the average, underachieving student. These students are underrepresented in all institutes of higher learning, and this program attempts to begin early preparation for these students to attend college.

Funding Sources

Each school in the West Contra Costa Unified School District, receives reimbursement from the State of California for every student in attendance during an instructional day. Helms also receives funding from a wide variety of sources, including state, federal, and local programs.

In addition to general fund monies, Helms has the following sources of income for 1998-99:

Funding Dollars Per Pupil

Funding Source	Helms
Federal	\$234
State	\$406
Local/Other	\$8
TOTAL	\$648

Teacher Resources:

Instructional Materials / Library / Technology

The school library contains approximately 11,490 volumes. Middle school libraries are served by a part-time librarian and a part-time librarian clerk. Teachers and librarians conduct bibliographic instruction so students can collect and organize information, read recreationally, and gain lifetime information strategies. Parent volunteers also assist in some library programs. All classes are able to use the library on a weekly basis.

There are 117 PC computers in the labs and 72 computers in the classrooms. The classes incorporate school board adopted

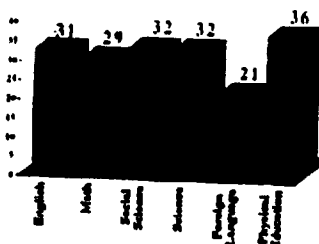
CORE texts and curriculum.

There is now an internet lab with Windows-based computers located in a room connected to the library.

Class Size and Teaching Loads

Helms' average class size is 30. Shown below are the average class sizes in each subject area.

HELMS CLASS SIZE



Transition from School to Career

District-wide: In order to help students make the transition from school to the world of work each secondary school offers career exploration and counseling, a program of study to meet standards and instructional curricula that as much as possible integrates academic and vocational learning. The District works with employers to provide the skills training, work experience, instruction in general workplace competencies, and broad instruction in all aspects of the industry. Career academies are developed in the high schools that reflect current labor market needs. The school district is a partner in the East Bay School to Work Consortium that funds school to career practices in all high schools and Helms Middle School.

Building support and participation of the key stakeholders (students, teachers, parents, school board members, counselors, administrators, employers, unions, trade and professional associations, the business commu-

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nity and other community organizations) is the key to success.

School Facilities and Safety
Helms Middle School provides a safe and orderly environment for learning. The school, built in 1952, was remodeled during the summer of 1992. The school has 38 classrooms and five labs and three resource/tutoring rooms. The school has a plan for emergencies such as fire, earthquake, and disaster.

Discipline and Climate for Learning

District-wide: The rate of suspensions has continued to trend lower over the last six years. At most schools our Human Relations Department works with the students on conflict mediation and conflict resolution. In classes in the 6th,

7th, and 8th grades, students are taught to be peer counselors and peer mediators, to make proper choices and to seek help when they need it. We have also seen a dramatic decrease in weapons on campus at the secondary level due to the use of metal detectors.

Students Expelled and Suspended and Guns Confiscated in WCCUSD.

	% Expelled	% Suspended	# Guns
1996-99	0.26	11.27	6
1997-98	0.11	12.69	4
1996-97	0.11	13.97	3

Helms Middle School: Helms has a teacher-directed discipline program as well as school-wide discipline guidelines. Helms

strives to provide a disciplined and stimulating learning environment for all students. To encourage good attendance habits, hall sweeps are held to make sure that students learn the importance of getting to class on time. Helms provides a Work Alternative to Suspension program and a Suspension Alternative class.

During the 1997-98 school year a number of "positive incentive" programs were continued. They ranged from Cougar Pass that could be redeemed at the school store, to homework passes and to incentive field trips for each grade level. Other programs that promote a positive learning environment include: school clubs, dances, study trips and special assemblies.

Helms Middle School Course Offerings and Related Services 1998-99

English
English 6,7,8
Reading

Consumer Home Economics
Consumer Home Economics

Foreign Language
French I
Spanish I

Math
Algebra I
Pre-Algebra
Math 6,7,8

Science
Science 6,7,8
Health Science

Social Science
U. S. History
World History 6,7,8
Leadership

Computer Science
Introduction to Computers

Visual Arts
Art
Yearbook

Performing Arts
Beginning Band
Concert Band

Physical Education
Physical Education 6,7,8

Other Courses
Office Experience
AVID (Advancement Via
Independent Determination)
Elective Wheel 6

Special Education
Resource Specialist Program
Special Day Classes
Nonseverely Handicapped
Severely Handicapped

Designated Instructional Services (DIS)
Speech / Language Therapy
Occupational Therapy
Adapted Physical Education

Bilingual/ESL/Sheltered English as a Second Language
I, II, III, IV
ESL Reading I, II
Math 6,7,8 BL (Spanish)
Math 6,7,8 (SDAIE*)
Health Science BL (Spanish)
Health Science (SDAIEI)
Algebra BL
Science 6,8 BL (Spanish)
Science 6,8 (SDAIEI*)
U. S. History 8 BL (Spanish)
U.S. History (SDAIE*)
World History BL (Spanish) 6,7
World History (SDAIE*) 6,7

SDAIE* = Specially Designed Academic Instruction in English

The West Contra Costa Unified School District Annual Accountability Report

Testing and Evaluation

District SAT9 Goal: 90% At or Above Grade Level

Ninety percent of students in the West Contra Costa School District will score at or above grade level on the SAT9 achievement tests by the year 2005. This achievement goal, supported by an increase in attendance and safety and decrease in behavior problems, are the challenge to all district staff, students and their parents. Other districts like ours have reached 90% of students performing at grade level and by 2005 WCCUSD will join them.

What is SAT9? Who took it? What subjects were tested?

Last spring, over 24,000 students in our district were administered the Stanford Achievement Tests: Edition 9 (SAT9). This was the second year we administered this series of achievement tests to all students in grades 2 through 11. SAT9 is part of STAR, the Standardized Testing and Reporting program of the California Department of Education, which selected these tests to be given to public school students throughout the state. Students in grades 2 through 8 were administered tests in reading, math, language arts and spelling. Students in grades 9, 10, and 11 took tests in reading,

math, language arts, science and social science.

What is our current level of achievement?

Studying this year's SAT9 results gives a clear picture of the distance to be traveled on the road to high achievement. SAT9 results for May 1999 reveal that approximately one-third of the district's students scored at or above grade level, which is defined as scoring at or above the 50th national percentile rank on SAT9. A student who scored at the 50th percentile rank outscored 50% of students at the same grade level in the national sample of students used to norm the test.

♦ Dr. Gloria L. Johnston

The table below displays the percentage of Helms students in grades 6-8 who scored at or above the 50th percentile and shows the change from 1998 to 1999. The 1996-97 average percentiles in reading, language and math on ITBS are also shown. Direct comparisons of national percentile scores on SAT9 and ITBS should not be made.

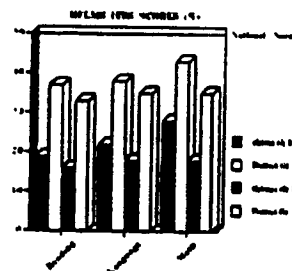
**Helms Middle STAR Comparison 1999 vs. 1998
Percent Scoring At or Above the 50th Percentile**

Grade	Reading		Math		Language		Spelling	
	1999	Change	1999	Change	1999	Change	1999	Change
6	12%	+1	13%	+3	14%	0	18%	+1
7	15%	+5	14%	+2	16%	-1	21%	+4
8	16%	+6	16%	+2	18%	+5	15%	+3

¹ 100% percent scoring at or above the 50th percentile - all students (including LEP)

² Information displayed shows the point change from 1998 to 1999

1996-97



The West Contra Costa Unified School District Annual Accountability Report

Teacher Assignment

All regular classes are staffed with teachers holding the appropriate credentials. Teaching assignments conform with California Education Code requirements, and all teachers have completed requisite course work and have been approved by school board resolution.

Substitute Teachers

The District maintains a list of qualified substitute teachers. Every attempt is made to assign these teachers to classes in which they hold a major or minor degree.

Teacher Evaluation

The primary purpose of evaluation is to improve the educational program, practices, and services within the schools through increased effectiveness of teachers. Just as students receive feedback regarding their performance, tenured teachers are evaluated at least once every two years, and nontenured instructors are evaluated every year. Covered in the evaluation process are student progress, instructional methodology, adherence to District curriculum objectives, proper control, and maintenance of a suitable learning environment.

Support Services

In the 1998-99 school year, the West Contra Costa Unified School District employed a total of 27.6 school psychologists and 8.0 school psychology interns. Mandated assessments, DIS counseling services, Hughes Bill assessments, Section 504 evaluations, and psychology intern supervision were provided by 23.9 psychologists. Categorical programs (GATE, PIP/EMHI, Nonpublic Schools, Infant and Preschool, Title I) funded 3.7 psychologists.

Curriculum and Instruction

Curriculum and instruction are presented from the West Contra Costa Unified School Board adopted CORE course descriptions and textbooks, K-12, using the state frameworks and handbooks as guides for curriculum alignment. Curriculum articulation between levels and disciplines as well as curriculum updating and developing (district-wide) standards and assessments are major tasks for the Curriculum and Instruction Division of the WCCUSD.

All WCCUSD employees have the opportunity to participate in professional development activities which include support for the CORE curriculum, supplemental programs such as Bilingual Education and GATE, technology, and staff support activities in areas such as school climate, positive decision-making skills, and community outreach.

The employees of WCCUSD are committed to providing a challenging, interesting, and authentic curriculum for all students. Our staff development program facilitates the realization of this goal. Together with community agencies and business partnership programs, our staff is committed to preparing our students for a productive future enriched by lifelong learning habits and skills.

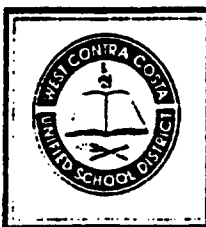
District and Student Expenditures

The West Contra Costa Unified School District spent an average of \$5,679 per student for educational services. Of this amount, \$3,568 is from the revenue limit while the remainder is from other special funding sources. The money is used for teachers, counselors, administrators, classified staff, supplies, utilities, capital outlay, and other expenses except state loan repayment. The District will pay \$90 per student or an average of \$2.9 million per year until 2024 to retire the debts incurred by a previous superintendent and during the governance of a previous Board of Education. There is an \$11.726 million encroachment on the general fund for special education services.

District Salary Comparison to Regional and Statewide Averages of School Districts Enrolling 20,000+ Students (1997-98 Data)

Each year WCCUSD loses employees to neighboring districts which are able to pay higher salaries.

Salary Category	WCCUSD Average Annual	Region Average Annual	State Average Annual
Beginning teacher	\$28,000	\$29,359	\$30,521
Midrange teacher	\$40,204	\$44,742	\$47,729
Highest teacher	\$52,795	\$56,280	\$57,429
Principal	\$66,722	NA	\$75,942
District Superintendent	\$144,000	NA	\$129,993
Budget percentage for administrative salaries	4.87%	NA	4.79%
Budget percentage for teacher salaries	39.85%	NA	43.15%



Dr. Gloria L. Johnston, Superintendent

WCCUSD Board of Education:

Diana Easton, President,
Karen Fenton, Adrienne Harris Pitts,
Glen Price, Charles Ramsey

District Report Preparation:

The Educational Services Division

Site Report Preparation:

Steve Muzinich, Principal

Editing: Cathie Koel

Research, Graphics and Design: Cathie Koel, Kay Dolan

**Helms Middle School
II/USP Action Plan**

**1b-c Identification of Barriers and
Strategies for Improving Student
Achievement**

4/5/00

ARC Associates, External Evaluators

Barriers to improvements in student achievement

Like many urban schools in California serving low-income, diverse student populations, Helms faces a number of barriers to improving student academic achievement. The following barriers have been identified as a result of analyses of the data collected from members of Helms' educational community:

Teacher issues

- ***A preponderance of inexperienced and uncertified teachers on staff:*** There are 13 teachers with emergency credentials, 5 with preliminary credentials, and 1 intern (information from school site data). 36 teachers have full credentials. Thus, 34.5% of the teachers at Helms are working to acquire full credentials. Research has recently highlighted the disparate proportion of unqualified teachers in the neediest schools. Helms, like other schools serving lower income and low performing students, has a significant percentage of under-prepared teachers.
- ***High teacher turnover:*** At the beginning of the 1999/00 school year, there were 17 new teachers and 4 vacancies unfilled. The school did not have a full complement of teachers until December, 1999, leaving those students taught by substitute teachers or regular teachers filling in on their planning periods. As a result, many teacher lacked adequate planning time, even first year teachers who were substituting in those classes.
- ***Lack of support/mentoring for new/uncertified teachers:*** Department chairs are those most likely to provide support for new teachers at this time. However, department chairs do not have any release time to work directly with new teachers, making it nearly impossible to mentor and coach new teachers.
- ***Required certification classes that draw uncertified teachers off-site:*** Teachers with emergency credentials are required to work toward full certification. While this is crucial for improving their skills, it also means that their energies are channeled in to professional training sessions and pulled away from the daily challenges of lesson planning, classroom management, teaching a full student load.
- ***Lack of a cohesive, communicative educational community within school:*** Helms teachers value the collaboration time each Wednesday morning. However, this has proven inadequate to build a strong collegial atmosphere and a community of learners committed to improving their skills and enhancing teaching in ways that lead to achievement gains for students.
- ***Lack of knowledge of state standards:*** At this time, curriculum is not aligned with California standards. Staff recognizes the need to teach to the standards to improve student achievement on standardized, norm referenced tests.

Helms Middle School II/USP Action Plan

Facilities issues

- **Decaying infrastructure:** Buildings at Helms are desperately in need of repair and painting. There are leaking roofs leaving mold and mildew in some of the classroom and hallways, a potentially serious health hazard. While many of the classrooms themselves have been painted, the hallways, other classrooms and public areas are sorely in need of paint. Students and parents report that they would like to see grass, trees and flowers in place of at least some of the asphalt. As it stands, the school is not an inviting place for students, teachers or parents.
- 3. **Poorly maintained facilities:** Students, teachers and parents complained that the school is not clean or maintained. Prior to one meeting in the library, one of the evaluators vacuumed the carpet herself to assure a clean space for parents.
- **Overcrowded facilities:** The student population at Helms continues to grow, stretching the capacity of the school to accommodate more students. There are not enough classrooms for each teacher to meet individually with students in their own classrooms, requiring some teachers to move from room to room as they teach.

District issues

- **Low salary scale for all district employees:** Both teachers, administrators and classified staff can, and do, move to neighboring districts and earn significantly higher salaries. This makes it difficult to recruit and retain more qualified personnel, both at Helms and within the entire district.
- **Lack of district support to sites:** District personnel rarely visit school sites to provide support or direct assistance. Evaluators had to schedule meeting with district to discuss facility needs.

Helms Middle School II/USP Action Plan

Union contract issues

- *Lack of site control over hiring of site personnel:* Helms started the school year with 4 teacher vacancies, despite the fact that the principal worked his summer vacation to secure a full teaching cohort. Teachers are recruited through the central office, if at all, and directly assigned to schools. This plays havoc with pressing site needs.
- *A transfer policy based on seniority that makes principals almost afraid to post positions:* Despite the fact that 51.43% of Helms' students and their families are Hispanic, there is no one in the main office who speaks Spanish. A clerical vacancy was filled by the person with the highest seniority, rather than recruiting a much needed bilingual clerk. Latino parents complain that sometimes it takes all day to speak to someone who understands their language.
- *Lack of consequences that adversely impact accountability efforts:* Write-ups are rare in a school struggling to fill vacancies at every level. When was the last dismissal at Helms for poor performance?

Resource issues

- *Lack of materials, current books and supplies:* Students, teachers and parents lament the absence of current and appropriate materials.
- *Inadequate formula for administrator/counselor staffing:* With over 1200 students, Helms has only 2 administrators, Principal and Vice Principal, and 3 counselors, and no school nurse. Counselors double as deans and nurses, dealing with disciplinary issues as well as student injuries. This staffing ratio seriously impedes the ability of administrators to spend time in classrooms providing instructional leadership as well as fulfilling the managerial and disciplinary duties of their jobs. The counselors are charged with duties outside the regular tasks of counseling.

Community issues

- ***Lack of parent involvement:*** Helms students come from a wide geographic area, not from the immediate neighborhood. This makes it difficult for parents to come to school to participate regularly in their children's education as well as attend meetings and conferences. Teachers attempt to call parents but the lack of sufficient telephones and incorrect or no phone numbers make this task difficult.
- ***Lack of connection between school and communities served:*** Since this is not a neighborhood school, building community in the neighborhoods where students live is challenging. How to create connections with parents who have no access to cars or busses is an ongoing challenge. AC Transit provides only limited day access to the school.
- ***Needy families (low SES students and families requiring additional services at the site):*** The existing Helms Community Project (Healthy Start funding) works to meet some of the needs of families. However, additional services and outreach are needed.

Helms Middle School II/USP Action Plan

Research based Strategies to Remove Barriers

Given the extensive needs and barriers to improvement at Helms School, we reviewed the research literature on school reform and improvement, particularly in regards to effective practices in middle schools serving diverse populations. Our Action Plan incorporates the following research-based strategies. The next 3 pages provide support for these strategies from current research.

Strategies

- Focus on developing a professional community of learners that includes both teachers and administrators. This includes building professional competence through coaching and mentoring for both teachers and administrators and expanding the repertoire of instructional strategies used by teachers
- Develop and monitor programs that deliver intensive and additional academic instruction, including development of summer school (2001) and expansion of the school day and schedule to incorporate additional instructional time.
- Integrate literacy across the curriculum
- Develop student accountability and ownership by developing homerooms and enforcing behavior policies.
- Monitor ELL students access to curriculum and provide additional supports to English Language Learners.
- Align school curriculum with the California State Standards and monitor curriculum delivery.
- Increase parent, guardian and community connections and collaborations.
- Expand school leadership and decision making to include teachers, classified staff, parents, students and community.
- Develop effective communication systems to increase involvement of all stakeholders.
- Develop the internal capacity to use data and make informed decisions.
- Create and maintain high expectations for all members of the school community.
- Celebrate accomplishments, achievements and honors throughout the year.

Helms Middle School II/USP Action Plan

Research Support for the Chosen Strategies

The Action Plan for Helms Middle School incorporates a range of strategies to address and remove many of the barriers Helms faces in its efforts to improve student academic achievement. An extensive educational research base supports these strategies.

- **A focus on developing a professional community of teacher-learners**

The Helms action plan includes provisions for significant time and resources focused on professional development through onsite teaching/curriculum coaches to develop a variety of teaching strategies, incorporate literacy across the curriculum, align curriculum with SBE adopted content standards, and provide leadership training for teacher leaders. This plan also includes necessary coaching for site administrators to develop skills as instructional leaders.

Recent news reports have underscored the need for qualified teachers, particularly in low-income, high-need urban schools. Unfortunately, it is these schools which often have the least qualified and experienced teachers (Kozol, 1991). At Helms, there is a large teacher turnover each year and many of the newly hired individuals come without full credentials.

Since the knowledge, skills, and commitment of teachers can make a significant difference in their students' achievement, this plan relies heavily on staff development to best meet the needs of Helms' students. Such development may take the form of coaching, mentoring, and conferencing for new and inexperienced teachers as well as for many of the more veteran teachers. These strategies are supported by several studies, which conclude that teacher expertise is the most important factor in determining student achievement (National Staff Development Council, 1997). Linking assessments to curriculum and providing opportunities for teachers to learn content and new pedagogical strategies benefits students' learning.

Based on its review of research literature and surveys of practice across the US, the National Commission on Teaching and America's Future (1997) argued that enhancing the performance of students rests on a sustained commitment to teachers' learning. They called for embedding professional development in teachers' daily work through joint planning, study groups, peer coaching and research. To support such professional development, the Commission recommended that schools rethink schedules and staffing so that teachers would have time to learn together. Hawley and Valli (1999) outline the kinds of processes that contribute to constructing effective professional development opportunities, including continual and collaborative school-based support and teacher involvement.

- **Curriculum-Based Professional Development**

Teachers who have expertise in teaching and learning and who work in environments that allow them to know students well are critical elements of successful learning. (Ferguson in Darling-Hammond, 1997). Studies show that intensive curriculum based professional development has proved effective in raising students' achievement (Darling-Hammond, 1997).

- **Teacher involvement and retention:**

Career teachers are highly sensitive to their working conditions, including degree of administrative support, faculty cooperation, resource provision, and teacher influence over policy in their schools. They often have more control over classroom decisions - teaching techniques, and determining homework and grades - than over school policy decisions, such as curriculum and disciplinary policies, the content of in-service programs, and the hiring and evaluation of teachers. But in general, there is a relationship between teachers' sense of efficacy and student achievement (Ashton & Webb, 1986).

* See appendix C for the complete bibliography of these research based strategies.

Helms Middle School II/USP Action Plan

Organizational differences influence student achievement and teachers' beliefs about their own effectiveness. Teachers whose work environment fosters a belief in their own effectiveness maintain an academic focus and work to establish friendly and productive relationships with students. Three organizational features of schools support teachers' positive efficacy: (1) team teaching; 2) sharing of decision-making power by the principal with the staff; and 3) multi-aged grouping that allowed teachers to work with students from the time they entered school to the time they graduated (Ashton & Webb, 1986). Helms action plan includes provisions for both team teaching and shared decision-making.

- **Extended time for students.**

In addition to the small schools model that has become popular in the American educational lexicon, block scheduling—that is, extended learning time and fewer passing periods—is widely supported in the research literature (e.g. Meier, 1995). The plan at Helms, while not calling for block scheduling, does create a variety of ways to extend learning time for students.

- **Literacy across the curriculum**

"Developing competence in the language of instruction should be a meta-goal of all educational activity throughout the school day." (Tharp, 2000) Reading, writing, speaking, listening and lexicons can be taught and learned in every subject area. Effective learning is based on the ability to "speak mathematics, speak science, even speak physical education." Thus the Helms' plan calls for infusing literacy instruction across the curriculum and makes provisions to keep the school library open full-time.

- **Develop students' engagement in and responsibility for the school**

Students who feel ownership for their school are more likely to do well in it (Darling-Hammond, 1997; Meier, 1995). To that end, school reform efforts have recently focused on increasing student responsibility for and involvement in making and following school rules (Schmoker, 1996).

- **Attention to English Language Learners**

Our action plan calls for the schools to assure access to grade level curricula for English Language Learners (ELL), including adaptation of materials, problem solving, efficient transition to 'regular' English classes, and universal translation of school and district documents into the students' home language. These suggestions parallel those made in an extensive literature of ELL. For example, a recent text calls for a Sheltered Instruction Observation Protocol (SIOP), a tool designed to "make content comprehensible for ELL" and to help supervisors and administrators evaluate teachers of sheltered English classrooms (Echevarria, Vogt, and Short, 2000).

- **Aligning curriculum with standards and assessment**

Professional development that has proved effective involves teachers in working directly with one another and with experts on new student curriculum materials related to specific concepts in California's math framework. Teachers collaboratively studied these materials, developed and tried lessons, and discussed the results with their colleagues, raising issues of mathematics content, instruction, and learning together. Curriculum based professional development raises student achievement (Darling-Hammond, 1997). The plan calls for teachers to align curriculum with California's standards and for department leaders and administrators to monitor this process.

- **Partnerships with youth, families, and community programs**

In order to best meet the needs of the students and families, schools need to create, enhance, and nurture partnerships with the families and communities that send them their students (Darling-Hammond, 1997). This may take the form of homework and literature sharing (Ada, 1990), cultural exchange (Cummins, 1986), shared dialogue (Freire and Shor, 1987), as well as more traditional venues such as field trips, bake sales, and classroom visits. In addition to parental involvement, schools need to

Helms Middle School II/USP Action Plan

involve and draw upon community organizations and resources to broaden, enrich, and to hold accountable the schools that operate in their areas (Schmoker, 1996)

- **Shared leadership**

Schools must operate under the norms of a strong professional culture with teachers and principals operating in an interdependent, connected relationship. In order to do this, a reconceptualization of leadership is required. The key to creating and maintaining a successful leadership team in a school is the principal's ability to cultivate conditions for collaborative leadership (Rallis, 1990). A number of scholars and practitioners call for creating conditions that lead to sharing leadership and decision making with teachers in schools (Barth, 1990; Little, 1988; Lieberman, 1988; Ashton & Webb, 1986). Shared leadership leads to teachers' positive sense of efficacy; teachers whose work environment fosters a belief in their own effectiveness maintain an academic focus that directly affects student achievement (Ashton & Webb, 1986; Armor, et al., 1976; Berman et al., 1977). The Helms' action plan includes developing a cadre of school leaders that includes teachers, parents, and community members.

- **Data inquiry approach**

Many recent efforts at school reform have incorporated a data inquiry model of facilitating staff involvement. While the particulars of the inquiry depend upon the nature of the school staff and its experience with reform, the idea, simply stated, is that school staff gather and look critically at its own data in order to make recommendations for programmatic change. For example, if at one school the data showed a disproportionate number of Black students suspended, the staff would be expected and encouraged to design reform efforts to address and ameliorate this problem.

**Helms Middle School
II/USP Action Plan**

**1d Inclusion of School and District
Crime Statistics**

4/5/00

ARC Associates, External Evaluators

DOE 00048371

**Helms Middle School
II/USP Action Plan**

Helms Middle School Crime Statistics: (98-99)

The following is a summary of crime statistics at Helms. The attached page is an expanded version.

Crime	Number	Time	Location	Perpetrator
Use of alcohol	1	school hrs	on campus	(female student)
Possession of drugs	3		on campus	(female students)
Assault with deadly weapon	1	school hrs	on campus	Other type of weapon, (male student perpetrator - male employee victim)
Battery	4	school hrs	on campus	(male students perpetrators) (3 males, 1 female victims - 3 students, 1 employee)
Burglary (any amount)	2	school hrs	on campus	(suspect unknown)
Theft (\$50 or more)	2	school hrs	on campus	(1 male student, 1 suspect unknown)
Vandalism (\$100 or more)	1	school hrs	on campus	(suspect unknown)
Loitering/Trespassing	2	school hrs	on campus	(2 male non-students)
Possessions of Weapons	17	school hrs	on campus	13 males, 4 females of which 15 students, 2 non-students)

West Contra Costa Unified School district crime statistics: (see attached pages)

07-61796
WEST CONTRA COSTA UNIFIED

**California Safe Schools Assessment
School Crime Reporting Form
Semi-Annual District Summary**

Reporting Period
☐ July 1 - December 31
☒ January 1 - June 30

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SA [redacted] certifies that the information contained in this report is true and correct to the best of my knowledge.

... Vincent V. V. V. _____
 Signature of COA Member Representative to Legislature

VINCE KILPATRICK, ASST. Supt. for School Support Services (510) 620-2208
 Print or type name Telephone Number (including area code)

1997

DATE: 24 Feb 2001



SWAMP DRUMS

code 00000-0000

California Safe Schools Assessment School Crime Reporting Form Semi-Annual District Summary

Reporting Period
☒ July 1 - December 31
☐ January 1 - June 30

Deadline:
Friday, 1
August.

[illegible]

ent, the information contained in this report is true and correct to the best of my knowledge.

2007-08-09 10:00 AM

[illegible]

VALTIER GRENOD, SPECIAL ASSISTANT
President, 1944-1946

210 234-1062. 681. 2(1) 44-1116 6. 1229
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**Helms Middle School
II/USP Action Plan**

**1e Inclusion of
Disaggregated Data
and Description of
Other Indicators**

4/5/00

ARC Associates, External Evaluators

**Helms Middle School
II/USP Action Plan**

Stanford 9 - Spring 99 scores

Disaggregated by ethnicity

Reading (Total # Students/National Grade Percentile)

Grade	Male	Female	African American	Asian	Filipino	Hispanic	Pacific Islander	White
6th	116/19	104/19	49/18	28/20	4/- *	126/18	1/- *	12/21
7th	217/14	189/20	100/13	58/20	19/28	209/15		16/37
8th	195/17	194/22	86/18	68/23	9/- *	204/18	3/- *	19/27

Math (Total # Students/National Grade Percentile)

Grade	Male	Female	African American	Asian	Filipino	Hispanic	Pacific Islander	White
6th	121/20	110/21	51/16	28/21	4/- *	135/21	1/- *	12/19
7th	229/21	192/24	99/18	61/31	17/34	222/22		16/33
8th	191/24	197/23	83/19	69/31	9/- *	205/23	4/- *	18/29

Language (Total # Students/National Grade Percentile)

Grade	Male	Female	African American	Asian	Filipino	Hispanic	Pacific Islander	White
6th	111/16	97/24	49/18	23/21	4/- *	120/19	1/- *	11/19
7th	220/16	182/26	94/19	59/26	18/29	211/18		15/48
8th	180/18	185/25	80/18	68/26	10/- *	189/20	4/- *	14/33

Spelling (Total # Students/National Grade Percentile)

Grade	Male	Female	African American	Asian	Filipino	Hispanic	Pacific Islander	White
6th	121/18	107/24	52/26	27/25	4/- *	132/16	1/- *	12/33
7th	221/17	197/24	104/18	60/36	19/42	214/15		16/40
8th	197/17	196/22	85/22	69/28	9/- *	208/15	4/- *	18/25

* Scores are not reported when there are less than 10 students in a group.

**Helms Middle School
II/USP Action Plan**

Disaggregated by language ability

Reading (Total # Students/National Grade Percentile)

Grade	English Learners **	English Speakers **	FEP *** Students	R-FEP *** Students	English Only ***
6th	98/15	118/23	25/40	1/- *	92/19
7th	191/13	186/21	30/39	9/- *	147/16
8th	168/14	196/26	37/42	15/59	144/20

Math (Total # Students/National Grade Percentile)

Grade	English Learners	English Speakers	FEP Students	R-FEP Students	English Only
6th	106/19	121/22	25/37	1/- *	95/19
7th	202/22	188/24	31/36	10/- *	147/20
8th	170/20	192/28	37/50	15/62	140/20

Language (Total # Students/National Grade Percentile)

Grade	English Learners	English Speakers	FEP Students	R-FEP Students	English Only
6th	90/17	114/23	25/38	1/- *	88/18
7th	197/17	177/26	30/41	9/- *	138/20
8th	154/17	188/27	38/45	15/64	135/19

Spelling (Total # Students/National Grade Percentile)

Grade	English Learners	English Speakers	FEP Students	R-FEP Students	English Only
6th	101/13	122/29	25/41	1/- *	96/26
7th	193/17	195/25	32/33	10/- *	153/21
8th	171/13	197/27	38/37	15/55	144/22

Total Enrollment - 1154 Total Tested - 1101

* Scores are not reported when there are less than 10 students in a group.

** English Learners + English Speakers make up total school population

*** FEP + R-FEP + English Only make up the total English Speakers

**Helms Middle School
II/USP Action Plan**

Demographic data*

*The following demographics are central features
of the context of work at Helms Middle School*

Enrollment – October, 2000

Grades 6-8:	1244	
CalWorks (formerly AFDC):	number-476	39%
Free/Reduced price meals:	number-1000	82%
Compensatory education:	number-1089	94%

Percentage of Students by Ethnic Group (1998-1999)

Native American	1	0.09%
Asian	166	14.37%
Pacific Islander	4	0.35%
Filipino	34	2.94%
Hispanic	594	51.43%
African American	303	26.23%
White	53	4.59%

Student Language Data

Percent of Limited English Proficient Students

<u>Helms</u>	<u>State</u>
52.3%	25%

Home Language of Limited English Proficient Students (1998-99)

Spanish	456	39.5%
Mien	74	6.4%
Pilipino (Tagalog)	18	1.6%
Lao	13	1.1%
Vietnamese	11	1%
Hindi	8	0.7%
All Other	24	2.1%
Total	604	52.3%

* Additional School Data can be found in Appendix A.

**Helms Middle School
II/USP Action Plan**

Disciplinary Data

Total Expulsions for 1998/99: 24

African American	14
Asian	5
Hispanic	3
Filipino	1
White	1

Disciplinary Referrals for 1999/2000 as of 10/29/99 (2 month time period)

Total referrals: 1709

64% of the behavior citations fell into the following five areas or clusters

Discipline Code Description	Number of Referrals
Disruption of Class	449
Defiance of Valid School Authority	183
Conflict with Student	177
Failure to Serve Detention	177
Cutting Class	104

These 5 clusters represent 8% of referral categories and about 64% of total referrals.

Drop Out Rate

1997-98	.59%
1996-97	.57%
1995-96	.71%

Feeder School Information

The following are feeder schools for Helms. They rank among the lowest elementary schools in the state, indicating that students who enroll at enroll at Helms come with lack of academic and social preparation for the academic work expected of middle school students.

Grades	School	Rank in State out of 4790	
		Reading	Math
K-5	Cesar Chavez	3934	3734
K-5	Dover	4220	4358
K-5	Ford	N/A	4596
K-5	Lincoln	4549	4742
K-6	Downer	4032	4640
K-6	Lake	4392	4742
K-6	Peres	4674	4742
K-6	Verde	4790	4760

**Helms Middle School
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Staff Information*

1999-2000	
Administrators	2
Teachers	56

1988-1999	
Administrators	2
Pupil Services	3
Teachers	
Self Contained	2
Subject Area	38
Vocational Education	1
Special Education	7
Other	8
Classified	
Paraprofessionals	20
Office/Clerical	7
Other	13

Teaching Credentials* (10/99)
Teachers may have more than one credential

Full Credential	43	76.8%
University Intern	4	7.1%
District Intern	2	3.6%
Emergency	11	19.6%
Waiver	0	
Bilingual Certification	0	

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* Additional staff information can be found in Appendix B.

**Helms Middle School
II/USP Action Plan**

2a Annual Growth Targets

4/5/00

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**Helms Middle School
II/USP Action Plan**

Annual Growth Targets

The IIUSP indicators for improving academic achievement are tied to improving standardized test scores using the Stanford 9 test as the basic assessment. Helms Middle School scored 410 out of a possible 1000 points on the Academic Performance Index (API) based on the Stanford 9 test administered in the spring of 1999. To show a high level of achievement (10) on the API, a school must score at least 800 points. The objectives for Helms Middle School for the school years 2000-2001 and 2001-2002 are 5% of the difference between their annual API and 800.

1999 API	2001 API target	% improvement	2002 API target	% improvement
410	430	5%	449	5%

The goal for Helms academic performance is to reach 800 API points in increments of 5% per year. The short-term objectives for year one and year two follow:

4. Year 1. By the spring of 2001, Helms Middle School students will achieve 5% growth on the API indicators of successful academic growth by reaching API points of 430 as measured the results of the Stanford 9 test. This is a 19-point increase.
- Year 2. By the spring of 2002, Helms Middle School students will achieve 5% growth on the API indicators of successful academic growth by reaching API points of 449 as measured by the results of the Stanford 9 test. This is an 18-point increase.

Rationale: While Helms did make some gains in SAT-9 scores from 1998 to 1999, they were minimal. Because this school is starting at such a low level and 52% of these students are English Language Learners, we are setting goals at a realistic expectation that the school will make a 5% gain each of these first two years in the change process.

**Helms Middle School
II/USP Action Plan**

**2b Description of
Short-Term Academic Objectives**

4/5/00

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**Helms Middle School
II/USP Action Plan**

Description of short-term academic objectives

Strategies for improvement of student academic performance

Program Objectives

- Provide intensive training for all staff to set and meet high expectations and high standards.
- Provide ongoing coaching and mentoring
- Provide training so that teachers will use a variety of teaching methods to actively engage all students in learning.
- Develop an enriched literacy program that is integrated across the curriculum.
- Implement a clear and effective behavior policy.
- Deliver intensive academic instruction for students whose skills are below grade level.
- Monitor ELL students' access to grade level curricula.
- Monitor delivery plan for English Language Development.
- Support academic improvement of ELL students with primary language components.
- Develop additional academic assistance for RSP, NSH and SH students.
- Develop and implement team teaching.
- Align curriculum with state standards.

Strategies to involve parents and guardians

Program Objectives

- Develop a sense of shared responsibility with parents for the education of students, increase parent involvement, promote and strengthen communication with parents.
- Increase parent, guardian and community collaboration by providing linkages and connections between staff, parents, students and community resources.

**Helms Middle School
II/USP Action Plan**

Effective management of the school

Program Objectives

- Expand school leadership and decision making to include teachers, classified staff, parents, students and community members.
- Develop student government that teaches students about leadership, decision making, and responsibility.
- Develop and use effective communication systems for Helms School Community.
- Analyze and use data to monitor ongoing progress of this plan.

Taking into account the underlying causes for low performance by students

Program Objectives

- Develop homerooms for each student as a way of building a sense of belonging and connection as well as to deliver necessary information in an efficient way.
- Develop systems so that the school library will be open all day, reference books updated, and a wide variety of new reading and research materials purchased.
- Run organized activities for students during lunch and collaboration time.
- Create and maintain high expectations for all members of the school community.
- Recognize, celebrate, and publicize all accomplishments, advances, honors, and exceptional performances by any individual or group.
- Develop structures for students to take on school wide responsibilities and respect school property.

Professional Development

Program Objectives

- Provide ongoing, continuous training on powerful teaching and learning by teacher coaches, internal/external consultants.

**Helms Middle School II/USP Action Plan
Inputs, Results, Funding, Measurement**

Strategies for Improvement of student academic performance					
Objectives	Target Date	What will change - Outcomes	Funding Source	Measurement	
A. Training for all staff to set and meet high expectations and high standards.	begin 8/00	Expectations for teaching and learning will be raised	II/USP	5% gain on SAT-9/API	
B. Ongoing coaching and mentoring	begin 8/00	Teachers, administrators will learn & use new strategies	II/USP	5% gain on SAT-9/API	
C. Teachers will use a variety of teaching methods to actively engage all students in learning.	begin 8/00	Powerful teaching and learning; engaged students; higher achievement scores.	II/USP & General Sci. Budget	5% gain on SAT-9/API	
D. An enriched literacy program will be integrated across the curriculum.	begin 8/00	Higher achievement scores	General Sci. Funds	5% gain on SAT-9/API	
E. Implement a clear and effective behavior policy. Celebrate achievements	begin 9/00	Reduced disciplinary referrals. Increased student & teacher satisfaction	II/USP & Sci Funds	20% reduction in referrals. Increased satisfaction per teacher survey.	
F. Deliver intensive academic instruction for students whose skills are below grade level.	begin 7/00 ongoing	Higher achievement scores	Title I	5% gain on SAT-9/API	
G. Monitor ELL students' access to grade level curricula.	begin 8/00	Students transition out of ELL, ELD, Bilingual in higher numbers	LEP funding	5% gain on SAT-9/API and/or SABE	
H. Monitor delivery plan for English Language Development.	begin 8/00	Students transition out of ELL, ELD, Bilingual in higher numbers	LEP funding	5% gain on SAT-9/API and/or SABE	

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**Helms Middle School I/USP Action Plan
Inputs, Results, Funding, Measurement**

I. Support academic improvement of ELL students with primary language.	begin 8/00	Students transition out of ELL, ELD, Bilingual in higher numbers	LEP funding	5% gain on SAT-9/API and/or SABE
J. Align English Language Development curriculum with the district and state ELD standards.	Begin 8/00	Students will adjust to living in the USA	LEP funding	5% gain on SAT-9/API and/or SABE
K. Develop additional academic assistance for RSP, NSH and SH students	begin 1/01	More RSP students in mainstream classes. Focused curriculum for NSH & SH	Special Ed funds	RSP students attend mainstream classes Goal - 10%
L. Develop and implement team teaching.	begin planning 8/00	2-3 pairs of team teachers.	School funds	Teacher satisfaction, efficacy increases per survey. 5% gain on SAT-9/API
M. Align curriculum with state standards.	begin 8/00	Teaching with understanding of content standards and aligned assessment of student knowledge	School funds	5% gain on SAT-9/API

Strategies to involve parents and guardians

Objectives	Target Date	What will change - Outcomes	Funding Source	Measurement
A. Develop shared responsibility with parents for the education of students, increase parent involvement, promote and strengthen communication with parents.	begin 8/0 school programs and efforts, Interest 0	Greater parent support and involvement in students' academic engagement and achievement.	Healthy Start	5% gain on SAT-9/API
B. Increase parent, guardian and community collaboration by providing linkages and connections between staff, parents, students and community resources.	begin 8/00	Community buy-in and support for educational efforts at Helms. Enhanced image of Helms within the community.	Healthy Start	5% gain on SAT-9/API

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Helms Middle School II/USP Action Plan Inputs, Results, Funding, Measurement

Effective management of the school				
Objectives	Target Date	What will change - Outcomes	Funding Source	Measurement
A. Expand school leadership and decision making to include teachers, classified staff, parents, students and community members.	8/00	Increased involvement by all stakeholders in school.	School funds	Schedule of meetings, agendas, and attendance records
B. Develop student government that teaches students about leadership, decision making, and responsibility.	9/00	Increased student ownership in the school, reduced referrals, reduced school vandalism, graffiti, etc.	School funds	Agenda, minutes, attendance, teacher feedback, survey data, school records of referrals, incidents of vandalism, etc.
C. Develop and use effective communication systems for Helms School Community.	9/00	Effective organizational communication both within the school and with parents and the community at large.	II/USP	Feedback from teachers, parents on surveys
D. Analyze and use data to monitor ongoing progress of this plan	9/00	Data based inquiry will influence teaching and learning in positive ways.	II/USP	5% gains on SAT-9/API

Addressing Underlying Causes for Low Performance by Students				
Objectives	Target Date	What will change - Outcomes	Funding Source	Measurement
A. Develop homerooms for each student as a way of building a sense of belonging and connection as well as to deliver necessary information in an efficient way.	9/00	Students will connect with teachers/adults in the school in new ways. Higher level of personalization within the school.	School funds	Student feedback on survey

4/5/00

**Helms Middle School II/USP Action Plan
Inputs, Results, Funding, Measurement**

B. School library will be open all day, reference books will be updated, and a wide variety of new reading and research materials will be purchased.	9/00	Student access to library with updated books will support student learning. Teachers will be able to give library assignments.	II/USP School funds	5% gains on SAT-9/API Student feedback on survey
C. Run organized activities for students during lunch and collaboration time.	10/00	Improved school climate and improved student motivation and attendance.	II/USP School funds	Student feedback on surveys Attendance records
D. Create and maintain high expectations for all members of the school community.	9/00	Improved school climate, attendance and punctuality by both students and staff. Improved teaching & learning	School funds	5% gains on SAT-9/API Student feedback on survey Staff feedback on survey
E. Recognize, celebrate, and publicize all accomplishments, advances, honors, and exceptional performances by any individual or group.	9/00	Improved school climate.	II/USP	5% gains on SAT-9/API Student feedback on survey Staff feedback on survey
F. Students take on school wide responsibilities and respect school property.	9/00	Improved school climate, attendance, participation. Reduced vandalism, graffiti. Overall cleaner school.	School funds	Student feedback on survey Staff feedback on survey Observation

Ongoing Professional Development

Objectives	Target Date	What will change - Outcomes	Funding Source	Measurement
Provide ongoing, continuous training on powerful teaching and learning by teacher coaches, internal/external consultants.	begin 8/00 ongoing	Teacher's skills will improve along with student attendance and engagement in learning activities.	II/USP LEP Title I	5% gain on SAT-9/API

4/5/00

Summaries of School Reform Models

This plan draws on the following models to support the action plan steps.

Coalition of Essential Schools (CES): A national network of schools and centers engaged in restructuring schools to promote better student learning. The components of Coalition work include faculty shared decision-making; training of school staff; follow-up coaching; networking, and implementation review. For this action plan, we embrace the Coalition's component of faculty collaboration, or the idea of involving school staff in any school reform effort.

Ventures Educational Systems: Ventures provides a systematic, step-by-step, integrated approach for improving student learning, performance, and achievement, and can lead to more effective classroom management and school functioning. In particular, Ventures uses a constructivist model and incorporates systematic implementation of constructive communication and critical thinking skills, and curriculum alignment with California standards and SAT-9. This action plan incorporates the Ventures model of external school coaches to assist and augment the efficacy of classroom teachers.

Data Inquiry: Many school reform organizations (i.e. CES) draw upon data inquiry in their work with schools and school staff. The practitioners are involved in collecting, examining, and interpreting school data, and making programmatic recommendations based on this data.

Funds of Knowledge: This refers to those historically developed and accumulated strategies--skills, abilities, ideas, and practices--or bodies of knowledge that are essential to a household's functioning and well being. Through conversations with families, and, if possible, visits to students' households, teachers become aware of these funds of knowledge by engaging in ethnographic teacher research. Helms' teachers will communicate with families in their homes, at school and in the neighborhood and invite them to share their knowledge in the classrooms.

Communities of Learners: A pedagogical method through which students read grade-level content, engage in project-based research, present their findings to their peers and teacher, and reflect upon their acquired knowledge with peers and, to the extent possible, with experts in the field (via phone or Internet). From this method, we suggest the use of reciprocal teaching methods for reading content at grade level and above. Strategies of Reciprocal Teaching are questioning, summarizing, reviewing and clarifying.

School and Community Collaboration: The Helms Community Partnership, developed through the California Healthy Start grant, will be utilized and expanded to include more families and community members as active partners in the school.

**Helms Middle School
II/USP Action Plan**

**3a-e Future Actions to Reach
Objectives**

Including:

- a. Strategies for Improvement of Student Academic Performance
- b. Strategies to involve parents and community
- c. Effective Allocation of Resources
- d. Strategies for Management of the School
- e. Identification of Solutions to Address Underlying Causes of Low Performance

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

Objective A. Administration, certified and classified staff will receive intensive training to set and meet high expectations and high standards throughout 2000-2002				
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line
<p>A1. Apply to receive coaching through the Schools of Significance (SOS) program. Expected outcomes are:</p> <ul style="list-style-type: none"> • Development of a community of learners • Learning Experiences that are culturally relevant and meaningful to all students, particularly ELL and African American students. • Challenging instruction and curriculum • Learning experiences that are authentic to the real world with clear criteria for success. <p>New strategy</p>	District admin., school admin, Leadership Team (LT)	District sponsored training in collaboration with Region IV School Support & Improvement Center.	Observation, formal/informal feedback	Beginning 8/00 weekly
<p>A2 Coach Principal and Vice Principal in school leadership:</p> <p>New strategy</p>		<p>District sponsored training in collaboration with Region IV School Support & Improvement Center.</p> <p>Training:</p> <ul style="list-style-type: none"> - effective instructional leadership - setting and meeting high expectations and high standards - providing leadership for powerful teaching and learning 	Observation, formal/informal feedback	Beginning 8/00 weekly
				\$7,500

4/5/00

**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

A3 Hire Teaching Coach(es) to work with teachers. The person(s) filling this position will specialize in: <ul style="list-style-type: none"> • ELL, Special Education, CLAD, curriculum development, constructivist teaching methods. • This may be a single person or time split between more than one • May be in-house or hired from outside. New strategy	Admin., Leadership Team (LT)	District sponsored training in collaboration with Region IV School Support & Improvement Center. Ongoing training: <ul style="list-style-type: none"> - developing and delegating leadership responsibility - coaching/mentoring skills for dept. leaders - human relations skills - community building - collaboration skills 	Monitoring process by Admin. & LT	Beginning 8/00	\$18,250
A4. Hold intensive summer workshop for leadership team to include: <ul style="list-style-type: none"> • Leadership training • Time for planning for infusion of the action plan into the school year New strategy	Admin., LT, Admin. coach	District sponsored training in collaboration with Region IV School Support & Improvement Center. Training for school change: <ul style="list-style-type: none"> - How to facilitate/lead - How to carry out change projects - How to use data for good decisions - How to communicate effectively with parents 	Team feedback.	Beginning 8/00 8/01	\$3,750
A5. Hold weekly meetings of Leadership Team (SACT) New strategy	Admin., LT		Agenda, minutes	8/00 ongoing	\$7,500

4/5/00

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**Helms Middle School II/USP Action Plan
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STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

A6. Provide orientation to 1 st /2 nd year teachers Continuation & expansion of existing strategy	Admin., LT	Training (new Helms procedures) - Lesson plans/focused lesson planning - Standards/assessments - Monitoring student data - Behavior/classroom management - Sharing successful strategies	Agenda, teacher feedback	8/00 annually	
A7. Schedule focused collaboration time for teachers. Continuation & expansion of existing strategy			Attendance, minutes, staff feedback	9/00 ongoing weekly	\$12,500

4/5/00

**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

Objective B. Ongoing coaching and mentoring by the teaching coach, principal, vice principal and department leaders will take place.				
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line
B1. Teacher Coach(es) will work with faculty as a mentor/coach. Training based on "Best Practices." Coaching will include: <ul style="list-style-type: none"> • Anger management • Discipline/classroom management, • Lesson planning, • Project-based learning, • Higher order thinking skills, • Team/collaborative teaching, • Group work, • English Language Learner instruction, • High standards & high expectations, • Assessment and evaluation, • Meeting and exceeding district and state standards, • Cross curriculum integration of language arts/literacy, • Testing strategies, • Working effectively with parents, • Utilizing planning time effectively, etc. New Strategy	Teaching Coach (TC)	<ul style="list-style-type: none"> - Classroom management - Lesson Planning - Best practices for English Language Learners - Developing curriculum that meets standards, - Team teaching - Effective collaboration - Integrating literacy across the curriculum - Assessment - Mediation skills - Human relation skills - Appropriate adult/student relations - Best Practices for diverse learners, etc. 	Feedback from Staff, LT monitors	8/00-6/02
B2. Daily mentoring/coaching by Administrative Staff, Teaching Coach, or Department Leaders. New Strategy	Admin., TC, Dept. Leaders		Schedule of classroom visits & observations	8/00-6/02
				\$11,100
				\$5,000 (materials)
				\$30,000

4/5/00

**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

B3. Daily conferencing/coaching by Department Leaders who will provide leadership and direction to insure knowledge of and adherence to state standards. • Release dept. chairs 1 period New Strategy	Dept. Leaders	To mentor, coach, demonstrate lessons in content areas, and assist in lesson planning, setting curriculum goals.	Schedule of visits, conferences, observations	8/00-6/02	
B4. Department leaders will facilitate collaboration time with a focused agenda that includes keeping minutes and follow-up. New Strategy	Dept. Leaders		Agendas & minutes	8/00 ongoing	
B5. Regular monitoring and Evaluation of staff by Principal and Vice Principal. Continuation of existing strategy	Admin.		Schedule of classroom visits; post visitation conferences Teacher feedback	8/00 ongoing	
B6. Support and coaching of staff by Teaching Coach and Department Leaders. New Strategy	TC, Dept. Leaders			8/00-6/02	
B7. Provide opportunities for teachers to observe other teachers and be observed. New Strategy	Admin., Dept. Leaders		Schedule of classroom visits for observation	9/00 ongoing	

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STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

Objective C. Teachers will use a variety of teaching methods/techniques that actively involve all students in the learning process so they will be able to think critically and be good problem solvers.				
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line
C1. Provide training/coaching for developing constructivist hands-on teaching methods New Strategy	TC, LT	Constructivist hands-on teaching methods, literacy infusion, project based learning, critical thinking skills, problem solving, project based learning, cooperative learning, diverse teaching strategies, teacher & student collaboration	Schedule of trainings, record of teacher attendance, teacher feedback	9/00-02
C2. Create opportunities for collaboration and sharing with support from Teaching Coach and Department Leaders. New Strategy	TC, Dept. Leaders		Schedule of collaboration events	9/00-02
C3. Develop and use a variety of teaching strategies New Strategy	TC, Teachers		TC report on coaching/observations, teacher feedback	9/00-02

4/5/00

**Helms Middle School I/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

Objective D. Integrate an enriched literacy program across the curriculum				
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line
D1. Develop & incorporate a literacy component across the curriculum in all classes -- History, Mathematics, Science, Physical Education, Art, Home Economics, as well as in Language Arts and ESL classes. New Strategy	TC, Teachers	Infusion of literacy across the curriculum.	TC report, teacher lesson plans & feedback	6/00 - ongoing
I/USP Budget Amt.				

Objective E. A clear and effective Behavior Policy with rights and responsibilities will be developed, Implemented, and communicated widely.				
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line
E1. Expand existing Behavior Committee to include at least: counselor, teacher, 1 student at each grade level, site supervisor, parent, and Helms Community Project representative. Continuation and expansion of existing strategy.	Behavior Committee	Developing consensus model, running meetings efficiently, communication skills, classroom management, mediation skills, effective discipline and intervention strategies	Behavior committee reports, Prin./LT to monitor progress of committee	9/00
I/USP Budget Amt.				

4/5/00

**Helms Middle School II/USP Action Plan
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STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

<p>E2 Create Inclusive Behavior Policy for students, teachers, non-teaching staff and visitors that includes simple yet clear responsibilities and consequences.</p> <ul style="list-style-type: none"> • Translate all policies, contracts into multiple languages. • Communicate policies to all students, teachers, non-teaching staff and parents via mail, posters at various strategic locations on campus, orientations, school web page, newsletters, parent/community meetings, incoming student and staff processing forms, etc. <p>New Strategy</p>	<p>Admin. Behavior Committee, School & Dist. Trans., Teachers, Parent Groups</p>		<p>Written policy</p> <p>Principal to ensure translations completed</p>	<p>9/00 ongoing</p>	<p>\$5,500</p>
<p>E3. Create contracts for Behavior Policy to be signed by students, parents, teachers and non-teaching staff.</p> <p>New Strategy</p>	<p>Behavior Committee, Counselors</p>		<p>Signed contracts on file in office</p>	<p>9/00 ongoing</p>	
<p>E4. Follow through with consistent consequences - across the board for students and adults.</p> <p>New Strategy</p>	<p>School/Dist. Admin</p>		<p>Principal/LT monitor</p>	<p>9/00 ongoing</p>	
<p>E5. Revisit counselor procedural policies for behavioral issues to assure congruence with behavior policy.</p> <p>Existing Strategy</p>	<p>Behavior Committee, Counselors</p>		<p>Principal/LT meet regularly with counselors</p>	<p>9/00 ongoing</p>	

4/5/00

**Helms Middle School II/USP Action Plan
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STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

E6. Assure implementation of Behavior Committee goals & strategies, including "Youth Power Teams," video taping effective classroom management, coaching teachers with high numbers of referrals. Existing Strategy	LT. Behavior Committee		Minutes/records of Behavior Committee	beginning 8/00 ongoing	
E7. Celebrate, highlight, and honor students and adults who exemplify and promote positive school behavior. New Strategy	Entire school Community		Principal/LT keep lists of celebratory events	9/00 ongoing	\$5,500
E8. Provide teachers with training and/or ongoing coaching to deal with minor behavior issues within the classroom. (Major issues will be in Behavior Policy and dealt with according to the policy. In-school suspension may include school cleaning/repairs, community service, etc.) New Strategy	Behavior Committee, Admin., TC	Constructive Discipline	Documented decrease in teacher referrals	9/00 ongoing	
E9. Revisit referral form and update, including a checklist of a variety of steps teachers need to take before referring students to office; this list will include where and to whom students can be sent after going through the checklist (counselors, care team, mediation, etc.) Existing Strategy	Behavior Committee		Updated referral form	9/00	

-1/5/00

**Helms Middle School II/USP Action Plan
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STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

E10. Notify and document notification of parents about their child's behavior long before any serious violation has occurred (if possible)	Admin., Teachers, Counselors		Documented parent notification	9/00 ongoing	
<ul style="list-style-type: none"> • Include provisions for early intervention strategies that include parent involvement. • Inform parents regularly about student success and positive behavioral changes. Continuation and expansion of existing strategy.					
E11. Develop Student Study Team (SST) procedures and implement early intervention strategies for specific student needs, both behavioral and academic. Expansion of existing strategy.	Student Study Team		Documented use of strategies	9/00 ongoing	
E12. Monitor students during all passing periods. New Strategy	Teachers, Admin., Site Supv., Pt. Volunteers		Admin./Teacher feedback	9/00 ongoing	
E. 13 Develop student conflict mediation program at school site. New Strategy	Helms Community Project (HCP), Counselors		Records of mediations	6/00 ongoing	
E14. Increase supervision in halls during class line as well as during breaks Expansion of Existing Strategy	Site supervisors, admin., parent volunteers		Admin. Report	9/00 ongoing	

4/5/00

Helms Middle School II/USP Action Plan
Detailed Action Steps

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

Objective F. Develop and monitor programs to deliver intensive academic instruction for students whose skills are below grade level.					
Supporting Action Steps					
	Respon.	Professional Development	Evaluation	Time-line	II/USP Budget Amt.
F1. Develop a reading/math lab, modeled after the existing successful reading lab, with intensive focused instruction to bring students' math skills up to grade level. New Strategy	Admin., LT, TC		Admin., TC, feedback, lab records of student work/gains	6/00-6/02	\$25,000 20% II/USP 60% GP 20% other
F2. Develop and implement a 4-week summer school program for 100 incoming 6th grade students whose skills are below grade level – to begin summer 2001. <ul style="list-style-type: none"> Identify summer school staff (4 teachers, Program lead/principal, parent patrol) Apply to district for summer school support Recruit teachers and develop summer school curriculum. Visit feeder schools and identify potential students requiring extra skill building in academic areas. New Strategy	Admin., Project Assistant, LT	Remedial teaching and motivation to counteract students' past failure	Admin., LT monitor development and implementation	Begin planning school year 00/01 Run summer school summer 2001	Special funding or Title I carry-over
F3. Schedule 6th grade students for additional academic instruction in reading and math during the regular school day; electives will take place during an 8 th period class. New Strategy	Admin., counselors, LT, 6th grade teachers		Admin., LT monitor and report	8/00 ongoing	

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STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

F4. Develop and deliver 8th period enrichment classes in reading, math and other academics for students needing additional instruction to bring their skills up to grade level. Design a flexible schedule for teachers who teach 8th period classes. New Strategy	Admin., LT, TC, teachers, counselors		Admin., LT monitor and report	8/00 ongoing	3 teachers x 1 extra period x 12,000 = \$36,000 \$18,000 II/USP
F5. Expand existing reading lab materials to include a rich variety of high interest, low readability and leveled reading materials. Expansion of existing strategy.	Admin., Reading Lab staff, LT		Admin., LT	7/00 ongoing	

Objective G. Monitor ELL students' access to grade level curricula.

Supporting Action Steps		Professional Development	Evaluation	Time-line	II/USP Budget Amt.
G1. Hire a 40% curriculum/teaching coach for ELL, SDAIE and Bilingual teachers. New Strategy	Admin., Project Assistant, LT	ELD Coaching, SDAIE and ELD training for regular classroom teachers as well as ESL/Bilingual teachers	Schedule of trainings, record of teacher attendance, teacher feedback	9/00-02	LEP funding

4/5/00

**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

<p>G2. Examine the delivery of content instruction to ELL students:</p> <ul style="list-style-type: none"> • How are materials adapted? • Are ELL students able to demonstrate their content knowledge in ways that are appropriate to their level of English language proficiency? • Are students assessed in the language of instruction? • Are students monitored on a regular basis and redesignation procedures enacted appropriately? • Are teachers knowledgeable about appropriate second language instructional strategies that will support student learning? • Do teachers demonstrate appropriate second language instructional strategies that support student learning? <p align="center">Expansion of Existing Strategy</p>	<p>ESL Dept, ELL coach, LT</p>		<p>Review disaggregated data for ELL students, observe classes</p>	<p>9/00-02</p>	
<p>G3. Monitor ELL students' access to resources and services at Helms—are they proportionate to access by other students?</p> <p align="center">Expansion of Existing Strategy</p>	<p>ELL coach, Project Assistant</p>		<p>Review program resources budget for ELLs</p>	<p>9/00-02</p>	
<p>G4. After transition, monitor students to make sure they receive all the support they need to succeed in the mainstream curriculum, including primary language support.</p> <p align="center">Expansion of Existing Strategy</p>	<p>ELL coach, Admin.</p>			<p>9/00-02</p>	

4/5/00

**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

Objective H. Develop and monitor a delivery plan for English Language Development					
Supporting Action Steps		Respon.	Professional Development	Evaluation	Time-line
					II/USP Budget Amt.
H1. Review the delivery plan for sheltered and ESL classes to ensure alignment with district ELD standards. Existing Strategy.	ELL coach, LT	ELD coaching, training in ELD instructional strategies	Observe classes	9/00 ongoing	
H2. Monitor ELL students' acquisition of English language proficiency, including literacy skills as well as oral competency. This entails examining the English language instruction that takes place across the curriculum. Existing Strategy.	ELL coach		Review academic data for ELL students	7/00 ongoing	

Objective I. Support academic improvement of ELLs with primary language components						
Supporting Action Steps		Respon.	Professional Development	Evaluation	Time-line	II/USP Budget Amt.
I1. Provide primary language support to English language learners not in APL classes.		ELL coach, LT	Constructivist, hands-on Curriculum	Observations	9/00 ongoing	LEP funding Not II/USP
New Strategy						

4/5/00

Helms Middle School II/USP Action Plan
Detailed Action Steps

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

Objective J. Align English Language Development curriculum with the district and state ELD standards					
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line	II/USP Budget Amt.
J1. ELD teachers will make weekly lesson plans available for anyone who wants to see them. Lesson plans will reflect ELD standards based content and strategies that include constructivist, hands-on teaching methods. New Strategy	All ELD, ESL teachers, TC, Dept. leader	Lesson planning, State & district Standards	Principal, VP to provide feedback on lesson plans. Review with ELD Dept. Chair	9/00 ongoing	
J2. ELD/ESL Department will submit quarterly department plans specifying alignment with state standards. New Strategy	Dept. leader		Principal/VP to meet/review with Dept. Chairs	Quarterly 9/00 ongoing	

4/10/00

Helms Middle School II/USP Action Plan
Detailed Action Steps

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

Objective K. Develop teaching techniques and additional avenues of academic assistance for RSP, NSH and SH students.					
Supporting Action Steps		Respon.	Professional Development	Evaluation	Time-line
K1. Assure that exceptional children have access to a reading/writing/language lab geared to their needs (RSP, NSH and SH students).		LT, RSP teachers	Curriculum development/writing, implementation, and methods for special needs students. Methods for working with special needs students for all teachers.	Record of #'s of exceptional students served	8/00 ongoing
K2. Provide coaching, mentoring support to RSP, NSH and SH teachers. New Strategy		Admin., TC		Teacher feedback	8/00 ongoing
K3. Develop and implement written curriculum for NSH and SH classes. New Strategy		TC, NSH, SH teachers.		Teacher feedback	8/00 ongoing
K4. Assure that there will be room and services for students when they are ready to transition out of RSP and NSH, to be mainstreamed for part or all of their day, or to be placed in a higher level class that will meet additional instructional needs (e.g., NSH students into RSP math). Expansion of existing strategy.		Admin, LT		Teacher records & feedback	9/00 ongoing
K5. Train regular classroom teachers in ways to work with RSP, NSH, and SH students when they are mainstreamed. Expansion of existing strategy.		TC, Dist. Special Ed. Dept.		Teacher feedback	9/00 ongoing

4/5/00

Helms Middle School II/USP Action Plan
Detailed Action Steps

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

Objective L. Develop and Implement team teaching					
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line	II/USP Budget Amt.
L1. Identify teachers willing to team teach Expansion of Existing Strategy	LT, Admin.	Team Teaching, Effective collaboration	list of teams and schedule	6/00	
L2. Work with Administrators/Counselors on creating the Master schedule. • Build in common collaboration time for teachers who team New Strategy	Admin., counselors, team teachers			6/00 ongoing	
L3. Train teachers; provide models and training on team teaching. New Strategy	Teaching Coach		Training dates, observation	8/00 ongoing	
L4. Provide opportunities for team teachers to share data, strategies, issues, etc. with other teaching personnel. New Strategy	Admin., Dept. Leaders		Records of sharing	9/00 ongoing	(see teacher coaches)

Objective M. Align curriculum with state standards.					
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line	II/USP Budget Amt.
M1. Teachers will make weekly lesson plans available for anyone who wants to see them. Lesson plans will reflect standards based content and strategies that include constructivist, hands-on teaching methods. New Strategy	All teachers, TC, Dept. leaders	Lesson planning, State Standards & SAT-9 alignment	Principal, VP to provide feedback on lesson plans. Review with Dept. Chairs	9/00 ongoing	

4/5/00

Helms Middle School II/USP Action Plan
Detailed Action Steps

STRATEGIES FOR IMPROVING STUDENT ACHIEVEMENT

M2. Departments will submit quarterly, department plans specifying literacy component and alignment with state standards. New Strategy	Dept. leaders		Principal/VP to meet/review with Dept. Chairs	Quarterly 9/00 ongoing	
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4/5/00

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Helms Middle School II/USP Action Plan
Detailed Action Steps

STRATEGIES TO INVOLVE PARENTS AND GUARDIANS

OBJECTIVE A. Develop structural conditions between the school and parents that work toward: 1. establishing a sense of shared responsibility for the education of students, 2. increasing parent attendance and involvement at school functions and parent presence on site, and 3. developing systems that promote, improve and strengthen ongoing communication between school and parents.					
Supporting Action Steps		Respon.	Professional Development	Evaluation	Time-line
A1. Invite and train parents to work on school committees (Behavior, Attendance, Safety, Achievement, School Site, Bilingual Education, etc.) New Strategy.		Admin., L.T. Helms Community Project (HCP)	Staff training on methods of including parents; parent leadership training	HCP Monthly Parent Statistics form - log of parent attendance at trainings and on committees	9/00 ongoing
A2. Assure that information is accessible to parents. <ul style="list-style-type: none"> • Provide a Parent's handbook and translate into most predominant languages of students at school. • Provide orientation for parents regarding handbook, school policies, student expectations, services provided to parents and students, etc. (Administrators, Teachers and Staff should be present) • Train parents to staff parent room, become translators/help out at school, provide stipend. New Strategy.		Admin., Staff, School & District translators, HCP		Handbook, translated versions, log of attendance at orientation HCP Monthly Parent Statistics form	8/00 ongoing
					\$5,500

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES TO INVOLVE PARENTS AND GUARDIANS

<p>A3. Provide workshops for parents:</p> <ul style="list-style-type: none"> • Navigating and understanding school policies and requirements. • ESL classes • Family math/literacy nights • Dealing with adolescent behavior, etc. <p>New Strategy.</p>	Admin., HCP, TC		HCP Monthly Parent Statistics form	8/00 ongoing	
<p>A4. Teachers will make themselves available and accessible and communicate regularly with parents</p> <ul style="list-style-type: none"> • Post "office hours" so students and parents know when teachers are available • Inform parents at the beginning of each semester what their child(ren) will be learning in each class and how they can help their child. • Call at least 5 parents/guardians a week to discuss student academic and behavioral progress -- Keep a log of calls and meetings with parents. • School will provide additional phones so teachers can call parents. <p>New Strategy</p>	Teaching staff		Log of parent contacts, meetings, phone calls and outcome	9/00 ongoing	
<p>A5. Communicate with parents about early behavioral and academic intervention policies.</p> <p>New Strategy.</p>	Admin., couns., tchrs.		Log of parent contacts	9/00 ongoing	

4/5/00

**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES TO INVOLVE PARENTS AND GUARDIANS

A6. Have each parent/guardian sign a school contract; homeroom teachers facilitate this process. New Strategy	Admin., LT		Contracts on file in office	9/00 ongoing	
A7. Provide training for all adults to work effectively with parents/guardians from diverse communities. New Strategy	TC, LT	Prof. Development on working with and valuing diversity	Attendance log and participant feedback	9/00 ongoing	
A8. Greet parents in the morning and invite them to have coffee, visit classes, etc. New Strategy	Admin., HCP			9/00 ongoing	
A9. Link parents with community resources. Continuation and expansion of existing strategy.	HCP		Parent feedback	9/00 ongoing	
A10. Solicit and assure teacher input into parent newsletters. Expansion of existing strategy.	Admin. Teachers		Teacher feedback	9/00 ongoing	

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES TO INVOLVE PARENTS AND GUARDIANS

<p>A11. Develop homerooms as a focal point for outreach to and involvement of parents</p> <ul style="list-style-type: none"> • Each homeroom teacher contact each parent quarterly. • Each parent signs contract after discussion with homeroom teacher. • Parents are given a list of possibilities for involvement. • Each homeroom selects a volunteer homeroom parent. <p>New Strategy.</p>	<p>Admin., LT, HCP, Teachers</p>	<p>Curriculum for homerooms and teacher training</p>	<p>Complete contracts in office</p>	<p>9/00 ongoing</p>
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Supporting Action Steps		Respon.	Professional Development	Evaluation	Time-line	II/USP Budget Amt.
<p>B1. Increase collaboration efforts within the school and with outside community resources:</p> <ul style="list-style-type: none"> • Invite additional local businesses to serve on the HCP collaborative to plan and actualize positive linkages. • Ask businesses to adopt/help the school via tutoring, mentoring, internships for students, part-time jobs and/or job shadowing. <p>Expansion of existing strategy.</p>		Admin., LT, HCP	Leadership training	Meeting logs	9/00 ongoing	Healthy Start funding (funding ends 6/30/01. The school/district will need to secure additional funds to continue HCP)
		Admin., LT, HCP				

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES TO INVOLVE PARENTS AND GUARDIANS

B2. Recruit mentors for students through Gateway, Contra Costa College, UC Berkeley, SF State, CSPP New Strategy.	Admin., LT, HCP		HCP collaborative membership list & minutes	9/00 ongoing	
B3. Work with International Marketplace and local retailers to not sell items to Helms students during school. New Strategy.	Admin., HCP		Signs in business windows	9/00 ongoing	
B4. Monitor student participation in support and extra-curricular activities. Expansion of existing strategy.	HCP		GRIOT, HCP evaluation	9/00 ongoing	
B5. Insure that the schoolwide community is informed and updated about all school support services (e.g., through bulletin boards, display cases, electronic sign, newsletter). Expansion of existing strategy	Admin., LT, HCP		Monthly newsletter, weekly bulletins	8/00 ongoing	
B6. Develop a student/family community activity center to provide a hub of positive activities for the school. New Strategy.	Admin., HCP, entire school community		Photos, flyer announcing opening of the center	10/00 ongoing	

4/5/00

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Helms Middle School II/USP Action Plan
Detailed Action Steps

STRATEGIES TO ASSURE EFFECTIVE ALLOCATION OF RESOURCES

In the 2000-2001 budget for IIUSP, 64% is allocated to staff development consistent with our literature search and effective school-wide reform strategies. Coaching and collaboration are the foundation for improving student achievement at Helms. Reading and math are the targeted curricular areas this year, with science in year 2001-2002. The Healthy Start grant, which provides many family support services, will terminate on June 30, 2001; thus IIUSP will need to absorb the cost for the Project Coordinator. Clearly the transition to program year 2001-2002 will assume more student/family support and less teacher professional development.

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR EFFECTIVE MANAGEMENT OF THE SCHOOL

Objective A: Develop structures that expand school leadership and decision making to include teachers, classified staff, parents, students and community members.				
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line
<p>A1. Develop a strong, inclusive school site leadership team.</p> <ul style="list-style-type: none"> • Team will include representatives from administration, teachers, parents, classified staff, students when feasible, and community. • Teachers, staff, parents and students will nominate and elect their representatives to the leadership team. • Team will meet monthly and more often as necessary. <p>New Strategy.</p>	<p>Leadership Team (LT) with principal</p>	<p>All members of teams and committees need training in leadership skills, working together and using a consensus decision making model. Training must be open and accessible across membership roles (parents, staff, teachers, community members, and students). Training will also include developing and delegating leadership responsibility, community building.</p>	<p>Principal monitor implementation, keep leadership meeting agendas, minutes, attendance on file</p>	<p>6/00 ongoing</p>
<p>A2. Develop two way communication systems - methods of getting staff input and sharing information from Leadership Team with the Helms school community.</p> <ul style="list-style-type: none"> • Leadership team assign members to communicate with each department and constituent group (parents, students). Share information from LT meetings and solicit input from all stakeholders. <p>New Strategy</p>	<p>Admin., (LT)</p>		<p>Written communication plan, staff feedback</p>	<p>8/00 ongoing</p>
				II/USP Budget Amt.

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR EFFECTIVE MANAGEMENT OF THE SCHOOL

Objective B. Develop a system of student government that teaches students about leadership, decision making, and responsibility for one's self, school and fellow students.				
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line
<p>B1. Develop a representative student government/student council.</p> <ul style="list-style-type: none"> • Provide students with ways to have a voice and become involved in decisions around school activities, services, rules (aspects of school that involve their lives as students and members of the Helms School Community). • Continue to develop and expand the "Youth Power Teams" to build ownership and enlist the support of students around issues like keeping the bathrooms clean, respecting each other and school staff. • Develop leadership skills in students that will carry over to high school and adult life. <p>New Strategy</p>	<p>Admin., LT, Teachers</p> <p>HCP</p>	<p>PD in ways to guide and teach effective leadership skills to students (team building, constructive communication, consensus decision making, running meetings).</p> <p>Leadership training for students</p>	<p>Student government attendance, activities and minutes; Youth Power Team attendance, activities and outcomes</p> <p>HCP log and minutes</p>	<p>9/00 ongoing</p>
				II/USP Budget Amt.

4/5/00

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Helms Middle School I/USP Action Plan
Detailed Action Steps

STRATEGIES FOR EFFECTIVE MANAGEMENT OF THE SCHOOL

Objective C. Develop and use an effective communication system for Helms School Community. Supporting Action Steps					Time- line	I/USP Budget Amt.
C1. Develop a comprehensive communication plan to inform parents, students, teachers - the entire school community - about what the school is doing and will be doing in the future New Strategy	Admin., LT	Effective organizational communication.	Written communication plan on file;	8/00 ongoing		
C2. Develop structures that assure communication between key committees at Helms: between and among departments, Helms Community Project, Leadership Team, SSC, BAC, and other committees. • Assign specific Leadership Team members to oversee ongoing two-way communication with departments, committees, etc. New Strategy.	Admin., LT		Feedback from teachers, classified staff, students, parents, committees, departments, projects	8/00 ongoing		
C3. Hire a time card part-time clerk to assist in project office with processing of required documentation to local state board, assist in duplication, mailing monthly newsletter, and provide clerical support for other duties in project office. New Strategy	Admin.		Feedback from staff, students, parents	8/00		\$3,000 (clerk) 500 (postage) 1,000 (supplies) 250 (telephone) 2,500 (conference attendance)

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR EFFECTIVE MANAGEMENT OF THE SCHOOL

C4. Put up communication board outside Room 14 to post teachers' office hours, site supervisors' schedules, schedule of school activities, etc., so school community is well informed. Oversee the board to assure timely posting of information. New Strategy	Admin., Project Assistant	Roster of meetings	8/00 ongoing	
C5. Designate school staff representative(s) to attend all parent meetings and gatherings. New Strategy	Admin., LT		9/00 ongoing	

Objective D. Work with an evaluation consultant to collect, analyze and use data to monitor ongoing progress of this plan while developing capacity within the school staff to collect and use data in the future.				
Supporting Action Steps		Respon.	Professional Development	Evaluation
D1. Hire an evaluation consultant and develop plan for ongoing data collection, analysis in order to monitor this plan and make corrections when needed. New Strategy		Admin., LT, HCP		Evaluation report
				8/00-02
				Time-line
				II/USP Budget Amt.
				(See admin coach/evaluation assistance)

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES FOR EFFECTIVE MANAGEMENT OF THE SCHOOL

<p>D2. Develop data collection instruments and methods to assure timely and ongoing data collection, analysis and concurrent planning.</p> <ul style="list-style-type: none"> This process will include feedback and sharing data with staff and suggestions for making changes that positively affect implementation and student achievement. <p align="center">New Strategy</p>	<p>Admin., Evaluator, LT</p>	<p>Collecting and interpreting data, using data to help make instructional decisions</p>	<p>Evaluation design and reports; record of meetings with staff</p>	<p>8/00-02</p>	
<p>D3. Train a staff member in data collection and analysis so the school has the capacity to continue to effectively use data.</p> <p align="center">New Strategy</p>	<p>Admin., Evaluator</p>	<p>Evaluation, methods of data collection, effective use of data.</p>	<p>Feedback from staff members working with data</p>	<p>8/00-02</p>	

4/5/00

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STRATEGIES TO ADDRESS UNDERLYING CAUSES FOR LOW PERFORMANCE OF STUDENTS

DOE 00048421

**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES TO ADDRESS UNDERLYING CAUSES FOR LOW PERFORMANCE OF STUDENTS

Objective B. School library will be open all day, reference books updated, and a wide variety of new reading and research materials purchased					
Supporting Action Steps		Respon.	Professional Development	Evaluation	Time-line
B1. Hire full time librarian or otherwise assure that the library is open before and after school and during lunchtime so students have access for research and homework. New Strategy.		Admin.	Developing schoolwide literacy. Creating reading & writing clubs, venues, working with teachers and parents on literacy issues	Posted library hours and services, club activities and attendance, record of meetings with parents & teachers on literacy	9/00 ongoing
B2. Train parents to help librarian stock shelves, work with students, cover library (offer stipend) New Strategy.		Librarian			9/00 ongoing
B3. Inventory books Existing Strategy.		Librarian			9/00-6/01
B4. Purchase up to date books for reference, research and reading Existing Strategy.		Librarian			9/00 ongoing
					\$4,500

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES TO ADDRESS UNDERLYING CAUSES FOR LOW PERFORMANCE OF STUDENTS

Objective C. Develop and run organized activities for students during lunch and collaboration time.						
Supporting Action Steps		Respon.	Professional Development	Evaluation	Time-line	II/USP Budget Amt.
C1. Train and pay 2 parents/community members/high school students to work as coaches for instituting organized sports for students (soccer, baseball, flag football, volleyball, track, jump rope, etc.) and lead other activities (dancing, drama, music, etc.) as well as supervise social time. New Strategy.		Admin., HCP	For parents: coaching and supervising student activities	Calendar of activities, equipment logs	9/00 ongoing	\$5,400
C2. Purchase needed equipment and supplies. New Strategy		Admin., HCP			9/00 ongoing	

Objective D. Helms community creates and maintains High Expectations for all members of school community.						
Supporting Action Steps		Respon.	Professional Development	Evaluation	Time-line	II/USP Budget Amt.
D1. Expand all existing and new school committees (Attendance, Safety, Achievement, Behavior, etc.) to include students, parents and other participants that are directly related or responsible for areas addressed		Admin., LT	Leadership training, including setting and maintaining high expectations, consensus decision making, group skills, effective strategies for running meetings	Membership & attendance rosters	8/00 ongoing	
Expansion of existing strategy.						

4/5/00

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**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES TO ADDRESS UNDERLYING CAUSES FOR LOW PERFORMANCE OF STUDENTS

D2. Review and revise current policies or make new policies that explicitly detail High Expectations for all school members New Strategy.	Admin., LT		Written policies	8/00	
D3. Collaborate and develop curricula that reflect High Expectations in teaching and in learning. New Strategy.	TC, Dept. Leaders, teachers	Curricula and teaching methods focused on high expectations	Curricula detailing high expectations	8/00 ongoing	
D4. Provide challenging and enriching instruction and material for all students. New Strategy.	Dept. Leaders, teachers	Constructivist teaching methodology	Observation and feedback from students, teachers	8/00 ongoing	
D5. Define and articulate professional conduct for all school community members. New Strategy.	Admin., LT		Written policy, staff feedback	6/00 revisit annually	
D6. Keep Parent room clean, attractive, stocked with community literature, coffee and refreshments. Expansion of existing Strategy.	Admin., LT, HCP		HCP feedback	6/00 ongoing	
D7. Keep teachers lounge and cafeteria clean, well maintained. New strategy.	Admin., LT, custodial staff		Teacher feedback	6/00 ongoing	

4/5/00

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Helms Middle School II/USP Action Plan
Detailed Action Steps

STRATEGIES TO ADDRESS UNDERLYING CAUSES FOR LOW PERFORMANCE OF STUDENTS

Objective E. Helms community will recognize, celebrate, and publicize small, medium and large accomplishments, advances, honors, and exceptional performance by any individual or group.				
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line
E1. Develop benchmarks for recognizing and acknowledging school community accomplishments. Take into account multiple intelligences and celebrate diverse accomplishments (e.g., sports, the arts, leadership, in addition to academics).	Admin., LT, Teachers, entire staff	Leadership training, setting benchmarks, celebrating accomplishments, public relations.	Roster of celebratory events	8/00 ongoing
E2. Widely publicize celebration and recognition of events (e.g., media coverage about gains in overall achievement).	Admin., LT, School Staff		File of media coverage	8/00 ongoing
E3. Provide awards, special activities/privileges, placards, certificates, local news article, etc. whenever possible for special recognition.	Admin., LT, School Staff		List of awards, etc.	8/00 ongoing
				II/USP Budget Amt.

4/5/00

**Helms Middle School II/USP Action Plan
Detailed Action Steps**

STRATEGIES TO ADDRESS UNDERLYING CAUSES FOR LOW PERFORMANCE OF STUDENTS

Objective F. Students will demonstrate a sense of belonging and ownership of the school by taking on school wide responsibilities and respecting school property.					
Supporting Action Steps	Respon.	Professional Development	Evaluation	Time-line	II/USP Budget Amt.
F1. Insure student representation on every school decision-making committee. New Strategy.	Admin., LT, all committees	Leadership training for staff and students	Roster of student attendance on committees	8/00 ongoing	
F2. Develop and implement schoolwide plans that include students as active leaders and participants. New Strategy.	Admin., LT, all committees			8/00 ongoing	
F3. Revisit feasibility of issuing lockers to students. New Strategy.	Admin., LT			8/00	

4/5/00

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**Helms Middle School
II/USP Action Plan**

4a Expenditure Plan

**Not exceeding \$168 per Student
Describing how local, state and other available funds
are used to match the II/USP funds**

4/5/00

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DOE 00048427

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2000 - 2001**

Name of District: West Contra Costa CDS Code: 07-61796				
Name of School: Helms Middle CDS Code: 7617966057228				
Contact Person: Steve Muzinich		Phone: (510) 233-3988	E-mail: smuzinich@wccusd.k12.ca.us	
SACS Revenue Code: 7255 SACS Revenue Code: 8590 Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		1. 1 Period Release for 5 content area chairs	30000.00	
		2. Teacher coaches (in house/in District)	18250.00	
		3. Weekly Leadership Team(SACT) meetings	7500.00	
		4. Summer Leadership Team(SACT) training	3750.00	
		5. Extended Period for Reading or Math Enrichment	18000.00	
		6. Extra Teacher Time for Teacher Support and Collaboration	12500.00	
		7. 1 Reading and 1 Math Lab Teacher at 20%	25000.00	
	2000	Classified Personnel Salaries		
		1. 1 Clerk-Typist (3.5hrs.) on Time Card	3000.00	
		2. 10 Parent Library Volunteers on Time Card	4500.00	
		3. 2 Noon-Time Activities Coordinators	5400.00	
	3000	Employee Benefits		
		1. 5 1 period release teachers	7500.00	
		2. 1 Reading/Math Teacher	6250.00	
	4000	Books, Materials, Supplies		
		1. Materials for classroom and school-wide celebrations	8000.00	
		2. Materials for training (ibid)	5000.00	
		3. Supplies/Materials for Project Office	1000.00	
	5000	Services and Other Operating Expenses (including Travel)		
	5220	1. Conference attendance	2500.00	
	5700	Interprogram Services		
		1. Copying/printing handbooks, contracts, newsletters	5500.00	
		2. Postage	500.00	
		3. Telephone	250.00	
	5800	Operating Expenses/Consultants		
		1. Evaluation/Adm. Coach (70%/30%)	7500.00	
		2. Coaches for Teachers	11100.00	
	6400	Capital Outlay (Equipment)		
*This grand total is equal to half of the program cost. The 50% match will be funded by site resources.				
Grant Amount Requested \$194,040 - 7% District Indirect Cost (\$13,583)			180000.00	

LEP:103314.00 SIP:39818.00 VIP:90000.00 TITLE-1: 302599.00 =

533732.00

NOTE: Complete and submit a budget for each participating school

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2000 - 2001**

1000	Certificated Personnel Salaries	115000.00
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- ARC Associates, External Evaluators**

DOE 00048429

**Helms Middle School
II/USP Action Plan**

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2000 - 2001**

Line Item Justification

2000	Classified Personnel Salaries	12900.00
	1. Clerk-Typist (3.5hrs.) on Time Card To assist in the Project Office with processing of required documentation for local/state boards; to assist in the duplication/ mailing of monthly newsletters; to provide clerical assistance and support to the project	3000.00
	2. Parent Volunteers for the Library on Time Card to recruit and train parents aides to assist in the Library in order to extend the hours before, during noontime, and after school 10 aides x 2 hrs. x \$7.50/hr. x 30wks. = \$9,000.00	4500.00
	3. Noon-Time Coordinators to organize and supervise noon-time activities for structured and organized play 2 aides x 2 hrs. x \$15/hr. x 180 days = \$10,800.00	5400.00
3000	Employee Benefits	13750.00
	1. 5-1 hr. release teachers' fringe benefits: social security, disability, retirement, et al. 5 x \$12,000 (20%) = \$60,000.00 IIUSP = \$30,000.00 25% x \$30,000 = \$7,500.00	7500.00
	2. 1 Reading and 1 Math Teachers' fringe benefits: social security, disability, retirement, et al. 2 x \$25,000.00 = \$50,000.00 25% x \$50,000.00 = \$12,500.00 IIUSP = \$6,250.00	6250.00
4000	Books, Materials, and Supplies	11000.00
	1. Books of high interest, low reading level for the Math and Reading Lab; school-wide celebrations supplies	5000.00
	2. Materials for training sessions (tbd)	5000.00
	3. Materials and supplies for the Project Office	1000.00

**Helms Middle School
II/USP Action Plan**

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2000 - 2001**

Line Item Justification

5000 Services/Operating Expenses (Inc. Travel) 27350.00

5220 Conferences 2500.00
1. Provide fees for teachers and parents to attend CDE workshops for plan coordination; to attend pertinent workshops identified by staff or parents.

5700 Interprogram Services 6250.00
1. Copying and Printing 5500.00
 * 1500 parent / student handbooks 2000.00
 * 1500 code of conduct contracts 500.00
 * 1200 x 10 months - parent newsletters 3000.00

2. Postage 500.00
 * postage machine rental = \$1000.00 IIUSP = \$500.00

3. Telephone 250.00
 * 10 months x \$50.00 = \$500.00 IIUSP = \$250.00

5800 Operating Expenses / Contracts 18600.00
1. Adm. Coach / Evaluation Asst.
 * To coach / provide technical assistance to admin. / leadership team.
 1 day / wk x 30 wks x \$500 = \$15,000.00
 IIUSP = \$7500.00 7500.00

2. Coaches for Teachers / Outside Consultants
 * To train staff in areas identified, if no in-house / district staff available. \$37250.00 IIUSP = \$11,100.00 11100.00

Grant Amount Requested \$194,040 - 7% District Indirect Cost (\$13,583) = \$180,000.00

Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001 - 2002

Name of District: West Contra Costa CDS Code: 07-61796				
Name of School: Helms Middle CDS Code: 7617966057228				
Contact Person: Steve Muzinich		Phone: (510) 233-3988	E-mail: smuzinich@wccusd.k12.ca.us	
SACS Revenue Code: 7255 SACS Revenue Code: 8590 Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		1. 1 Period Release for 5 content area chairs	30000.00	
		2. Weekly Leadership Team(SACT) meetings	7500.00	
		3. Summer Leadership Team(SACT) training	3750.00	
		4. Extended Period for Reading or Math Enrichment	18000.00	
		5. Extra Teacher Time for Teacher Support and Collaboration	12500.00	
		6. 1 Reading and 1 Math Lab Teacher at 20%	25000.00	
	2000	Classified Personnel Salaries		
		1. 1 Clerk-Typist (3.5hrs.) on Time Card	3000.00	
		2. 10 Parent Library Volunteers on Time Card	4500.00	
		3. 2 Noon-Time Activities Coordinators	5400.00	
	3000	Employee Benefits		
		1. 5 1 period release teachers	7500.00	
		2. 1 Reading/Math Teacher	6250.00	
	4000	Books, Materials, Supplies		
		1. Materials for classroom and school-wide celebrations	5000.00	
		2. Materials for training (tbd)	5000.00	
		3. Supplies/Materials for Project Office	1000.00	
	5000	Services and Other Operating Expenses (Including Travel)		
	5220	1. Conference attendance	2500.00	
	5700	Interprogram Services		
		1. Copying/printing handbooks, contracts, newsletters	5500.00	
		2. Postage	500.00	
		3. Telephone	250.00	
	5800	Operating Expenses/Consultants		
		1. Evaluation/Adm. Coach (70%/30%)	10000.00	
		2. Helms Community Project Coord.	26850.00	
	6400	Capital Outlay (Equipment)		
*This grand total is equal to half of the program cost. The 50% match will be funded by site resources.				
Grant Amount Requested \$194,040 - 7% District Indirect Cost (\$13,583)			180000.00	

LEP:103314.00 SIP:39619.00 VIP:90000.00 TITLE-1: 302599.00 = 533732.00
NOTE: Complete and submit a budget for each participating school

Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001 - 2002

1000	Certificated Personnel Salaries	96750.00
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- 4/5/00

**Helms Middle School
II/USP Action Plan**

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001 - 2002**

Line Item Justification

2000	<u>Classified Personnel Salaries</u>	12900.00
	1. Clerk-Typist (3.5hrs.) on Time Card to assist in the Project Office with processing of required documentation for local/state boards; to assist in the duplication/ mailing of monthly newsletters; to provide clerical assistance and support to the project	3000.00
	2. Parent Volunteers for the Library on Time Card to recruit and train parents aides to assist in the Library in order to extend the hours before, during noontime, and after school 10 aides x 2 hrs. x \$7.50/hr. x 30wks. = \$9,000.00	4500.00
	3. Noon-Time Coordinators to organize and supervise noon- time activities for structured and organized play 2 aides x 2 hrs. x \$15/hr. x 180 days = \$10,800.00	5400.00
3000	<u>Employee Benefits</u>	13750.00
	1. 5-1 hr. release teachers' fringe benefits: social security, disability, retirement, et al. 5 x \$12,000 (20%) = \$60,000.00 IIUSP= \$30,000.00 25% x \$30,000 = \$7,500.00	7500.00
	2. 1 Reading and 1 Math Teachers' fringe benefits: social security, disability, retirement, et al. 2 x \$25,000.00 = \$50,000.00 25% x \$50,000.00 = \$12,500.00 IIUSP = \$6,250.00	6250.00
4000	<u>Books, Materials, and Supplies</u>	11000.00
	1. Books of high interest, low reading level for the Math and Reading Lab; school-wide celebrations supplies	5000.00
	2. Materials for training sessions (tbd)	5000.00
	3. Materials and supplies for the Project Office	1000.00

**Helms Middle School
II/USP Action Plan**

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001 - 2002**

Line Item Justification

5000 Services/Operating Expenses (Inc. Travel) 45600.00

5220 Conferences 2500.00

1. Provide fees for teachers and parents to attend CDE workshops for plan coordination; to attend pertinent workshops identified by staff or parents.

5700 Interprogram Services

1. Copying and Printing 5500.00
 - * 1500 parent / student handbooks 2000.00
 - * 1500 code of conduct contracts 500.00
 - * 1200 x 10 months - parent newsletters 3000.00
2. Postage 500.00
 - * postage machine rental = \$1000.00 IIUSP = \$500.00
3. Telephone 250.00
 - * 10 months x \$50.00 = \$500.00 IIUSP = \$250.00

5800 Operating Expenses / Contracts

1. Evaluation /Adm. Coach 10000.00
 - *To provide leadership for the 2nd year evaluation and assist the Administration and Leadership Team.
 - 1 day / wk x 30 wks x \$500 = \$15,000.00
 - IIUSP = \$7500.00
2. Helms Community Project Coordinator 26850.00
 - * To provide over-all coordination of all community/family support activities and personnel

Grant Amount Requested \$194,040 - 7% District Indirect Cost (\$13,583) = \$180,000.00

**Helms Middle School
II/USP Action Plan**

**5a Description of
Student Academic Performance
Based on SBE Adopted
Content Standards**

4/5/00

ARC Associates, External Evaluators

DOE 00048436

**Helms Middle School
II/USP Action Plan**

Student Academic Performance

Based on SBE Adopted Content Standards

Objective M under "Strategies for Improvement of Student Academic Performance." directly addresses the need to align curriculum and teaching with content standards. Thus, student's academic learning and performance will reflect content standards.

Objective M. Align curriculum with state standards.

- M1. Teachers will make weekly lesson plans available for anyone who wants to see them. Lesson plans will reflect standards based content and strategies that include constructivist, hands-on teaching methods.
- M2. Departments will submit quarterly department plans specifying literacy component and alignment with state standards.

**Helms Middle School
II/USP Action Plan**

**5b Description of the
Engagement of Parents, Guardians,
and the School Community
in the Development of
the Action Plan**

4/5/00

ARC Associates, External Evaluators

Engagement of parents, guardians, and the school community involved in development of the Action Plan

As envisioned in the legislation sponsoring II/USP, a range of stakeholders—parents, guardians, students, community members, teachers, staff, and administrators—were involved in the crafting of the Action Plan. Below are described the ways in which this involvement took place.

School and Community Planning Team (SACT)

A range of stakeholders from the Helms community were actively involved on the "School and Community Planning Team" and worked closely with ARC as the external evaluation consultants to form this plan. SACT team members included, parents, community members, teachers, administrators, and other staff, listed as follows:

Steve Muzinich, Principal
Valerie Brooks, RSP teacher
Rene Franklin, Project Assistant
Mark Lobaco, Computer Teacher
Jonathan McPhee, ESL Teacher
Vera Sahouria, Math Teacher, Department Chair
Felis Atkinson, Parent
Donnie Easterling, Parent
Mary Fields, Parent
Hasse Leonard, Community Based Organization (CBO)
Amy Saechao, CBO
Susan Wittenberg, CBO

Focus group and individual interviews

Focus group interviews were conducted with parents, students, teachers and classified staff members. These interviews were held at various times to accommodate participants' schedules and increase the likelihood of participation. Translators were available to non-English speaking parent and community members so they could also fully participate. In addition, key members of the school community were individually interviewed. (See appendix for a summary of focus group results)

Survey data

In addition to interviews, a survey was sent out to all Helms staff and parents of students. The parent survey was translated into both Spanish and Lao. The survey contained multiple choice (Likert scale) items and open-ended questions. Results were analyzed and combined with focus group responses. (See appendix for a summary of survey results)

Faculty meetings

ARC met with the faculty initially to introduce the project in December, a preliminary draft of the Action Plan prepared by the evaluator and SACT was presented to a full faculty meeting for teacher input. Copies of this plan were shared and comments solicited, received and incorporated into subsequent drafts of the plan.

**Helms Middle School
II/USP Action Plan**

Meetings

Faculty Meeting	Parent Group	Focus Groups	Admin/PA	Classroom Observations	SACT meetings
12/6	12/7	11/10	11/1	11/30 8-3 p.m.	12/1/99
1/26	12/9	classified	11/4	12/2 8-3 p.m.	1/5
2/28	2/1	11/19 admin.	11/9		1/18
3/1	2/10	12/8 teachers	11/19		1/24
		12/8 students	3/3		1/26
		12/7 parents			2/9
		12/9 parents			2/16
		2/1 parents			2/18
		2/10 parents			3/20

**Helms Middle School
II/USP Action Plan**

5c Other Suggested Areas

4/5/00

ARC Associates, External Evaluators

DOE 00048441

**Helms Middle School
II/USP Action Plan**

Other suggested areas

There is extensive professional development needed for Helms administrators and teachers. Detailed suggestions to meet these needs are incorporated into Section 3, *Future Actions to Reach Objectives*, above. These include essential coaching for both teachers and administrators, training for staff to use a variety of teaching methods and materials to reach and motivate students, training for staff, parents and students to learn team building and leadership skills. Also included is release time for department chairs to support, mentor and coach new teachers and to work with teachers to assure curriculum alignment with standards.

**Helms Middle School
II/USP Action Plan**

**5d Description of
Overall Evaluation Plan**

Helms Middle School

4/5/00

ARC Associates, External Evaluators

DOE 00048443

Helms Middle School II/USP Action Plan

Evaluation plan

The Action Plan provides a step by step outline of the strategies Helms will undertake to increase students' academic achievement. An evaluation component accompanies each Supporting Action Step. The purpose of this evaluation plan, as with most evaluations, is two-fold:

- to ensure that the plan is implemented (formative evaluation)
- To monitor the effects of strategic actions (summative evaluation)

Formative evaluation

In accordance with the premise that management of the school needs to be shared with other members of the educational community, monitoring of implementation of the plan is also shared across the Helms community. For example, according to the Action Plan, the Behavior Committee will undertake the responsibility to expand the committee to include other stakeholders and create an inclusive behavior policy that includes clear responsibilities and consequences as well as create contracts to be signed by students, parents, teachers and non-teaching staff. Department leaders are responsible for reporting back to the principal on actions taken in regard to implementing curriculum changes that include standards based content and multiple teaching strategies. The principal's task, then, involves both monitoring implementation of specific components of the Action Plan and making sure that others are doing their part in overseeing their specific areas of the plan.

Summative evaluation

For both formative and summative evaluation purposes, money has been allocated in the budget for hiring an evaluator to collect and analyze data in both years 1 and 2. The evaluator's role is to monitor implementation of various components of the Action Plan, to train school personnel in needed data inquiry techniques, and to evaluate outcomes as the plan is implemented. At the end of year 2, the evaluator will produce a report documenting Helms' progress in accomplishing its many objectives.

The leadership team (SACT) will continue to meet weekly to plan, coordinate, and implement the plan to raise student achievement. The principal and administrative coach/evaluation assistant will monitor the implementation of activities through the following strategies:

- Direct observations
- Interviews
- Surveys
- Formal/informal feedback
- Weekly lesson plans
- Quarterly department curriculum focus
- Parent conversations (listed in greater detail in the table on page

Following is a modified action plan that focuses on the evaluation component aligned with each component of the Action Plan. While the evaluation component sets out a variety of data collection techniques (e.g., interviews with specific stakeholders, observations, and collections of relevant documents), it is used to collect information about the implementation of the Action Plan. In the final analysis the ultimate evaluation remains whether or not the school achieves the targeted 5% gains on SAT-9 and API.

**Helms Middle School
II/USP Action Plan**

	Strategies for improving academic performance	Strategies to involve parents & guardians	Effective allocation of resources	Effective management of the school	Solutions taking into account underlying causes
Interviews	Department leaders and teachers Teachers Behavior committee members Administrators Committee leaders	Parents, Community agencies	Administrators Dept. leaders Teachers Classified staff Students Parents	Teachers Student government members and adult sponsor Department leaders Leadership Team	
Observations	Classes for ELL students Department meetings General classes by department	Parent Organization Meetings (POM) Committee meetings		Leadership Team meetings Committee meetings Student government	Homeroom Library
Surveys	Teachers Students Parents	Parents Teachers Collaborating agencies		Teacher Parents Leadership Team	Teachers Students Parents
Document Review	Collaboration minutes Department meeting minutes Department quarterly reports Teacher lesson plans Committee minutes/reports SAT-9 test results	Parent Handbook Helms Community Project (HCP) minutes Committee minutes/attendance HCP evaluations Monthly newsletter Weekly bulletins		Leadership Team minutes Student government minutes HCP minutes	Committee minutes, attendance Written policies/High Expectations Scrapbook of media coverage List of awards
Review of logs	Staff development logs Collaboration logs Department meeting logs Log of signed contracts Celebration event logs Referral forms/logs Parent contact logs Math 7 Reading lab logs	Helms Community Project logs Teacher parent contact logs Log of contracts on file		Leadership Team logs Student government logs HCP log Parent meeting logs	Before/after school logs, equipment logs Logs of parent contacts/meetings Log of celebratory events Log of student attendance on committees

II/USP Action Plan

Appendices

4/5/00

ARC Associates, External Evaluators

DOE 00048446

**Helms Middle School
II/USP Action Plan**

**Appendix A
Additional School Data**

Limited English Proficiency Student Enrollment

Students in Structured English Immersion	283
Alternative Course of Study	107
English Language Mainstream	
Students meeting criteria	62
Parental Request	107
Other Instructional Settings	45
Total	604

ELD (English Language Development)	62
SDAIE (Spec. Designed Acad. Inst. In Eng.)	32
ELD & SDAIE with primary support	251
ELD & Academic Subjects through Primary Language	107
Other instructional services	45
Not receiving any English Learner services	107
Total	604

Attendance Data

October, 1999 Active Enrollment:	1,244
Number of Days Accountable:	25,193

Percentage of Actual Attendance: 1998/99

Helms: 90.44%	All District Middle Schools: 91.35%
P1 ADA/CBEDS	95%
P2 ADA/CBEDS	91%

**Helms Middle School
II/USP Action Plan**

**Appendix B
Additional Demographic Information on Teachers**

Teachers by Ethnic Group (1998-99)

American Indian	2%
Asian	8%
Pacific Islander	0%
Filipino	0%
Hispanic	13%
African American	5%
White	69%
Multiple/No Response	3%

Teachers by Ethnic Group (1999-2000)

Asian	5	9%
Hispanic	6	11%
African American	6	11%
White	38	69%

Years of Teaching Information

Average years of teaching	10.7
Average years in district	8
Number of first year teachers	6
Number of second year teachers	6
21>5 years	
34<5 years	

Bilingual Paraprofessional Information

Paraprofessionals	5 Spanish
Other Bilingual Paraprofessionals	2 Mien
	1 Vietnamese
	1 Lao
	1 Khmer
	1 Khmu

Appendix C
References for Research Based Strategies

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**IMMEDIATE INTERVENTION/
UNDERPERFORMING SCHOOLS PROGRAM
(II/USP)**

**PLANNING FOR ACTION
2000 - 2002**

Prepared for

WEST CONTRA COSTA COUNTY SCHOOL DISTRICT

Helms Middle School

BY

**ARC ASSOCIATES, INC.
EXTERNAL EVALUATOR**

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DOE 00048450