2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) __ Elementary **X** Middle __ High __ K-12 __Charter

Name of Principal Mr. Peter Davis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Hill Classical Middle School
(As it should appear in the official records)

School Mailing Address 1100 Iroquois Avenue
(If address is P.O. Box, also include street address)

Long Beach California 90815-4649
City State Zip Code+4 (9 digits total)

County Los Angeles State School Code Number* 626

Telephone (562)598-7611 Fax (562)598-6329

Website/URL hillgroupfusion.com E-mail PDavis@lbusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Christopher J. Steinhauser
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Long Beach Unified School District Tel. (562)997-8000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Suja Lowenthal
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   __50_ Elementary schools
   __24_ Middle schools
   ___0_ Junior high schools
   ___6_ High schools
   ___5_ Other

   __85_ TOTAL

2. District Per Pupil Expenditure: __$5,729_____

   Average State Per Pupil Expenditure: __$6,987_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [**X**] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. ___2__ Number of years the principal has been in her/his position at this school.

   ___4__ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**	174	186	360
K				**8**	161	213	374
1				**9**			
2				**10**			
3				**11**			
4				**12**			
5				**Other**			
6	193	188	381				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					1115

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

12 % White
15 % Black or African American
56 % Hispanic or Latino
14 % Asian/Pacific Islander
3 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	12
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	1,115
(5)	Total transferred students in row (3) divided by total students in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3.0

8. Limited English Proficient students in the school: 9 %
100 Total Number Limited English Proficient

Number of languages represented: 7
Specify languages: Spanish, Khmer, Lao, Thai, Vietnamese, Arabic, Filipino

9. Students eligible for free/reduced-priced meals: 82 %

Total number students who qualify: 914

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___7___%
___81___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

_6__Autism	_13_Orthopedic Impairment
_2__Deafness	_2__Other Health Impaired
_0__Deaf-Blindness	_37_Specific Learning Disability
_0__Emotional Disturbance	_4__Speech or Language Impairment
_0__Hearing Impairment	_1__Traumatic Brain Injury
_14_Mental Retardation	_2__Visual Impairment Including Blindness
_0__Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___4___	____0___
Classroom teachers	___48__	____1___
Special resource teachers/specialists	___1___	____6___
Paraprofessionals	___1___	____14_
Support staff	___13__	____5___
Total number	___67__	____26__

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: __23__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96.56%	95.90%	96.4%	96.2%	95.7%
Daily teacher attendance	95%	94%	95%	94%	95%
Teacher turnover rate	14%	14%	9%	17%	16%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

Hill Classical Middle School is part of the Long Beach Unified School District in Long Beach, California. It is located in a suburban neighborhood, but serves a predominately urban student population who travel from across the city on 13 regular and 6 special education busses. Hill was a year-four program improvement school in the year 2000. However, utilizing the Baldrige Integrated Management Systems Approach for continuous quality improvement, the school reinvented itself, creating the "Classical" concept, which governs the school's program, gives the school its unique structure and focus. Hill operates on an eight period block schedule. This structure allows the school to offer programs designed to accommodate all of the student populations it serves. Students in the school's gifted and talented program (R.I.S.E.) and students at grade level are given the opportunity to choose from a wider selection of electives than is offered at most middle schools. English Language Learners have room in their schedules to take an additional period of language development classes, and students with deficits in reading and/or math are required to take double periods of those classes. Hill's special education population has the ability to receive appropriate interventions, while maintaining full access to grade level electives and core classes.

Using the Baldrige Criteria for Quality Performance, student achievement data, and data from student, parent, and staff surveys as a guide, Hill staff establishes the vision and goals for the school each year as part of a series of planning retreats. Formal goals, written as SMART goals (Strategic, Measurable, Attainable, Results-Oriented, Time-Bound) are revised for each of the following areas: Reading, Writing, Math, Social Responsibility, and Interventions. These goals are shared with parents by the principal at Back to School Night, and progress toward these goals is shared on a regular basis at parent and staff meetings. The Writing goal encompasses a great deal of the instructional and professional development focus of the school.

The mission statement of Hill Classical Middle School is, "Hill Classical Middle School, a school of choice, challenges students to master the basics and explore unlimited possibilities in technology, fine arts, and foreign language. The diverse student community is empowered to meet higher standards of character and academic performance in an enriching, supportive environment that prepares them for high school and beyond." The staff articulates their vision through a set of shared beliefs and expectations. This vision includes the fusion of the basics in literacy and math and the curriculum provided in both core and elective classes. Hill places a high value on teamwork, high expectations, data driven action, and the creation of a positive learning environment. The school's staff development plan mirrors these shared values.

The school operates a federal magnet program which provides resources to infuse technology into the core curriculum in such a way that it supports standards-driven learning. Included in the program is a wireless network throughout the entire school, presentation systems used to support visual learning and allow teachers the ability to deliver real-life demonstrations, labs, and provide immediate feedback to students. Technology resources are used to enhance teachers' ability to gather data on student performance and afford them the opportunity to collaborate in aligning standards, assessment and instruction. Three mobile labs provide all students the opportunity to work on projects at once.

Hill's facilities are maintained both by school site and district personnel for safety and cleanliness. Using the Safe and Civil Schools' Philosophy and Professional Development Model, there are many school-wide procedures in place which lay out behavioral and academic expectations. Hill has created a culture that facilitates learning and respect throughout the campus.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Academic Performance Index (API) is the cornerstone for California's Public School Accountability Act. It has a numeric index which ranges from 200 to 1000. To calculate a school's API, individual student scores on the California Standards Test (CST) and in grade seven, the norm-reference California Achievement Test, Sixth Edition, (CAT 6) are combined into a single number to represent the school's performance. Each school's growth is measured by how well it is moving toward its state designated API target and whether each numerically significant subgroup in the school is making the state designated Adequate Yearly Progress (AYP) target. The English Language Arts and Mathematics CSTs are the core of the State Testing and Reporting (STAR) assessment and carry the most weight in the API calculations. During the past five years Hill's API increased 165 points. Hill's API score for 2005 is 788. This is a growth of 42 points, exceeding the state designated 5 point target. 100% of students' scores are reflected in the test results; 1099 were tested on STAR, 21 used the Alternate Performance Assessment. All numerically significant subgroups met the AYP criteria for the last 5 years.

2005 California Standards Test
54% of Hill students test at the proficient or advanced proficient level in Language Arts. In mathematics 43 % of the students are proficient or advanced proficient in general math, while 46% of students are proficient or advanced proficient in algebra.

School-wide Expository Writing
Monthly writing assessments are administered throughout the content areas. Essays are scored on LBUSD's four-point Expository Rubric. In September, 466 students scored at or above the Proficient level, in April 702 scored at or above the Proficient level. Of the students tested 42% were proficient in September compared to 64% in April.

Summarization of Expository Reading
Students read expository articles then write academic summaries, which are scored using a four-point rubric. In October, 9% of 6th graders scored at the proficient level; 39% of the 7th graders were proficient and 25% of the 8th grader were proficient. When assessed in April, 66% of 6th graders, 77% of 7th graders and 66% of 8th graders scored at the proficient level.

School-wide Mathematics Assessments
Monthly assessments are administered in math classes in fractions and integers. In September 20% of the students scored at the proficient level; in February 78% of the students scored at the proficient level on the Integers Test resulting in a 58% increase. 27% of the students answered all questions correctly on the Fractions Assessment in January; by April, 70% of the students were able to answer all questions correctly.

2. **Using Assessment Results:**

The Plan/Do/Study/Act (Baldrige) process is used to link classroom assessments with instructional planning. The whole school studies student achievement in the area of expository writing, and departments analyze their content area common assessments to continuously improve their instruction during their department meeting time. The assessment map for the school is used by departments and individual teachers to create their content area curriculum maps. These curriculum maps spell out exactly what assessment will be given in a specific classroom, when it will be given, and what standards that

assessment will measure. After students take specific exams, teachers take a look at how the students performed, by looking closely at an item analysis report. These reports not only provide teachers with those "most missed" questions, but also highlights the kinds of errors students are making on those most missed items. When the data indicates that groups of students are falling behind, the teachers institute an intervention for those who are in need, by simply doing some re-teaching for smaller groups outside of the regular instructional day. In all cases, if the student data suggests a need, then the curriculum maps are adjusted accordingly.

As part of the continuous improvement cycle for the school-wide focus on expository writing, the Hill staff dedicates almost every faculty meeting to instruction. Faculty meetings are held twice each month. These meetings are used to examine student writing and to provide staff development for the whole faculty. The examination of student writing is planned out on the assessment map. Students begin the year with a pre-test in expository writing. The pre-test becomes the first piece of collaboratively examined student writing that the teachers use to plan their instruction. During the rest of the school year, students will take another 3 writing assessments, which will in turn be analyzed by the staff and used to improve instruction. Finally students take a post test and after analyzing the results, areas of focus are determined for the next year.

Math and Language Arts have the most comprehensive assessment system, devised at the district level. Math students must pass Basic Facts (6^{th} grade) and Integers ($7^{th}/8^{th}$ grade) Tests, and must also pass Quarterly Exams and their End of Course Exams. In addition, students must take and pass fractions tests at each grade level. Language Arts teachers follow district pacing charts and administer cluster tests after each unit of study. Each of these assessments is used to monitor program effectiveness, determine needed interventions, and to make team decisions regarding student placement.

3. **Communicating Assessment Results:**

Hill Classical Middle School has made great strides in improving its means of communicating with its stakeholders. One recent innovation has been the school's web site. Rather than making this site merely a collection of information about the school, the staff has created an interactive tool to enable parents and students to access the school's calendar of events, and more importantly, grade information. A majority of the staff uses the grading system *Making the Grade* and post grades online. Using the school's e-Scholars-site parents and students can input the student's I.D. number to check grades and missing assignments. Hill also publishes the School Accountability Report Card as mandated by the state.

The State of California provides the most detailed comparative data available regarding standardized test results, sub group trends, and individual teacher, content area, and student performance. Each year Hill receives a detailed breakdown of testing results, and data on each student's performance. The school is benchmarked against similar schools and against all middle schools in the state. This data is available from the LBUSD research department and Genesis Information System (lbusd.k12.ca.us/research). The California State Department of Education website (www.cde.ca.gov/ds/) allows access to data related to local competitors as well similar schools statewide. In addition, the Long Beach Unified School District provides data concerning district assessments such as reading benchmarks, formal essay writing, and reading fluency measures. This information is posted on-line for access by parents and the community. Additionally, parents receive annual STAR reports and quarterly information about their students' performance through the mail. In the area of campus climate, principals are able to compare their schools' suspension and attendance data from year to year. Hill also collects internal data on the implementation of staff development, tardies, and behavior referrals to the office.

4. **Sharing Success:**

At the local level, Hill is already assigned to a cohort of schools. As part of this work, Hill Administrators, Literacy Coach, and selected department chairs can serve as coaches for this cohort. Cohort work includes site visits, principal meetings and planning, feedback from data portfolios, and recommendations for action plans. The principal of Hill serves as a district secondary trainer for the Baldrige Integrated Management Systems Leadership training, and much of what Hill is doing is shared during these 2-day workshops and coaching that follows. Hill also serves as a learning site, receiving visits from the Broad Urban Superintendents' Residency Program and from aspiring principals from the UCLA Principals' Institute. In addition, Hill has presented at the following national conferences and plans to do so in the future: National Staff Development Council Conference; National Baldrige in Education Conference; Great Cities, Great Schools Conference; Title 1 Achieving Schools Conference; and the Magnet Schools of America Conference. Central office support to help coordinate efforts to "get the word out" about Hill's programs, practices, and procedures has always been and will continue to be strong, paving the way for more Long Beach Unified School District middle schools to learn from Hill's challenges and successes.

Hill's programs are all tied to Plan/Do/Study/Act cycles, therefore curriculum, instruction, and staff development continue to evolve, with anticipated improvements in alignment and student learning results. As a Magnet School, Hill has expanded the areas of writing and technology on campus. Parental participation and involvement has been enhanced with more student, staff, and parent training on the school's website, and development of even tighter means of home/school communication via the internet. Visitors come to observe the school's success implementing the Safe and Civil Schools' program. Schools within the district have sent teams of teachers to visit Hill's language arts and math classes, the Abilities Awareness Program in P.E., and observed the use of Baldrige strategies and quality tools in classrooms. Hill has hosted international visitors from the Philippines and Japan, national visitors from Arizona and Texas, and state visitors from Los Angeles, Fresno, and San Diego. Because Hill has been a Program Improvement school then used a successful systems approach to create a highly accomplished program, it has valuable resources to offer other educators.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Hill students are being prepared to enter the most rigorous high school programs offered through the LBUSD. Students electing to attend Hill commit to increased rigor by taking an additional semester of 7th grade science, a semester of technology, one year of fine/performing arts or foreign language; and wearing a school uniform. The alternating block schedule permits in depth studies and fewer classes each day. Hill offers a program for GATE and high achievers called R.I.S.E. (Rigorous Instruction Student Excellence). In the RISE program students agree to perform 16 hours of community service each year, and engage in challenging coursework. For students needing additional support in math, algebra, English Language Development or language arts, students are "double blocked' meaning they receive 86 minutes of the math and/or language arts each day. Students whose GPA falls below a 2.0 replace an elective course with an intervention class, which is a study skills/tutorial course operating on a reduced class size model.

Technology is an important part of the Classical Program. It is integrated throughout the curriculum both as a teaching tool and is emerging as a student resource. Students apply the skills they learn in their technology classes to their content courses using digital photography, desktop publishing, word processing, and internet research. Through the e-Scholars web-site (hillgroupfusion.com) students and their parents may enter the school's private learning community. The school's success is based on its ability to collect data and make informed decisions, using the Baldrige PDSA cycles to continually improve student performance. A wide variety of elective classes give Hill a distinction that most middle schools lack. A dynamic foreign language program has been strengthened through the addition of technology and foreign language software. The performing arts program combines dance, drama, art, and music into a joint production.

Hill's yearly plan includes scheduled quarterly check-in dates to review the action plans, analyze the data, hear recommendations, and determine future action. Hill Classical Middle School strives to create, evaluate, and adjust key processes in order to maximize student learning, leading to a calm, orderly campus. Hill staff members use multiple measures to assure that students are placed appropriately in classes and programs. The staff looks at test scores, GPA's, teacher and counselor recommendations, and other school-based assessments to determine appropriate student placement and academic and/or behavioral interventions if necessary.

Each teacher uses the state adopted curriculum materials, such as the textbook, and these resources are included on the curriculum maps. For teachers who are teaching specific intervention type courses, the curriculum map will essentially be the one provided by the district. In other instances, the curriculum map is created based on the needs of the students. Curriculum maps for RISE (GATE/Excel) classes all include how the teacher is infusing depth and complexity, is compacting, using tiered lessons, or is using the content imperatives (district defined differentiation strategies). The scope and sequence of the curriculum for all classes is communicated to students and parents in the course syllabus, which is provided by each teacher, for each course. This syllabus outlines how student attainment of standards is linked to the teacher's grading system, and gives students and parents a clear tool for what to expect for the school year.

2b. **(Secondary Schools) English:**

State and district reading/writing data indicated that Hill students were performing below proficiency. Well-known researcher and author Douglas B. Reeves supplied a rationale for focusing on expository writing across the school campus, as a means to not only improve students' achievement of the Language Arts standards, but also as a vehicle to reach proficiency in the core content areas, such as science and history. Reeves' research showed that an increase in time spent on writing in schools led to better student writing and higher standardized test scores in the content areas. Hill used Reeves' work as the framework for devising a school-wide focus on writing, and it has proven quite effective. The school's department chairs drafted a SMART goal for Writing, and devised an action plan to accompany this goal. Each department chair worked with their department members to identify key writing assessments that would be conducted in all classes on campus. These assessments were mapped out across the school year, creating an Assessment Map. Using author/professor Kate Kinsella's research on improving reading comprehension through the use of Academic Summaries, departments committed to practice and teach Academic Summaries. These summaries are mapped out across the year on an Opportunities-to-Write (OTW) Map. A common Academic Summary Rubric was created and is used school-wide to assess and track students' reading performance. OTW maps were then used by department members who work with their grade level and subject partners to create their own Curriculum Maps (based on Heidi Hayes Jacobs' model).

The Language Arts program is developmental and places students in one of four levels. Students who score far below basic on the CST are placed into an "Intensive" class which meets 86 minutes each day and uses the state adopted textbook *Language!* The emphasis of the program is on decoding and reading comprehension, but includes components in listening, speaking, and writing. All other language arts students use the state adopted text, *Language of Literature*, in a balanced and comprehensive program taught in an integrated manner. These courses include rich and varied literature, process writing in all genres, vocabulary development, spelling and grammar. Students are programmed into one of three levels; "Strategic" for students scoring basic on CST, "Benchmark" for students scoring at the proficient level, and "Extended" for students scoring advanced proficient. In the Strategic course, students have additional time to complete the curriculum. Strategic students meet 86 minutes every other day. Extended classes provide more depth and complexity of the core curriculum to challenge advanced students. Extended and Benchmark classes meet for 86 minutes every other day.

3. **Rich Elective Program, Art, Etc.:**

One of the advantages of the eight-period schedule is that more Hill students can take rigorous courses that lead to advanced classes in high school. Hill students, who are successful in Algebra CD, whether they are in the single-period or Algebra Development (double-block) program, can move straight into geometry in ninth grade. Students who complete the two-year Spanish or French programs in grades 7 and 8 move into the second level classes in high school, and earn a year of credit for foreign language for their college applications.

Elective courses support the classical model in three major areas: Fine/Performing Arts which include vocal and instrumental music, visual arts, dance, drama, and woods; Technology at each grade level; and Foreign Language, both French and Spanish. These electives are based on state standards for their subject area when available, and all infuse expository writing into their curriculum maps. In addition to the electives that support the classical model, students also have the opportunity to take classes that are based on the language arts, history, and science content standards. These classes are not the typical "exploratory" courses seen in the past, but have an academic focus, such as research skills, critical thinking, and persuasion as found in the Speech/Debate class. Other examples include: Journalism, Yearbook, Mock Trial, Psychology, Economics, Building Healthy Relationships, AVID (Advancement Via Individual Determination), and/or Forensic Science.

The instructional programs in each of the previously mentioned areas are based on the state content standards, frameworks, or when non-existent, district or industry standards for the content area (ex: Woods). Interdisciplinary courses, such as Forensic Science and Drama rely on standards from at least two subject areas. Each of the courses offered, whether core, intervention, or elective has a corresponding course syllabus. Textbooks for these courses are from the state-adopted list, and Hill teachers participate on the district textbook selection committees due to their knowledge and experience. In the case where no appropriate textbook exists, (Forensic Science, Advanced Technology, Mock Trial) community resources at the local university (CSULB) provide materials and guest speakers are provided to address the content. Support materials are monitored closely by the district.

4. **Instructional Methods:**

Hill staff believes that by sharing a common approach and monitoring results, instruction will be more cohesive and consistent across classrooms. At the beginning of the year, all teachers use a set of common

lesson plans that teach students expectations for behavior and learning, uniforms, and how to use their school planner to be successful. All teachers post standards-based objectives with the content and proving behavior, or performance measures, for the learning that day, along with the daily agenda, including homework and class-work. This consistency across classrooms allows students to quickly identify the learning for the day, and to record this in their planners for parents to see.

The common approach to instruction at Hill also incorporates Shared Expectations for lesson design. All teachers have been trained in the district's *Essential Elements of Effective Instruction*. These elements include**:**

- Anticipatory Set
- Objective
- Purpose
- Input
- Modeling
- Checking for Understanding
- Active Participation
- Guided Practice
- Closure
- Independent Practice

Administrators hold teachers accountable to these elements through the evaluation process, and department members hold themselves collectively accountable through data collection portfolios, which involve peers collecting evidence of agreed upon student performance measures.

The instructional approach for all classes takes into consideration that young adolescents require a hands-on, interactive, focused approach. Technology provides a means to keep students actively engaged in their learning. Teachers frequently use powerpoint to liven up presentations, use document cameras so that students can share their work in front of the whole class, and allow students to use mobile labs to conduct independent research. Active participation comes in many forms. In math classes, direct instruction typically includes individual and group work, and the use of individual student dry-erase boards (response boards) to continuously check for understanding throughout the lesson. By using curriculum compacting with individual projects, students who demonstrate mastery of the concept on their pre-tests are given alternative assignments so that teachers are able to further meet their students' individual needs and ensure engagement on tasks that are developmentally appropriate. Teachers use Palm Pilots so they can quickly input student data, upload it to the Intranet, and give students and parents "real time" data on the e-Scholars online grading site.

5. **Professional Development:**

In curriculum, there is a direct and vital link between staff development and student achievement. Hill Classical Middle School's data have shown that when the staff concentrates resources and staff development in a curricular area, that area shows dramatic improvement. Hill's approach is to create teacher leaders in specific skills and strategies, and to use these experts to provide support and staff development to their colleagues. Department chairs are one obvious source of expertise, but every staff member is afforded the opportunity to lead. Hill teachers are recognized in the district as models of excellence in Baldrige, technology, Safe and Civil Schools, PE, math, and literacy. Hill has been acknowledged as a model for school-wide writing instruction. Teachers at Hill are challenged to keep up with the latest and best practices, and are encouraged to provide leadership in a variety of areas.

Professional Development by Content Area:

- English/Language Arts (includes all teachers except math): Expository Writing, Essay Structure, Academic Summary Writing, Prompt Analysis, Use of Technology to Enhance Writing.

- Math and English/ Language Arts to a great extent: Data analysis, item analysis and use of data on distracters to inform instruction
- Whole Faculty: Essential Elements of Effective Instruction (Active Participation, Objective Development, Checking for Understanding), Technology training, Differentiation, Creating Reward Structures and Increasing Positive Interactions in the classroom
- Baldrige Leadership and Classroom Training: Through district grant from Broad Foundation.

Before the start of each school year, Hill hosts a "Classical Institute" which varies in length from one to three days, using state buyback funds. During the institute, the certificated and classified staff members revisit key data, the goals for the new school year, and the action plans to support those goals. The common lesson plans are part of this staff development, and this brings the school year to a focused and energized start.

During monthly grade level meetings, teachers share their data collected from our Social Responsibility Action Plan, and Counselors, Teachers, Assistant Principals, and the School Psychologist conduct mini-workshops on strategies for dealing with student behavior problems, and to increase positive student/teacher interactions and to infuse reward systems.

BTSA Coaches provide new teacher support at the classroom level, and experienced and new teachers alike receive support from the Literacy/Technology Coach. Department chairs also take on a coaching role, as they lead department discussions about evidence of (or lack of evidence) of key curricular, instructional, and assessment strategies observed. Perhaps most importantly, it is the culture of Hill to look at student achievement and use that to generate those important next steps for professional development.

STATE CRITERION-REFERENCED TESTS

Subject _____English/Language Arts_____ Grade ___6___
Test _____California Standards_____

Edition/Publication Year ___2005___
Publisher __ETS Educational Testing Services__

	2004-2005	2003-2004	2002-2003
Test Month:	May	May	May
School Scores			
% At or Above Proficient	53%	46%	35%
% At Advanced Proficient	18%	8%	9%
Number of students tested	388	403	352
Percent of total students tested	98%	98%	98%
Number of CAPA	10	7	5
Percent of CAPA	2%	2%	2%
SUBGROUP SCORES			
1. _____Asian_____			
% At or Above Proficient	67%	46%	23%
% At Advanced Proficient	26%	8%	2%
Number of students tested	51	61	43
2. _____Black_____			
% At or Above Proficient	43%	46%	28%
% At Advanced Proficient	13%	15%	5%
Number of students tested	54	55	65
3. _____Hispanic____			
% At or Above Proficient	51%	39%	35%
% At Advanced Proficient	16%	5%	8%
Number of students tested	231	225	186
4. _____White__			
% At or Above Proficient	61%	69%	56%
% At Advanced Proficient	24%	17%	29%
Number of students tested	41	46	45
5. _____ELL__			
% At or Above Proficient	22%	21%	7%
% At Advanced Proficient	9%	0%	0%
Number of students tested	32	109	54
6. _____Low SES__			
% At or Above Proficient	49%	42%	33%
% At Advanced Proficient	14%	6%	11%
Number of students tested	283	282	260

STATE CRITERION-REFERENCED TESTS

Subject _____Math_____ Grade ___6___
Test _____California Standards_____

Edition/Publication Year ___2005___
Publisher __ETS Educational Testing Services__

	2004-2005	2003-2004	2002-2003
Test Month:	May	May	May
School Scores			
% At or Above Proficient	54%	39%	33%
% At Advanced Proficient	16%	9%	4%
Number of students tested	388	403	351
Percent of total students tested	98%	98%	98%
Number of CAPA	10	7	5
Percent of CAPA	2%	2%	2%
SUBGROUP SCORES			
1. _____Asian_____			
% At or Above Proficient	79%	50%	25%
% At Advanced Proficient	18%	12%	2%
Number of students tested	51	61	43
2. _____Black_____			
% At or Above Proficient	39%	30%	28%
% At Advanced Proficient	7%	4%	5%
Number of students tested	54	55	65
3. _____Hispanic____			
% At or Above Proficient	50%	35%	34%
% At Advanced Proficient	17%	7%	3%
Number of students tested	231	225	186
4. _____White_____			
% At or Above Proficient	68%	50%	40%
% At Advanced Proficient	24%	20%	11%
Number of students tested	41	46	45
5. _____ELL_____			
% At or Above Proficient	12%	19%	13%
% At Advanced Proficient	9%	0%	0%
Number of students tested	32	109	54
6. _____Low SES___			
% At or Above Proficient	51%	35%	44%
% At Advanced Proficient	16%	7%	7%
Number of students tested	283	282	260

STATE CRITERION-REFERENCED TESTS

Subject _____English/Language Arts_____ Grade ___7___
Test _____California Standards_____

Edition/Publication Year ___2005___
Publisher __ETS Educational Testing Services__

	2004-2005	2003-2004	2002-2003
Test Month:	May	May	May
School Scores			
% At or Above Proficient	64%	45%	40%
% At Advanced Proficient	15%	10%	9%
Number of students tested	385	355	378
Percent of total students tested	98%	99%	99%
Number of CAPA	6	5	3
Percent of CAPA	2%	1%	1%
SUBGROUP SCORES			
1. _____Asian_____			
% At or Above Proficient	62%	44%	25%
% At Advanced Proficient	18%	2%	4%
Number of students tested	57	43	53
2. _____Black_____			
% At or Above Proficient	66%	28%	27%
% At Advanced Proficient	16%	40%	0%
Number of students tested	50	71	70
3. _____Hispanic____			
% At or Above Proficient	58%	45%	37%
% At Advanced Proficient	9%	9%	6%
Number of students tested	217	183	180
4. _____White_____			
% At or Above Proficient	81%	65%	73%
% At Advanced Proficient	33%	27%	29%
Number of students tested	48	45	66
5. _____ELL_____			
% At or Above Proficient	22%	13%	4%
% At Advanced Proficient	13%	0%	0%
Number of students tested	23	54	74
6. _____Low SES___			
% At or Above Proficient	61%	39%	42%
% At Advanced Proficient	12%	4%	6%
Number of students tested	281	245	275

STATE CRITERION-REFERENCED TESTS

Subject _____Math_____ Grade ___7___
Test _____California Standards_____

Edition/Publication Year ___2005___
Publisher __ETS Educational Testing Services__

	2004-2005	2003-2004	2002-2003
Test Month:	May	May	May
School Scores			
% At or Above Proficient	47%	32%	22%
% At Advanced Proficient	14%	4%	2%
Number of students tested	385	355	376
Percent of total students tested	98%	99%	99%
Number of CAPA	6	5	3
Percent of CAPA	2%	1%	1%
SUBGROUP SCORES			
1. _____Asian_____			
% At or Above Proficient	58%	32%	19%
% At Advanced Proficient	19%	9%	6%
Number of students tested	57	43	53
2. _____Black_____			
% At or Above Proficient	36%	19%	13%
% At Advanced Proficient	14%	1%	0%
Number of students tested	50	71	70
3. _____Hispanic____			
% At or Above Proficient	43%	32%	16%
% At Advanced Proficient	10%	3%	1%
Number of students tested	217	183	178
4. _____White_____			
% At or Above Proficient	65%	51%	47%
% At Advanced Proficient	25%	11%	5%
Number of students tested	48	45	66
5. _____ELL_____			
% At or Above Proficient	18%	7%	3%
% At Advanced Proficient	9%	0%	0%
Number of students tested	23	54	73
6. _____Low SES___			
% At or Above Proficient	44%	26%	24%
% At Advanced Proficient	11%	3%	4%
Number of students tested	281	245	275

STATE CRITERION-REFERENCED TESTS

Subject _____English/Language Arts_____ Grade ___8___
Test _____California Standards_____

Edition/Publication Year ___2005___
Publisher __ETS Educational Testing Services__

	2004-2005	2003-2004	2002-2003
Test Month:	May	May	May
School Scores			
% At or Above Proficient	44%	38%	26%
% At Advanced Proficient	14%	10%	4%
Number of students tested	326	336	294
Percent of total students tested	93%	93%	90%
Number of CAPA	5	5	4
Percent of CAPA	2%	2%	2%
SUBGROUP SCORES			
1. _____Asian_____			
% At or Above Proficient	42%	32%	23%
% At Advanced Proficient	2%	6%	3%
Number of students tested	43	50	79
2. _____Black_____			
% At or Above Proficient	34%	28%	16%
% At Advanced Proficient	7%	5%	2%
Number of students tested	55	57	63
3. _____Hispanic____			
% At or Above Proficient	43%	30%	25%
% At Advanced Proficient	12%	6%	3%
Number of students tested	174	156	115
4. _____White_____			
% At or Above Proficient	62%	68%	57%
% At Advanced Proficient	39%	27%	13%
Number of students tested	44	64	32
5. _____ELL_____			
% At or Above Proficient	14%	8%	1%
% At Advanced Proficient	9%	0%	0%
Number of students tested	52	65	67
6. _____Low SES___			
% At or Above Proficient	40%	28%	17%
% At Advanced Proficient	9%	4%	0%
Number of students tested	241	231	212

STATE CRITERION-REFERENCED TESTS

Subject _____Algebra 1_____ Grade ___8___
Test _____California Standards_____

Edition/Publication Year ___2005___
Publisher __ETS Educational Testing Services__

	2004-2005	2003-2004	2002-2003
Test Month:	May	May	May
School Scores			
% At or Above Proficient	46%	57%	56%
% At Advanced Proficient	3%	3%	7%
Number of students tested	141	99	73
Percent of total students tested	93%	92%	89%
Number of CAPA	5	5	4
Percent of CAPA	2%	2%	2%
SUBGROUP SCORES			
1. _____Asian_____			
% At or Above Proficient	58%	69%	56%
% At Advanced Proficient	5%	6%	8%
Number of students tested	19	16	24
2. _____Black_____			
% At or Above Proficient	47%	23%	54%
% At Advanced Proficient	0%	0%	18%
Number of students tested	19	13	11
3. _____Hispanic____			
% At or Above Proficient	35%	55%	57%
% At Advanced Proficient	1%	0%	0%
Number of students tested	77	29	21
4. _____White_____			
% At or Above Proficient	68%	62%	64%
% At Advanced Proficient	9%	5%	0%
Number of students tested	22	37	14
5. _____ELL_____			
% At or Above Proficient	33%	51%	0%
% At Advanced Proficient	2%	5%	0%
Number of students tested	18	22	0
6. _____Low SES___			
% At or Above Proficient	43%	59%	45%
% At Advanced Proficient	1%	2%	0%
Number of students tested	90	42	11

STATE CRITERION-REFERENCED TESTS

Subject _____ ____General Math_____ _____ Grade ___8___
Test _____California Standards_____

Edition/Publication Year ___2005___
Publisher __ETS Educational Testing Services__

	2004-2005	2003-2004	2002-2003
Test Month:	May	May	May
School Scores			
% At or Above Proficient	29%	25%	17%
% At Advanced Proficient	2%	4%	0%
Number of students tested	180	233	218
Percent of total students tested	93%	92%	89%
Number of CAPA	5	5	4
Percent of CAPA	2%	2%	2%
SUBGROUP SCORES			
1. _____Asian_____			
% At or Above Proficient	25%	27%	16%
% At Advanced Proficient	0%	3%	0%
Number of students tested	24	34	55
2. _____Black_____			
% At or Above Proficient	29%	19%	16%
% At Advanced Proficient	0%	5%	0%
Number of students tested	35	43	51
3. _____Hispanic____			
% At or Above Proficient	29%	25%	14%
% At Advanced Proficient	2%	4%	0%
Number of students tested	93	126	93
4. _____White__ ____			
% At or Above Proficient	37%	24%	35%
% At Advanced Proficient	5%	4%	0%
Number of students tested	22	25	17
5. _____ELL__ ____			
% At or Above Proficient	6%	11%	6%
% At Advanced Proficient	0%	2%	0%
Number of students tested	32	64	67
6. _____Low SES__			
% At or Above Proficient	26%	20%	8%
% At Advanced Proficient	2%	4%	0%
Number of students tested	151	189	203