

**District Name:** High Tech High

**CD Code:** 37-76471

### LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

**The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.**

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jamorrison@cde.ca.gov](mailto:jamorrison@cde.ca.gov) if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE no later than March 18, 2013. The LEA Plan Addendum should:

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

Based on the review of the initial LEA plan, the site believes that the LEA Plan was appropriately drafted; however due to a significant population increase with numerically significant subgroups, The Gary and Jerri-Ann Jacobs High Tech High (HTH) is in Program Improvement.

Since opening in 2000, HTH has had strong test scores (e.g., several years included API scores over 800, including the most recent testing year). However, due to rising proficiency rates, and an increase of numerically significant subgroups, HTH is in Program Improvement.

HTH did meet AYP targets school wide and for all subgroups in English/language arts, but met those targets through the Safe Harbor provision for the Hispanic/Latino and socioeconomically disadvantaged subgroups. Additionally, the Safe Harbor provision allowed HTH to

meet AYP targets in ELA school wide.

Despite our accomplishments in student achievement, HTH failed to make AYP for mathematics in 2013 for socioeconomically disadvantaged subgroup in mathematics. As a result, the school is in its first year of Program Improvement.

The below chart details HTH's performance and the reasons for its Program Improvement status.

GROUPS	English-Language Arts Target 88.9 % Met all percent proficient rate criteria? Yes					Mathematics Target 88.7 % Met all percent proficient rate criteria? No				
	Valid Score	Number At or Above Profici ent	Percent Above Profici ent	Met AYP Criter ia	Alternat ive Method	Valid Score	Number At or Above Profici ent	Percent Above Profici ent	Met AYP Criter ia	Alternat ive Method
<b>Schoolwide</b>	141	112	79.4	Yes	<u>SH</u>	140	108	77.1	No	
Black or African American	15	12	80.0	--		15	9	60.0	--	
American Indian or Alaska Native	3		--	--		3		--	--	
Asian	7		--	--		7		--	--	
Filipino	8		--	--		8		--	--	
Hispanic or Latino	59	43	72.9	Yes	<u>SH</u>	59	39	66.1	Yes	<u>SH</u>
Native Hawaiian or Pacific Islander	1		--	--		1		--	--	
White	46	39	84.8	--		45	41	91.1	--	
Two or More Races	2		--	--		2		--	--	
Socioeconomically Disadvantaged	69	55	79.7	Yes	<u>SH</u>	69	49	71.0	No	
English Learners	12	5	41.7	--		12	6	50.0	--	
Students with Disabilities	13	7	53.8	--		12	7	58.3	--	

Upon completion of the Academic Program Survey, the team at HTH has decided to make the following changes to our curriculum.

The math department at HTH has adopted the Common Core Curriculum this school year, in anticipation of exams that assess Common Core competencies in 2015. As a department, math teachers are working together, and with HTH math support teacher Bryan Meyer and outside professional development providers, to develop modules/units that align to the Common Core in order to ensure greater consistency across classrooms.

Also in accordance with the Academic Program Survey, school administrators will be incorporating more frequent regular observations of instruction to ensure alignment with the Common Core Standards.

After conducting the District Assistance Survey (DAS), the school has adopted Pearson Inform (a data analysis tool) to assist teachers and administrators in the process of data analysis and usage. Training on Pearson Inform began in the spring of 2012 and was rolled out in 2012-2013. HTH teachers will utilize their Pearson Inform results to modify and drive instruction.

HTH teachers and academic coaches continue to provide individualized instruction to struggling students. HTH is also increasing the number of credentialed teachers staffing the before and after school tutoring programs on site so that students will have greater access to individualized tutoring attention outside of regular class hours.

Data from ELSSA has prompted administrators and teachers to align curriculum with SDAIE methodology. Additionally, teachers are examining CELDT and STAR results to ensure English Language Learners are making progress. Intervention strategies such as small group instruction, as well as tutoring before, during and after school are being utilized to ensure ELL students receive personalized instruction. HTH recently hired a 1.0 FTE ELL coordinator to assist with the above interventions and support.

Lastly, HTH has 2.5 FTE designated Resource Specialist as well as an Special Education Intern who create, monitor, and implement Individual Education Plans. These staff members, along with five full-time academic coaches, and extended services staff work in collaboration with teachers to ensure their instruction meets the needs of special needs students. Intervention strategies such as small group instruction, adaptive technology and tutoring assist special needs students in meeting the academic goals of the school.

**2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.**

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

Utilizing the state program evaluation tools, HTH has analyzed its program for curriculum alignment and implementation.

Based on the analysis of state level data and internal diagnostic assessments, HTH has identified areas of improvement that focus on performance and alignment to the Common Core. By focusing on the Common Core, HTH intends to meet the requirements for AYP as well increase the school's overall California API scores.

**GOAL: IMPROVE THE HIGH SCHOOL ACADEMIC READINESS OF ALL HTH STUDENTS (AND SPECIFICALLY THE SUB-GROUPS OF HISPANIC OR LATINO AND WHITE STUDENTS) BY INCREASING THEIR SUCCESS IN HIGH SCHOOL MATH**

**GOAL: IMPROVE THE POST SECONDARY ACADEMIC READINESS OF EDUCATIONALLY DISADVANTAGED STUDENTS BY INCREASING THEIR SUCCESS IN ENGLISH-LANGUAGE ARTS**

In lieu of State standardized assessments, we are listing the following local assessments which will be used to measure progress toward the above goals:

- MDTP at the beginning and end of the year (school wide)
- Various pre and post testing conducted by ELL Coordinator (targeted)
- Youth Truth survey to inform curriculum and practice from students' perspective (school wide)

**3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.**

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

The LEA has worked collaboratively to create a list of strategies that is geared toward meeting each area of improvement. These strategies align directly to the site's single plan for student achievement. The strategies are listed below for each area of improvement.

School wide, our plan for strengthening the core academic program is based on the following research-based strategies:

-Regular assessment of students' skills through formal diagnostics and using this data effectively to make instructional decisions.

-More intensive instruction for struggling students with increased instructional time and smaller instructional groups.

-In Math: Instruction grounded in the Common Core that couples supported practice in procedural math with opportunities to engage in mathematical discovery through inquiry-based approaches driven by essential questions.

**4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>The following specific actions support our goal to <i>improve mathematics performance</i>:</p> <ol style="list-style-type: none"> <li>1. Greater alignment to the Common Core Standards Working with HTH math support staff and outside professional development providers, math teachers will create common grade level matrices that articulate academic learning goals and expectations based on HTH's Mission and the Common Core Standards. These efforts will better prepare our students for grade-level transitions in math and high school academic readiness.</li> <li>2. Utilization of the Spatial Temporal (ST) Math program to increase students' conceptual understanding of mathematics. Math teachers will use ST math, along with their curriculum that is aligned to the Common Core to support students in conceptual and procedural fluency in mathematics.</li> <li>3. Math teachers at HTH are also working directly with HTH math support staff and outside professional development providers to</li> </ol>	<p>Director of Research and Policy, Chief Academic Officer, School Director</p> <p>Bryan Meyer, Common Core Math Support Director</p> <p>Newly hired .5 FTC Common Core Math Support Teacher</p> <p>Resource Specialists and math teachers</p>	<p>Aug – June</p>	<p>\$25,000</p>

assist teachers to align daily assignments and projects to the Common Core.

4. In addition to integrating mathematics into projects, when relevant, students will also receive at least an hour of math instruction and work time each day in order to ensure they develop and strengthen their core mathematical skills and understandings.
5. Earlier identification of struggling students: HTH teachers will use Pearson Inform to access data about their students before the school year begins in order to effectively target instruction to struggling students from the beginning of the school year. Teachers will also administer diagnostic assessments to gauge student mathematics levels. Parents and advisors will also be informed about the diagnostic results, so that they too can support their students in strengthening their math skills.
6. Student Support mathematics X-Block to provide targeted academic tutoring and study skill support during school hours to students recommended by teachers to attend: HTH will offer an X-Block course four days a week to struggling students.

The next list of strategies support area two which is focused on improvement English Language Arts performance:

1. Teachers will have regular meeting time to collaborate on how to align their curriculum to the Common Core. Teachers have been trained on how to use structured protocols to examine curriculum.
2. Additionally teachers are also in process of developing writing portfolios that will measure pre and post growth in English Language Arts. Teachers have been trained how on how to use structured protocols to examine student work.

Director, Common  
Core facilitators

<p>3. Earlier identification of struggling students: HTH will administer writing and reading diagnostics at the beginning of the school year. The diagnostic will allow teachers to assess students' individual challenges and strengths, which will inform their teaching practices. Parents and advisors will also be informed about the diagnostic results, so that they too can support their students in strengthening their literacy skills.</p> <p>4. Student Support class to provide academic tutoring and study skill support during school hours:</p> <p>5. Afterschool academic tutoring staffed by extended services staff and credentialed teachers. Students will practice reading strategies, questioning strategies, note taking skills, and writing to think skills. They will also learn vocabulary and word parts to offer a stronger foundation in word analysis and reading comprehension. Finally, students will practice several writing styles to develop their writing skills for the test.</p>	<p>Summer Bridge for new students</p> <p>Resource Specialists and academic coaches</p>	<p>July</p> <p>Ongoing</p>	<p>\$3,500</p> <p>Encapsulated in salaries</p>
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**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<p>The HTH Statewide Benefit site operates the HTH Graduate School of Education that supports the initial training and ongoing development of teachers in the LEA.</p> <p>For Mathematic Teachers, the HTH Graduate School and the LEA will provide:</p> <ol style="list-style-type: none"> <li>1. Increased staff development time to focus on math: We have changed our morning meeting schedule to allow for more regular,</li> </ol>	<p>Director, common core math lead</p>	<p>Aug – June</p>	<p>\$3,500</p>

<p>consecutive meetings for our math teachers. This increase in meeting regularity and time will allow our math teachers to develop and refine a matrix of vertically-articulated math learning goals for each grade level. In addition, this increased meeting time will allow teachers to share best practices in teaching specific math concepts.</p> <ol style="list-style-type: none"> <li>2. Training on advanced uses of Pearson Inform and other data systems that provide analysis of students' challenges along different math strands: Our math coordinator will train all math teachers to use Pearson Inform to disaggregate and utilize data from the CST to guide curriculum development and inform their teaching practices.</li> <li>3. Professional development on best practices for utilizing technology (i.e., ST Math) in the classroom: Our math coordinators will seek out professional development opportunities (both external workshops and internal expertise) to help our staff understand and develop best practices for using adaptive math technology. In addition, we will improve our frequency of collegial coaching and mentoring to support improvement in instructional practices and curriculum development.</li> </ol> <p>For Language Arts and all Exploratory teachers the HTH Graduate School and the LEA will provide:</p> <ol style="list-style-type: none"> <li>1. Increased use of reading and writing diagnostics to inform curriculum and teaching. These assessments will allow teachers to better adapt their curriculum development and teaching practices to meet students' needs.</li> <li>2. Increased staff development time to focus on English-Language Arts: We have changed our morning meeting schedule to allow for more regular, consecutive meetings for our Humanities teachers. This increase in meeting regularity and time will allow our Humanities teachers to analyze qualitative and quantitative</li> </ol>	<p>Director, common core LEA lead</p>	<p>Aug- June</p>	<p>\$3,500</p>
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assessment data (including CST results and student writing samples) to guide curriculum development and to share effective teaching practices.

3. Training on advanced uses of Pearson Inform and other data systems that provide analysis of students' challenges along different skill strands: Our English-Language Arts coordinator will train all Humanities teachers to use Pearson Inform to disaggregate and utilize data from the CST to guide curriculum development and inform their teaching practices.

4. Professional development on best practices for supporting struggling readers and writers: Our English-Language Arts coordinator will seek out professional development opportunities (both external workshops and internal expertise) to help our staff understand and develop best practices for supporting struggling readers and writers. In addition, we will increase our frequency of collegial coaching and mentoring to support improvement in instructional practices and curriculum development.

For all teachers, the HTH Graduate School and the LEA will provide:

Additional staff meeting time for reflection and review of failing students throughout the school year: Increased meeting time for grade-level advisors will allow for more regular monitoring of failing students and development of early parental interventions.

**6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Integral to each school's, programs, the LEA will offer afterschool	Resource Manager	Aug-June	\$5,000	Title I

<p>academic tutoring in math and English/language arts. Students will practice reading strategies, questioning strategies, annotation skills, note taking skills, and writing to think skills in English. In Math, students will receive targeted support in meeting math content standards as they relate to the common core and high school readiness. They will learn test language and strategies, process of elimination, logical removals, decoding question vocabulary, and accessing prior knowledge to better answer questions. They will also learn vocabulary and word parts to offer a stronger foundation in word analysis and reading comprehension. Finally, students will practice several writing styles to develop their writing skills for the test.</p>				
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**7. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The LEA regularly involves parents in improvement student achievement. The goal of the parent involvement includes:</p> <ul style="list-style-type: none"> <li>• Improving communication between school site (HTH) and families</li> <li>• Discussing current student assessment data and student progress</li> <li>• Discussion and support for parents</li> <li>• Providing information about school and district resources for student academic improvement</li> <li>• Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I</li> </ul>	<p>Director and HTH Connections Publisher</p> <p>Breakfast with Brett Parent Meeting</p> <p>Title I Parent Meeting</p>	<p>Aug-June (first week of each month)</p> <p>Third Friday of each month</p> <p>Semi annually</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>

<p>activities</p> <ul style="list-style-type: none"> <li>• Providing training programs to help parents support and work with their children at home and at school</li> <li>• Valuing cultural diversity in the LEA.</li> </ul> <p>Further, the LEA will seek parental input from the parent meetings and training sessions will be shared with each schoolwide advisory group team. The goals provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.</p> <p>The LEA will also mail parent notices informing parent/community of meetings of interest. For the majority of meetings and events, parents who speak English or Spanish as a first language will receive notices in their language.</p> <p>During parent meetings, opportunities will be offered to articulate, discuss, and address parent suggestions. Responses to suggestions will be reviewed in a timely fashion; if possible, by the next scheduled meeting. Administrators from the LEA attend each meeting along with school directors.</p> <p>Meetings with school directors from across all HTH sites will include topics that are appropriate for each schoolwide advisory team to encourage collaboration and alignment between sites.</p> <p>The LEA will also notify parents annually of individual student assessment results. An explanation of the information is available in several languages.</p> <p>The LEA will also make available a copy of the LEA plan and the PI addendum on each school's website.</p>	<p>New student and parent orientation</p> <p>New student parent Welcome Reception</p> <p>Latino Parent Association Meetings (Director and ELL Coordinator)</p>	<p>August</p> <p>May</p> <p>Monthly</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>
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To ensure that parents are equally involved in the improvement process, parents within the LEA have established a set of expectations that our parent may agree to as well to improve the outcomes of low performing students: These expectations include: As parents within the LEA we will support our child's learning by:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television my child watches
- Volunteering in my child's classroom whenever possible
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating by promptly reading all notices received by my child or by mail and responding, as appropriate.

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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA:** The Gary and Jerri-Ann Jacobs High Tech High

**County District Code:** 37 68338 3731247

**Date of Local Governing Board Approval:** January 30, 2014

**District Superintendent:** Larry Rosenstock

**Address:** 2861 Womble Road

**City:** San Diego

**Zip Code:** 92106


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lrosenstock@hightechhigh.org

**Signatures:**

**On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:**

Signature of Superintendent  Printed Name of Superintendent LARRY ROSENSTOCK Date Jan 30, 2014

Signature of Board President  Printed Name of Board President GARY JACOBS Date Jan 30, 2014

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

**Certification:** I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.