

## School Application for Comprehensive School Reform Demonstration

### Part I: Application Information (Complete for school submitting application for funding)

Name of Applicant School: BALBOA HIGH SCHOOL School Code: 3830288 Grade Levels Served: 9 -- 12 Enrollment: 1300	Total Grant Amount Requested: \$ 240,000 Type of funding requested (check the box that applies): <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Title X
Title I Status (Please check. If Title I school, indicate the type program.) <input type="checkbox"/> Title I <input type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input checked="" type="checkbox"/> Non-Title I Poverty Rate 34 % (percent of students in school that qualify for free and reduced priced lunch)	Program Improvement Status: <input checked="" type="checkbox"/> Identified as PI School <input type="checkbox"/> Not Identified as PI School Indicate the percentage of students below California content standards in reading-language arts and mathematics. Reading-Language Arts 61 % Mathematics 60 %

Name of research-based model(s) to be implemented. Indicate if model is externally developed or locally developed. (Note: A Memorandum of Understanding or other signed agreement from the appropriate service provider(s) must accompany this application):

Name of Model: Bay Area Writing Project      Externally Developed ☒ Locally Developed ☐

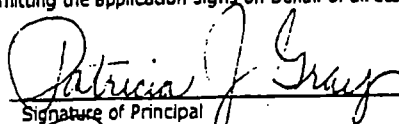
Principal: Patricia Gray	Contact Person: Patricia Gray
Address: 1000 Cayuga Ave.	Address: 1000 Cayuga Ave.
City: San Francisco    Zip: 94112	City: San Francisco    Zip: 94112
Phone: 469-4090    FAX: 469-0859	Phone: 469-4090    E-mail: pgray@muse.sfusd

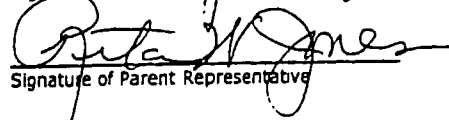
### Part II: Signatures (Signatures must be original. Use blue ink.)

The principal and a parent representative of the school submitting the application signs on behalf of all staff and parents/community members.

Patricia Gray  
Name of Principal

Rita Jones  
Name of Parent Representative

  
Signature of Principal

  
Signature of Parent Representative

**BALBOA HIGH SCHOOL**  
**COMPREHENSIVE SCHOOL REFORM DEMONSTRATION GRANT**  
**ABSTRACT**

Student Profile. Balboa High School is a newly reconstituted school, transforming itself from a low-performing, big city school-in-decline into a viable educational environment that challenges inner city young people to meet high expectations and to value themselves. Balboa has a very diverse student body in terms of ethnicity. Filipinos are the largest group (28.2%), followed by Latinos (26.9%), and African Americans (19.9). Asian groups are the fastest growing, especially the Chinese Islander populations. The need for language instruction and ESL classes expands each year. When the total number of LEP/NEP, EDY, and Special Education students is considered, approximately 90% Balboa's student body have special needs.

Goals of CSRD Program. Our school has a long history of scoring at near the bottom of the District rankings on standardized tests, and this trend has continued since reconstitution. The CTBS, SAT 9, SAT/ACT, and Proficiency Tests are given annually to assess skill levels and learning aptitudes. Test outcomes in the past three years for African American and Latino students have continued to be low, and the faculty is concerned that the test scores of these students to decline as they move through the school. Balboa's average percentile rankings in the six discipline areas assessed on the STAR, 1998 were below the District's high school averages in all ethnic, grade and curricular categories. Over six disciplines, 88% of Balboa test-takers averaged scores below the fiftieth percentile. Literacy remains the primary challenge of the school. The Balboa staff and administration collaboratively developed the WASC self-study and the One Site Plan to address the need to increase student academic achievement. The team decided to focus on literacy after an analysis of the test score data demonstrated low achievement in reading and writing. On-going meetings were conducted by a 11-15 member team comprised of the department heads, administration and other faculty members. We established schoolwide priorities, objectives and activities that are focused on improving literacy, parent involvement and communication structures within the school community. After reviewing possible CSRD approved models, the team selected the Bay Area Writing Project/National Writing Project as the program model that would best meet the needs of our students and would begin moving the school in a comprehensive and unified effort focused on improving academic achievement. The Balboa staff is committed to participating in the essential professional development that will build systemic capacity for all teachers in order to maximize the use of literacy skills. One of the goals stated in the One Site Plan is to increase the overall reading scores on standardized assessments by 5.0 NCE. The application for the CSRD Grant is intended to address and meet the challenges of increasing students' academic achievement through developing their literacy skills.

BAWP/NWP Model. The BAWP/NWP has been declared the most effective and cost effective program in the history of the National Endowment for the Humanities' support for elementary and secondary education. In its twenty-five history of working with classroom teachers and schools, BAWP has brought innovation to the "what" in teaching writing and also the "how" of teaching teachers, impacting practice, and improving student writing. This model, when aligned to our One Site Plan, provides a comprehensive and pedagogically sound approach to the teaching of reading and writing. The Northwest Regional Education Laboratory has listed the selected model, BAWP/NWP, as a proven content-based reform model. The demographic data of Balboa, and the cultural, linguistic and academic needs of our students are the base in selecting the BAWP/NWP model. The BAWP/NWP will serve as the core professional development delivery model to promote literacy skills for all students at Balboa. The professional development activities will focus on the establishment of teacher inquiry groups which will meet regularly during the site professional development days, the four times per week common planning periods, and Saturday and after school workgroups to: collect data on student literacy, form questions about student learning and conduct systematic investigations of compelling questions regarding their practice. These groups will be led and facilitated by BAWP Teacher Consultants. Expert Coaching, Peer Coaching and interactive teaching demonstration of best literacy practices are also the important components. The staff and BAWP Teacher Consultant will collaborate to design and coordinate the technical support plan to address the site specifics.

CSRD Funding Request. The CSRD funded services will be coordinated and aligned with other existing services funded through State and Federal moneys, SB 1882 Staff Development, School to Career and Digital High School Grants. It is the intent of this proposal to use it as a vehicle to begin aligning all programs within the school community. The total funding that our CSRD Grant Application seeking for is \$240,000 per year for the next three years, \$65,500 to hire an on-site literacy specialist, \$48,000 for books, materials and supplies, and \$126,500 for services and other operating expenses.

## INTRODUCTION

Balboa High School is a newly reconstituted school, transforming itself from a low-performing, big city school-in-decline into a viable educational environment that challenges inner city young people to meet high expectations and to value themselves.

Balboa has a very diverse student body in terms of ethnicity. Filipinos are the largest group (28.2%), followed by Latinos (26.9%), and African Americans (19.9). Asian groups are the fastest growing, especially the Chinese and Pacific Islander populations. The need for language instruction and ESL classes expands each year. When the total number of LEP/NEP, EDY, and Special Education students is considered, approximately 90% of Balboa's student body have special needs, thereby increasing our challenges with regard to low academic performance, dropouts, and suspensions.

Our school has a long history of scoring at or near the bottom of the District rankings on standardized tests, and this trend has continued since reconstitution. The CTBS, SAT 9, SAT/ACT, and Proficiency Tests are given annually to assess skill levels and learning aptitudes. Test outcomes in the past three years for African American and Latino students have continued to be low, and the faculty is concerned that the test scores of these students continue to decline as they move through the school. Balboa's average percentile rankings in the six discipline areas assessed on the STAR, 1998 were below the District's high school averages in all ethnic, grade and curricular categories. Over six disciplines, 88% of Balboa test-takers averaged scores below the fiftieth percentile. Literacy remains the primary challenge of the school.

The school has recently finished the WASC self-study process and proudly received a six-year accreditation, the first time in the whole Balboa history. The WASC Action Plan calls for ambitious steps to improve student achievement through powerful teaching and learning. Our 1999-2000 One Site Plan is designed in alignment to the WASC recommendations. There were three priorities identified in our One Site Plan, they are (1) Literacy across the curriculum; (2) enrichment of our existing programs; and (3) development of communication and organization structures to enhance the school's functions. The application of the CSRD Grant is intended to address and meet the objectives of Priority One, Literacy Across Curriculum.

Balboa has chosen the Bay Area Writing Project/National Writing Project model for professional development in literacy and school-wide reform efforts. The BAWP/NWP model meets our needs because of its strong focus on reading and writing, both of which are fundamental to learning in all subject areas and at all grade levels, and essential to school reform that improves student achievement. The BAWP/NWP's mission includes the development of teacher leaders. This central BAWP/NWP component will provide opportunities for teachers at our site to help the school build capacity for long-term and ongoing improvement of students' literacy levels. BAWP/NWP's emphasis on supporting teachers as learners and researchers will provide the focus and expertise we need to address the serious literacy problems our school faces.

## Component 1: Effective, Research-based Methods and Strategies

The National Endowment for the Humanities has declared BAWP/NWP the most effective and cost-effective project in the history of the Endowment's support for elementary and secondary education. The project has been evaluated by the Carnegie Corporation as "the best large-scale effort to improve composition instruction now in operation in this country and is the best on which substantial data are available." The Bay Area Writing Project is evaluated annually through proposals and review processes conducted by the National Writing Project and the California Subject Matter Projects which insures quality control and adherence to the National Writing Project model.

BAWP's professional development model works on a teachers-teaching-teachers principle. Each year, BAWP trains a group of exemplary teachers (K-16) in its Invitational Summer Institute. This expanding corps of expert teachers then teaches other teachers through inservice programs that BAWP plans and conducts. In this model, these writing workshops are (a) taught by real, credible teachers; (b) tailored to the needs of the contracting school or district with sessions matched to the school, teacher, and student context; (c) conducted as a sustained series with follow-up rather than as one-shot events. BAWP programs also support and work in tandem with a school's reform efforts. BAWP's model of working with teachers promotes reflective practitioners, school change from the inside out, and new kinds of learning communities at a school site.

Research literature in the field of professional development demonstrates a great deal of coherence with what BAWP considers 'authentic' professional development for teachers (Council on English Education, (1994). Inservice Education: Ten Principles. *English Education*, Liberman, A. (1996). *Teacher Learning: New Policies, New Practices*. New York: Teachers College; Little, J.W. (1993). Teachers' Professional Development in a Climate of Educational Reform. *Educational Evaluation and Policy Analysis*, vol. 15; Marshall S. Smith and Jennifer O'Day (1990). Systemic School Reform, in Fuhrman and Malen, eds., *The Politics of Curriculum Testing: Politics of Education Association Yearbook*, Philadelphia, PA: Falmer Press; Smith, M. (1996). The National Writing Project After 22 Years. Phi Delta Kappan.

The BAWP/NWP is currently participating in national programs, such as:

**Read Write Away**—a joint initiative of Reading Is Fundamental (RIF) and the National Writing Project, a program to improve children's reading and writing in elementary grades by promoting integrative activities in classrooms and literacy programs.

**Focus on Standards**—funded by the Stuart Foundation, a project to take standards from the printed page into live classrooms to give teachers, students, and the larger community ways to understand and meet those standards.

**Project Outreach**—funded by the DeWitt-Wallace/Reader's Digest Fund, an intense, three-year project to improve the quality and quantity of National Writing Project programs available to teachers of low-income children.

**Arts and Learning Network**—a joint venture of the National Writing Project and the Keenan Institute for the Arts, intended to foster the integration of the arts across the curriculum and across educational levels, in urban and rural, school and community settings.

**Writing for the Challenge**. Funded by the Annenberg Institute for School Reform, intended to improve rural

communities and schools by bringing communities and schools together, making each stronger.

**Project Teamwork**—a National Writing Project program in collaboration with the National Collegiate Athletic Association, intended to improve the achievement of middle and high-school aged youth by identifying and promoting new strategies for active engagement in the learning process in both athletics and academics. Extensive support for the effectiveness of National Writing Project programs is evidenced by a number of respected research studies. Following are selected studies that provide comparative data relevant to this particular application:

- A 1990 study at UCLA sought to discover if the writing of students of writing project teachers differed qualitatively from the writing of students of non-writing project teachers. Writing samples were collected from 274 junior and senior high school students in the Los Angeles area. Half of the writing samples were collected from inner-city and suburban students of writing project teachers and half were collected from students of a matching control group of five teachers with no writing project experience. According to holistic scoring results, students of writing project teachers scored an average of 41% higher than students of non-writing project teachers (an average score of 3.64 compared to 2.58 on a 6-point scale). A content assessment analysis developed by the study's authors also found that writing project students scored an average of at least 30% higher than the control group in all four content areas measured.
- A 1994 study found that nearly 2,000 students whose teachers participated in writing project professional development showed significant gains in writing achievement compared to students in a control group.
- Writing scores of students from 12 writing project teachers' classrooms in Orange County, California, were compared to the scores of a control group of students from the same schools, same grade levels, and with similar ethnic makeup and overall GPA. All schools had an ethnic minority student population of 65% to 88%. Students were given a writing pre-test at the beginning of the study and a post-test at the study's conclusion. For 17 weeks in the spring of 1992, the writing project teachers taught literature and writing lessons developed by the writing project and received regular writing project in-service. The teachers of students in the control group taught the curriculum delineated by the school and the district. The students of writing project teachers made a gain of .775 compared to the control group gain of .164. In addition, students in the writing project group increased in the category of fluency/word gains by 108.724 words or 39 percent compared to the control group's loss of 5.675 words.
- From 1985 to 1990, Grant Union High School, Rio Linda, California, students managed only a 22% pass rate on the district writing proficiency examination, making this school the district's lowest performing in writing. In 1990, more than half the English department at Grant Union was replaced by eight writing project teachers. One year later, student pass rate on the district wide writing assessment rose from the lowest to the highest (76%) in the district, college enrollment among seniors increase by 400%, and the number of students taking the California State University Writing Placement Test increased by more than 25%.

Recent evaluation data from the San Francisco-Bay Area show that student writing improves in the classroom of BAWP-trained teachers:

- In work with 12 Consent Decree middle schools in San Francisco USD, students' writing scores showed evidence of academic growth: On a 6 point scoring scale on three types of writing genres, 38% of 8<sup>th</sup> graders gained

one point or more in an aggregate of all writing types. There was a gain of 33% for all African American American and Latino students compared to their previous year's scores.

- BAWP worked with the San Carlos, California Elementary District for 3 years to develop the writing component of its language arts assessment, K-8. Based on a 6 point scoring scale, over the 3 years, the number of 3<sup>rd</sup> graders scoring at Level 3 or above increased by 16%, 6<sup>th</sup> graders increased by 28%, and 8<sup>th</sup> graders by 46%.
- At Chipman Middle School in Alameda, California, 20% more students passed the district writing assessment, compared to previous years, after their teachers received training from BAWP.

BAWP's model program design is replicated at 160 colleges and universities throughout the country and five sites internationally. In its 25 year history of working with classroom teachers and schools, BAWP has brought innovation to the "what" in teaching writing and also to the "how" of teaching teachers, impacting practice, and improving students writing. The SFUSD/CSRD support model for BAWP states that we will implement professional development which will include:

- Each teacher will maintain individual professional development plan matched to site and district priorities.
- On site use of teacher leaders, mentors, district teachers on special assignment and external consultants will provide professional development and coaching on strategies and techniques to increase student achievement.
- Administrators will participate in the Leadership Connection Network to build and apply leadership skills for school improvement efforts.
- Administrators and teachers will participate in workshops offer after school, on Saturdays and during the common planning time to collaborate and strategize how to identify and improve instructional practices that address student needs.

#### Parent and Community Involvement:

- Family literacy nights and ongoing educational opportunities will be provided for parents.
- Materials, information, and appropriate resources will be provided for parents to assist students with learning.
- Families will engage in ongoing school/home communications regarding student progress (work reviews, portfolio, project presentations, assessment results...).
- Families will be informed participants in decision-making processes (site plan development, program design, student assignment, and evaluation.)
- Opportunities will be provided for end-of-the-year portfolio reviews, student exhibitions, and/or student-led parent conferences.

#### Instructional Method:

- The program will incorporate a teacher-leader (exemplary teacher) model to enhance writing process, integrating writing across content areas with the development of reading strategies to be developed through a partnership with NWP.

#### Assessment:

- Schools will use the results of Integrated Writing Assessment at grades 7, which are based on BAWP model and process, and monitor progress and adjust instruction. Individual student reading assessment and diagnostic instruments will be used as a foundation for selection of strategies and to monitor student progress.

- Balboa will also use the analysis of disaggregated data from standardized assessments (SAT 9) and performance tasks (toward SFUSD Content and Performance and Standards).
- Individual collections of student work samples (portfolios) will be used to review student work and will be scored according to developed rubrics.
- A cadre of teachers will pilot the consistent development and use of portfolios schoolwide in Year I.

In Balboa's school site plan priorities we have stated that we will define the Academic Literacy course and design its curriculum. Seek assistance from other schools or programs that have successfully taught this class. we will identify and purchase appropriate high-interest supplemental materials.

Over time and after careful examination of exemplary classroom practice and research, BAWP Teacher-Consultants have agreed that certain strategies can improve the teaching of writing. A coherent body of composition and theory and research supports these conclusions.

Some examples:

Presenting Writing as a process: encouraging and teaching students to behave like writers by planning and prewriting, consulting their teacher and peers and other resources, drafting and editing. Graves, D. (1983) *Teachers and Children at Work*. Portsmouth, NH: Boynton/Cook; Calkins, L. (1994) *The Art of Teaching Writing*. Portsmouth, NH: Heinemann; Atwell, N. (1987). *In the Middle*. Portsmouth, NH: Boynton/Cook; Emig, J. (1971) *The Composing Processes of the Twelfth Graders*. Research Report No. 13 Urbana, IL: National Council of Teachers of English

Having students write for different purposes and audiences: encouraging and teaching students to write in a wide range of situations, to tackle many different kinds of writing genres, and to think about readers as well as their own intentions as a writer (Moffett, J. (1981) *Active Voice*. Portsmouth, NH: Boynton Cook; Freedman, S. (1989).

*Exchanging Writing, Exchanging Cultures*. Cambridge, MA: Harvard University Press

Promoting writing as a way to learn: encouraging and teaching students to use writing as a tool for thinking, solving problems and understanding complicated concepts (Langer, J. and Applebe, A.N. (1987) *How Writing Shapes Thinking*. Research report No. 22 Urbana IL: National Council of Teachers of English; Olson, C. (1992) *Thinking Writing*. New York: Harper Collins; Barnes, et. Al. (1990). *Language, the Learner and the School*. Portsmouth, NH: Boynton Cook.

Emphasizing correctness as part of the process of writing: teaching usage, sentence syntax, punctuation, etc. in concert with the need for clear communication (Hillocks, G., Jr. (1986) *Research in Written Composition*. Urbana, IL: ERIC Clearinghouse on reading and communication skills; Weaver, C. (1979). *Grammar for Teachers*. Urbana IL: National Council of Teachers of English; Elley, W.B. et al. (1979) *The Role of Grammar in a Secondary School Curriculum*. Wellington: New Zealand Council for Educational research.

Creating a Culture of Learners and Writers: Building a classroom where students actively engage in writing, reading, speaking and listening (Moffett, J. and Wagner, B.J. (1992). *Student-Centered Language Arts, K-12*. Portsmouth, NH: Boynton/Cook.

The National Writing Project serves teachers across the country. Teacher leaders draw on expertise with a wide range of students and school contexts. The National Writing Project supports specific networks for sites focused in

urban schools and in rural schools and programs for teachers in districts with a high proportion of poverty and for teachers of English language learners. The National Writing Project in Oklahoma has developed programs specifically targeted for teachers of low-income students. The National Writing Project in Oklahoma has developed ongoing programs that have effectively served the needs of students and teachers in Title I schools across the state. In Oklahoma the National Writing Project has conducted over 100 programs in more than 100 school districts over the past eight years in urban, rural, and suburban districts. The model has been replicated successfully in 46 other states. One of the important advantages the National Writing Project brings to school reform effort is the writing project's success in making significant positive changes in teachers' attitudes toward implementing new and innovative teaching strategies. Teachers involved in National Writing Project programs show sustained changes in instruction, become more reflective practitioners, and increase student motivation. The evaluation study, which used a controlled comparison school design, focused on the effect of training experiences on the practice of teaching writing and whether student achievement in writing improves as a result. Students participating scored 18 points higher on a direct assessment of writing than comparison students and was much more likely to plan, revise, and edit their writing. In the study of teacher practices that relied on portfolios, self-report, and observation to identify teacher adoption of effective practices in the teaching of writing, language arts teachers scored 25% higher than their comparison colleagues on an assessment of practice, and content area teachers scored 40% higher. (Adadahl, E. Evaluation Report: Writing to learn Program, Abell Foundation, 1988).

Because of the National Writing Project model focuses on writing in all content areas, positive results are not limited to language arts. In a 1998 Mississippi study, the achievement scores of 150 fourth and fifth grade students at Witherspoon Elementary School in Meridian, Mississippi, improved on all areas on the Iowa Test of Basic Skills, and the Riverside Performance Assessment of Reading and Writing after their teachers participated in a National Writing Project program focused on writing across the curriculum.

## Component 2: Program Description

The BAWP/NWP has been declared the most effective and cost effective program in the history of the National Endowment for the Humanities' support for elementary and secondary education. This model, when married to our One Site Plan, provides a comprehensive and pedagogically sound approach to the teaching of reading and writing. In our One Site Plan for 1999-2000, we have adopted three primary goals: literacy across the curriculum, enrichment of our existing program, and development of communication and organization structures to enhance the school's function. BAWP is a program that strikes at the heart of our first objective, literacy. In the fall of 1999, we will identify and enroll all incoming freshmen testing in the bottom quartile on the previous year's Stanford Achievement Test in reading and math support classes. The parameters and standards for these support classes in language arts and math will be developed with the assistance of the San Francisco Unified School District's Curriculum Improvement and Professional Development team, other high schools in the District currently offering these classes, and the BAWP Teacher Consultants (TC). Teachers assigned to these courses will receive intensive training over the summer months on effective teaching strategies and classroom management techniques for the



target student population, Educational Disadvantage Youths (EDY).

To meet the professional development needs of our dedicated staff, we have adopted a new bell schedule, which allows for common planning time four days a week. Twice a month teachers will meet in grade-level interdisciplinary teams to search for a way to cross disciplines, discovering through discussion of thematic connections on which to build. During the Year I project implementation, a BAWP teacher consultant will conduct writing process workshop for teachers during summer institute, Saturday workshops and after school work groups. Our BAWP TAs will work with individuals, small groups, and the whole staff providing strategies for working with our target student population based on student data and sample student work. According to our site plan, we will dedicate four out of five professional development days focusing on literacy. We will reserve, at minimum, one common planning session per month for discussion and strategy sessions focused on reading and writing across the curriculum. Additional professional development will allow for staff training on newly adopted texts, and continued integration of the technology afforded by our Digital High School grant.

In 1999, all staff will participate in a two-day summer institute, which will teach them new technology skills that will require them to develop student projects that integrate language arts and technology standards into all content areas.

Parent participation is an important component of any well-functioning school. Our One Site Plan includes many levels of parent inclusion in our schoolwide goals for increasing literacy. We will host a read-a-thon with students and parents, and an assembly hosted by local literacy nights. We will produce a "literary journal", a document which showcases our students' written talents and parents will be invited to purchase a copy for themselves. A schoolwide literacy night is planned in conjunction with our regular parent nights. Teachers will be trained in and encouraged to access parent outreach models. A bi-monthly parent bulletin in English, Spanish, Chinese and Tagalog will be produced and sent home to families. Funding has been secured for a half time parent liaison employed to implement these activities.

All content teachers will work by department to select three specific language arts standards that will be integrated into their course curriculum. These projects will be shared at the Family Literacy Night.

The selection of the BAWP/NWP is based on student achievement data which is drawn from a comprehensive needs assessment that include IWA scores, SAT 9 scores, LALAR and GPA for identified EDY (Educational Disadvantaged Youth). Second-language students participating in Pathway, an ongoing collaborative among the University of California - Irvine Writing Project, Santa Ana College, and Santa Ana Unified School District, California, have demonstrated significant improvements in writing, reading and attendance over the first two years of the project. The Santa Anna Unified School District has the largest ethnic minority population in Orange County (98.5%) and one of the largest LEP populations in the nation (72%). Ninety-five percent of the first cadre of graduating pathway seniors went on to post-secondary education.

The Northwest Regional Education Laboratory has listed the selected model, BAWP/NWP, as a proven content-based reform model. The demographic data of Babola, and the cultural, linguistic and academic needs of our students are the base in selecting the BAWP/NWP model.

During the first year, the BAWP/NWP at Balboa will focus on the following strategies and activities:

- Common Planning Time
- Offer school base workshops
- Saturday workshops
- Summer institute
- Purchase classroom libraries for all classrooms including hi-lo interest
- A cadre of 4-6 teachers will participate in additional intensive BAWP in order to coach new teachers
- All teachers will participate in writing workshops. The school will collaborate with BAWP to design the specific writing workshops that will enable teachers to integrate lesson plan in their content areas.

A coaching model will take effect fully during the second year. One full-time on site Literacy Specialist will be funded by the project to design, plan and coordinate on site workshops and coaching. The on-site BAWP TCs will be coaching content teachers in their classroom. Year three will continue to implement the strategies started from Year 1 and 2 with the focus on Teacher Research model.

### Component 3: Professional Development

The Balboa professional development calendar for the 1999—2000 school year is focused on literacy. We have made this a priority in our Site Plan and we as a school have decided that the most important gain that our students needed to make was to improve reading, writing, and math. The CTBS scores from 1998 show that our cumulative score for reading was at the 38.8NCE (below average).

The Bay Area Writing Project will serve as the core professional development delivery model to promote literacy skills for all students at Balboa. The staff will participate in professional development activities that emphasize the infusion and integration of the District's language arts standards into the core curriculum. All staff will participate in carefully selected and designed Bay Area Writing Project professional development activities. These professional development activities will occur during designated professional development days, common planning periods, after school and Saturday work groups and a Summer Institute.

During Year 1 of implementation, BAWP Teacher consultants will provide a series of on-going professional development workshops and activities. A team of site teachers (from all content areas) in collaboration will design this series of professional development activities with the BAWP consultants. The BAWP consultant(s) will design and deliver appropriate professional development activities that will integrate the language arts standards into all content areas and aligned with content standards.

Saturday and after school work groups will be utilized to conduct hands-on, interactive teaching demonstrations of best literacy practices which address specific areas of literacy needs. Participants will try out new practices in their classrooms, document their evolving practice, collect student work, and have multiple opportunities to discuss and reflect on what they are learning with others. This ongoing cycle will support teachers in changing, refining and extending their current practices and will promote classroom change based on classroom data.

Teachers will participate in professional reading clubs. BAWP TC's will help teachers select books, which are geared for their specific areas of interest. Teachers will be released to visit one another's classrooms both on site

and/or at other schools in order to observe exemplary classrooms and model teachers.

Years 2 & 3, there will be 1.5 on-site BAWP Teacher Consultants who will spend a total of two days per week at the school site to work with teachers in their classrooms and to meet with small groups of teachers on a regular basis. The school literacy specialist, department heads and content teacher leaders will provide help such as in-class teaching demonstrations, observations and other kinds of in-class assistance. Debriefing and reflecting on the classroom coaching will be built into the program. Each of the BAWP coaches will participate in once a week intensive professional development themselves in order to continue building their own knowledge of improving literacy skills school wide and to further develop their own coaching skills.

In addition to all staff participating in BAWP professional development, there will be a core group of at least 6 on-site teachers who will receive additional coaching from the BAWP coaches. The intent will be to build site capacity by having at least six on-site teachers who will be able to sustain (beyond the grant funding) the culture of literacy skills infused and integrated through all curricular areas. These six on site teachers will also participate in additional training in order to continue building their skills in promoting literacy skills for all students as well as further developing their coaching skills. There will be 20 to 30 teachers recommended or volunteered to participate in the coaching component. The objective of the coaching component is limited to the acquisition and implementation of several new teaching strategies for the individuals participating. It is the intent of this project to develop a group of highly skilled teacher/trainers that could then provide training to the rest of the staff.

Each department will align its curriculum with the standards for reading and language arts in addition to the standards for individual disciplines. All content teachers will design and implement student projects that integrate their content area, language arts and technology standards. The specific activities to promote and improve literacy and math skills will be carried out per Balboa's One Site Plan and 1999 WASC Recommendations.

The staff development activities during the 3<sup>rd</sup> years will focus on teacher research, small study groups, peer and expert coaching. Teachers will be given the opportunity to pursue their study in the areas of their interest. The topics of research will focus on problem solve on classroom application that enhance student achievement. Teachers will participate in on-going BAWP workshops during all 3 years of implementation. Teachers will use common planning periods for analyzing student work and modify instructional strategies.

In order to improve on our performance as teachers, it is necessary to reflect, analyze, and refine our professional practices. Several ways to accomplish this that have been mentioned are through professional development, through having an on-site coach, and to create teacher exchange programs. Other plans to improve professional practices will include utilizing common planning time to discuss specific literacy issues. Four times per week, teachers will utilize the common planning time in their own respective departments, as teacher inquiry groups, to collect data on student literacy (based on portfolio and sample student work) and conduct systematic investigations of compelling questions regarding their classroom practices. The CSRD Plan will drive the One Site Plan and WASC recommendations. The professional development activities will focus on the establishment of teacher inquiry groups which will meet regularly during the site professional development days, the four times per week common planning periods, and Saturday and after school workgroups to: collect data on student literacy, form

questions about student learning and conduct systematic investigations of compelling questions regarding their practice. These groups will be led and facilitated by BAWP Teacher consultants (TC's) and department heads.

Parents will attend the school site council meetings, where they will collaborate with staff on the implementation of the writing program. Strategies such as Family Literacy Night, Exhibiting Student Portfolio, etc. will also be implemented to generate family support. Parent representative(s) will participate with staff in the design of three events.

#### Component 4: Measurable Goals and Benchmarks

During the past few years the faculty and administration have used and implemented a variety of assessments to delineate our school benchmarks and goals. Some of these tools include the STAR, IWA, district proficiency tests, LALAR, exhibitions and portfolios. For the purposes of the National Writing project and BAWP models that we will implement this next year, we will design and administer a pre and post writing test for all incoming ninth graders in the school as mentioned in our 1999-2000 School Site Plan in Activity A1.

For the specific purposes of determining measurable goals and objectives for the upcoming years an anchoring of Balboa essays to the district writing the teacher leaders will complete rubric based on the six-point rubric used for scoring the IWA tests. The BAWP Teacher Consultants will assist in this. The goal for the year will be to have each student improve his or her literacy and writing by gaining one full point on the rubric by the time of their posttest. There will be a 1.0 increase on the 9<sup>th</sup> grade site pre and post writing assessment and the 11<sup>th</sup> grade IWA scores for all students. There will be a 5.0 NCE gain in reading scores as measured by the SAT 9. There will be a 5.0 NCE gain in math scores as measured by the SAT 9.

The timeline for achieving our benchmark of a one-point increase on the writing assessments and SAT 9 reading will be within one school year. We will be administering the pre-test during the month of October for all ninth graders and will administer the post-test during the month of May. This pre and post writing test will occur during each of the following three years so as to give us a tool by which we can compare our development in better implementing our National Writing Project model. The 2000 SAT 9 reading scores will be compared to the 1999 reading scores and show 5.0 NCE gain.

The LALAR for instance will allow the Intensive English and English Plus departments to carefully monitor English language development. It provides both comprehensive and individual data so that the department can recognize patterns in student strengths or weaknesses according to oral, written and reading skills. The department could thus see "patterns" of students' language development in all grade levels. This student data is crucial for

planning appropriate instructional strategies.

The STAR test allows us to evaluate the entire school in a variety of content specific areas. We will be able to discern valuable strengths and weaknesses in our school curriculum because of the data we have received from the STAR test. During the common planning time, teachers will have the opportunity to review and discuss student data with their fellow colleagues. Appropriate instructional strategies will be formulated according to students' academic needs.

The STAR, IWA, LALAR, proficiency tests, etc. that we administer all year will all be used to gather information that could help us better implement our reform model. Because of these various assessments we know the specific challenges that our students need to overcome. With the BAWP model, we will be able to comprehensively address these needs as well as lay the groundwork, with the pre and post writing test, for increased academic success in the years to come.

The results of the LALAR, SAT 9, IWA and 9<sup>th</sup> grade writing assessment will be reviewed by the staff through the facilitation of the BAWP Teacher Consultants. This analysis will provide the framework for the relevant professional development activities. The effectiveness of the training program will be determined initially by skill levels (the ability of individuals to demonstrate the new teaching strategies) and eventually by transfer of training (appropriate and consistent use of the new strategies to meet educational objectives). Baseline data will be collected by interviewing teachers regarding their typical instructional practices and by observing classroom teaching several times over a two-week period. The purpose for collecting baseline data will be simply to document that the content of training is indeed new to the teachers involved. Skill levels will be determined by analysis of the discrepancy between actual and ideal performance of the new instructional strategies, as measured by an observation instrument. Transfer of training measures will be a combination of performance of the new instructional strategies, as measured by an observation instrument. Transfer of training measures will be a combination of performance on a two-week unit, analysis of use over a three-month period (as determined by lesson plans and interviews), and students' familiarity and comfort with the cognitive and social demands of the new strategies. Although the initial goal of the staff development activities is increased teaching repertoire for teachers, eventually student outcomes would be of interest. Because only 20 to 30 teachers will participate in the coaching components, we will not look for a school-wide effect on student learning during the first two years of the program when only the cadre has reached full implementation. We decide to focus evaluation on only the cognitive and affective outcomes predicted by research to result from the teaching strategies covered by the training. This meant adding criterion-referenced tests to the existing norm-referenced tests already in use and expanding the administration of the standardized tests to grades 10 and 12. We allow the cadre one year to look on their own skills before approaching the question of student achievement. This will provide an opportunity to check implementation of new strategies in the classrooms of the cadre at the beginning of the second year before choosing a testing sample. A sample of students is selected who have only cadre teachers for their instruction in English, math, social studies and science. (All departments will be represented in the cadre). Thus both standard and criterion-referenced test results could be used in the analysis of student outcomes.

By the end of the third year of implementation, the funding and structure from this grant will have provided us

with school practice necessary to effect whole-school change that is demonstrated by a school culture of focused teaching and learning and increased student achievement. There will be a 9<sup>th</sup> grade Academic Literacy and math class provided for all Q1 9<sup>th</sup> grade students. All teachers will integrate reading and writing strategies and standards into their subject area. There will be a core group of teachers in each department who have developed their own coaching skills to sustain these efforts. There will be enough structures in place and students products defined that the actual culture of the school will be clearly focused on student learning with an emphasis of teaching the content through literacy development and skills.

### Component 5: Support within the School

The Balboa staff is committed to working collaboratively to improve academic achievement for all students and realizes that they have a challenge based on the large percentage of low performing students. A core group of eight teacher leaders and two administrators worked collaboratively to gather and compile feedback from the staff and develop this overall proposal. The staff is committed to participating in the essential professional development that will build systemic capacity for all teachers in order to maximize the use of literacy skills.

The planning committee agreed that one of the goals was to improve the overall reading scores on standardized assessments by 5.0 NCE. They agreed (for the second year in a row) to administer a pre and post writing assessment for all 9<sup>th</sup> grade students. A core group of teachers who have been utilizing student portfolios in their classrooms agreed to work collaboratively next year to begin to design a portfolio system that can eventually be adopted and implemented schoolwide.

The school has allocated different budgets to support the implementation of this school wide literacy plan. Two whole staff professional development days prior to the start of school in August have been budgeted to integrate technology and literacy project. There are five teachers who will be participating in a week long intensive training on reading strategies that they will utilize during a specially designed Academic Literacy class for the lowest 9<sup>th</sup> grade readers. The school has thoughtfully built in four common planning times during the week that will be used to focus on curriculum development and implementation. All departments will spend at least one meeting per month to participate in activities that will assist them in integrating at least three language arts standards into their subject areas. Teachers will participate in two site based professional development days that focus on training teachers in various reading strategies. In providing teachers common planning time to work with the BAWP Consultants, we already have built into our master schedule for each department to have the common planning time four times a week. Funding from the other grants, School to Career, Digital High School, California Partnership Academy, will also be allocated to support this whole schoolwide literacy initiative. The site administration will work with the staff to establish norms that reward collegial planning, public teaching, constructive feedback and experimentation. In addition to the common planning time, it is budgeted in this grant application to compensate staff with extended hours and substitutes release time to participate in the coaching process.

## Component 6: Parental and Community Involvement

The planning, implementation, and evaluation of the CSRD program will require presentations to the School Site Council (SSC), Bilingual Advisory Council (BAC), and the Department Heads Council which are currently active and involved in the Site Plan, budget, and allocations of resources at Balboa High School.

The present structures at the school to promote family and parent involvement are the SSC and the BAC. These bodies currently schedule and conduct three parents nights each year. In addition the Law Academy, Communication Arts Academy, and Community Action Academy, schedule individual parent nights, Town Hall meetings, and Student Exhibitions. The 99-00 site plan activity numbers C-10 to C-13 outline the future efforts to expand upon family and parent involvement. These include part-time parent liaison, a bimonthly parent bulletin in English, Tagalog, Chinese, and Spanish, increased teacher outreach to parents, and conduct a schoolwide Family Literacy Night. Through a survey, we will gather information from parents and community during the Family Literacy Night. The survey will be developed in order to gather information from parents regarding conducting additional parent events that they would like to attend at Balboa. Through the School Site Council and Bilingual Advisory Council, parents will have input into monitoring, evaluating and revising the plan.

The planned Literacy night for the 99--00 school year and the follow up Read-A Thon are found in the site plan activity C-13. Once the BAWP model is integrated, an Authors night each semester is planned as well as Exhibitions of student work. These exhibitions will be a combination of student led, teacher led and student work displays. The school wide goal is to teacher train and grows to an all student led portfolio/ exhibition models. Parents and community will be invited to attend these events and give their feedback regarding the usefulness.

The Balboa Teen Clinic is an on-site community health clinic that is invaluable to Balboa High School. The Teen Clinic staff Through the BAC there is already a plan to sponsor a Student and Family support Night show casing and highlighting the various support agencies available to our multiethnic, multilingual students throughout San Francisco. Balboa also has very active student run cultural clubs that relies heavily on parental support and contributions. These groups perform throughout the year in school assemblies. The bimonthly parent newsletters will also provide a source of information regarding the implementation, evaluation and monitoring of the CSRD plan.

## Component 7: External Technical Support and Assistance

Year one BAWP Teacher Consultants will provide on-going workshops during Saturdays, after school and a summer institute. There will be a literacy specialist hired to work collaboratively with BAWP to design and implement the workshops, oversee the pre-post 9<sup>th</sup> grade writing assessment and model teaching strategies to improve reading and writing skills. The program design is to have the coach work with individual and groups of teachers to provide the professional development needs as determined by site needs. The coach would provide this professional development through coaching, modeling and demonstrating lessons. The coach would provide these

services two days during the week and on the fifth day, the coach would participate in on-going professional development activities that are conducted by the Bay Area Writing Project. In order to build site capacity of the on-site staff, a core group of teacher leaders will be selected to participate in 1-2 times a month BAWP trainings that the coaches participate in on a weekly basis. The BAWP coach will also provide intense support to the selected on-site coaches in order to build site capacity for sustainable curricular efforts.

Years 2-3, the BAWP coaches will be on-site for two days per week to provide support for staff. Through this on-going support there will be site capacity built to provide all teachers with the ability to provide students with a high standards based curriculum that is supported through the integration of writing throughout the curriculum. The on-site coaches will participate in a once a week professional development activities to further develop skills and strategies to improve literacy. The selected core of on-site coaches will participate in twice a month professional development activities. All teachers will have four periods per week for common planning time. During this time, teachers will continue to examine student work in order to evaluate program effectiveness and to develop additional strategies.

The BAWP and Balboa High School will enter into an agreement whereby the school is provided a four day per week on-site coach. A Technical Assistance plan will be in place with the support provider, BAWP. The first year will utilize consultants from BAWP to work with teams at Balboa, provide training opportunities, modeling, and demonstrations. The Literacy Specialist at Balboa will act as the liaison for the project and coordinator of school activities. During the second and third year, BAWP consultants will develop the capacity and expertise of teacher leaders at Balboa. The program will incorporate a teacher-leader (exemplary teacher) model to enhance writing process, integrating writing across content areas with the development of reading strategies to be developed through a partnership with NWP.

#### Component 8: School-Level Evaluation Strategies

Staff will use the results of the Integrated Writing Assessment at grade 11 and Balboa 9<sup>th</sup> grade assessment, which based on BAWP model and process to monitor student progress and modify instruction. Staff will also use the analysis of disaggregated data from standardized assessments (SAT 9) and performance tasks, which are aligned to SFUSD Content and Performance Standards. Individual collections of student work samples, and portfolios will be used to review student work and will be scored according to developed rubrics. It is also in our CSRD plan that major staff development activity will be action research conducted by teachers. The action research projects will be developed to focus program improvement efforts and document the results of reform efforts.

The District's Curriculum Improvement and Professional Development (CIPD) and Assessment and Accountability will collaborate with the site administration at Balboa to administer the 11<sup>th</sup> grade Integrated Writing Assessment. A CIPD Teacher on Special Assignment will also assist in the pre-post 9<sup>th</sup> integrated writing assessment. The Research and Evaluation Office in coordination student data collection and analysis, as well as assessment results for evaluation purposes. Each department will utilize department meetings and/or common planning time to review and analysis the assessment results to formulate appropriate instructional practices



A site literacy advisory team comprised of administrator and teacher leaders will meet monthly to review and maintain the integrity of the CSRD plan. Administrators will participate in designated BAWP training. The Department Head Council that includes teachers and administrators will work collaboratively with the site literacy team to monitor the implementation of CSRD plan through all content areas. Revision to the plan will be made as needed.

The leadership team consists of representatives from grade level teams, bilingual and special education departments. Monthly meetings will monitor the progress of the program. All teachers and administrators will participate in BAWP professional development activities and all teachers will implement the strategies in their classrooms. A cadre of teachers who represent all academic content areas will receive intensive BAWP training and serve as the literacy and assessment coaches for their respective departments. The cadre teachers will receive stipends for attending in-depth training, seminars, and institutes to develop and refine their leadership skills in order to provide collegiate support in the change process.

The CSRD funded services will be coordinated and aligned with other existing services through the Department Chair Council who will make recommendations to the staff for approval and when appropriate to be in compliance with state and federal regulations. We allocate and budget our yearly SBCEP and SB 1882 funds through the SSC and the One Site Plan. We will align and coordinate our existing services, the proposed professional development workshop and days, the BAWP trainer on site 4 days weekly and phonographic training and materials required.

It is the intent of this proposal to use it as a vehicle to begin coordinating all programs within the school community. We feel that Balboa is finally at a collaboratively point that demonstrates the school community is prepared to move forward to improve academic skills in a systematic, sustainable manner. This grant will provide us with the structure to re-look at how we use resources and how we can realign and leverage these resources. We will use digital high school grant to provide literacy and technology. The District has provided support through the assignment of Teachers on Special Assignment for half to a full day per week in the areas of Language Arts, Math and Science. We will be using funds to support the training of four teachers in a week long summer institute focused on the reading strategies that will be used with 9<sup>th</sup> grade low readers in a specially designed Academic Literacy Class. In reviewing our One Site Plan we will be reassigning the two Americorp workers to provide services that focus specifically on promoting and increasing literacy skills. The Americorp workers will be able to coordinate additional on-site tutoring programs, the student exhibitions and the Family Literacy Nights. The Digital High School Grant provide equipment for four computer labs and computers in classrooms in addition to the extensive training provided to teachers on how to infuse technology in instruction. School to Career and Pathway Academy provide funding to establish internship and mentorship programs for students. Through alignment and coordination of existing state and federal monies, SB 1882 and CSRD funds the services that will be leveraged and maximized to expand and sustain school wide reform are as follows: Americorp, School to Career, Peer Resources/Tutoring, paraprofessionals and school volunteers.

**Year 1 Individual School Budget  
Comprehensive School Reform Demonstration**

Name of School: BALBOA HIGH SCHOOL				
CDS Code: 3830288				
Contact Person: Patricia Gray			Phone: 4694090(415)	E-mail:
SACS Resource Code: 3170				
SACS Revenue Code: 8290				
Non-SACS Income Account Code: 8160				
SACS Function Code	Object Code	Description of Line Item	Amount of CSRD Funds Check ONLY one: Title I <input checked="" type="checkbox"/> Title X <input type="checkbox"/>	Amount of Federal, State, and Local Funds
	1000	Certificated Personnel Salaries		
		Literacy Specialist (FTE)	\$55,000	
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
		Literacy Specialist	\$10,500	
	4000	Books, Materials, Supplies		
		Books	\$25,000	
		Training Materials	\$15,000	
		Supplies	\$ 8,000	
	5000	Services and Other Operating Expenses (Including Travel)		
		BAWP Teacher Consultants(1.5)	\$30,000	
		Extended hrs:workshops	\$90,000	
		Substitutes	\$ 5,000	
		Parent Education	\$ 1,500	
		<b>Total</b>	\$240,000	
		<b>Total Amount CSRD Funds Requested</b>	\$240,000	

**Year 2 Individual School Budget  
Comprehensive School Reform Demonstration**

Name of School: Balboa High School		
CDS Code: 3830288		
Contact Person: Patricia Gray	Phone: (415) 469-4090	E-mail:

SACS Resource Code: 3170 SACS Revenue Code: 8290 Non-SACS Income Account Code: 8160				
SACS Function Code	Object Code	Description of Line Item	Amount of CSRD Funds Check ONLY one: Title I _____ Title X _____	Amount of Federal, State, and Local Funds
	1000	Certificated Personnel Salaries		
		Literacy Specialist	\$56,000	
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
		Literacy Specialist	\$10,600	
	4000	Books, Materials, Supplies		
		Books	20,000	
		Training Materials	15,000	
		Supplies	6,000	
	5000	Services and Other Operating Expenses (Including Travel)		
		BAWP TC, Coaches	45,000	
		Extended hours	75,000	
		Substitutes	10,000	
		Parent Education	2,400	
Total			\$240,000	
Total Amount CSRD Funds Requested			\$240,000	

**Year 3 Individual School Budget  
Comprehensive School Reform Demonstration**

Name of School: Balboa High School		
CDS Code: 3830288		
Contact Person: Patricia Gray	Phone: (415) 469-4090	E-mail:

SACS Resource Code: 3170 SACS Revenue Code: 8290 Non-SACS Income Account Code: 8160				
SACS Function Code	Object Code	Description of Line Item	Amount of CSRD Funds Check ONLY one: Title I <input checked="" type="checkbox"/> X Title X <input type="checkbox"/>	Amount of Federal, State, and Local Funds
	1000	Certificated Personnel Salaries		
	2000	Classified Personnel Salaries		
		Literacy Specialist	\$57,000	
	3000	Employee Benefits		
		Literacy Specialist	10,700	
	4000	Books, Materials, Supplies		
		Books	20,000	
		Training Materials	15,000	
		Supplies	5,000	
	5000	Services and Other Operating Expenses (Including Travel)		
		BAWP/TC, Coaches	46,000	
		Extended hours	72,300	
		Substitutes	12,000	
		Parent Education	2,000	
<b>Total</b>			<b>\$240,000</b>	
<b>Total Amount CSRD Funds Requested</b>			<b>\$240,000</b>	



# Balboa High School

San Francisco Unified School District

1000 Cayuga Avenue

San Francisco, California 94112

Phone: (415) 469-4090

Fax: (415) 469-0859

## MEMORANDUM OF UNDERSTANDING

between

Balboa High School

And

The Bay Area Writing Project (BAWP)

This memorandum of Understanding is entered into by Balboa High School and The Bay Area Writing Project for the purpose of establishing a Comprehensive School Reform Demonstration (CSRD) Program at Balboa High School. San Francisco Unified School District, San Francisco, California.

### The Balboa High School CSRD Program will:

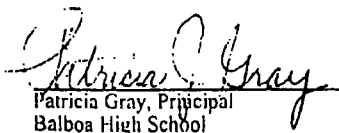
1. increase the overall reading scores on standardized assessment by 5.0 NCE;
2. provide all teachers professional development activities that promote and support the improvement of literacy for all students;
3. select and complete a pre- and post- reading assessment for every 9<sup>th</sup> grade Balboa student;
4. schedule bimonthly sessions of common planning time to coordinate interdepartmental curricular reading themes in grade level work groups;
5. organize and train a community Literacy Team of parents;
6. provide educational forums and a Family Literacy Nights for parents;
7. train a cadre of 4-6 teachers to serve as coaches for new teachers.

### The Bay Area Writing Project will:

1. provide Saturday and after-school workgroups and presentations on best literacy practices that address specific areas of need at Balboa High School;
2. provide approximately 20 days of on-site coaching including
  - in-class demonstrations and modeling of successful language arts practices;
  - classroom observation and consultation;
  - group facilitation of teacher inquiry groups to collect data on student literacy, form questions about student learning, and conduct systematic investigations of compelling questions regarding their classroom practice;
3. provide intensive training for a cadre of 4-6 teachers to serve as site literacy leaders;
4. assist Balboa staff in establishing a professional library;
5. collaborate with staff to plan, facilitate and implement a 5-day summer institute for teachers, administrators and other staff focusing on implementing exemplary classroom language arts practice;
6. collaborate and plan with the staff to facilitate a Family Literacy Night and a Community Literacy Forum.

### Balboa High School will:

1. hire a full-time literacy specialist with the funding from the CSRD Grant to coordinate professional development efforts;
2. provide teachers with common planning time;
3. provide teachers with release time/extra hours in order to participate in BAWP workgroups, presentations, consultation and coaching;
4. provide teachers with release time/extra hours for administration and analysis of pre- and post- assessments, district writing assessment, and SAT 9 tests;
5. coordinate all site professional development days for an integrated professional development program focusing on reading and writing across the curriculum.

  
Patricia Gray, Principal  
Balboa High School

  
Carol Tateishi, Director  
Bay Area Writing Project