

**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, High Tech Middle Media Arts (HTMMA) is in Program Improvement.

Since opening in 2005, HTMMA has had strong test scores, with an API score of over 800 each year, except for 2009. However, due to rising proficiency rates, and an increase of numerically significant subgroups, HTMMA is in Program Improvement.

HTMMA did not meet AYP targets Hispanic or Latino and White subgroups in English/language arts, but met those targets through the Safe Harbor provision for the socioeconomically disadvantaged subgroup.

Despite our accomplishments in student achievement, HTMMA failed to make AYP for mathematics in 2013 for Hispanic or Latino, White,

and socioeconomically disadvantaged subgroups in mathematics. As a result, the school is in its first year of Program Improvement.

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

GROUPS	English-Language Arts Target 89.2 % Met all percent proficient rate criteria? No					Mathematics Target 89.5 % Met all percent proficient rate criteria? No				
	Valid Score	Number At or Above Proficient	Percent At or Above Proficient	Met AYP Criteria	Alternative Method	Valid Score	Number At or Above Proficient	Percent At or Above Proficient	Met AYP Criteria	Alternative Method
<b>Schoolwide</b>	330	233	70.6	No		329	167	50.8	No	
Black or African American	36	24	66.7	--		36	15	41.7	--	
American Indian or Alaska Native	3		--	--		3		--	--	
Asian	20	15	75.0	--		20	15	75.0	--	
Filipino	13	9	69.2	--		13	8	61.5	--	
Hispanic or Latino	154	97	63.0	No		154	64	41.6	No	
Native Hawaiian or Pacific Islander	5		--	--		5		--	--	
White	91	75	82.4	No		90	52	57.8	No	
Two or More Races	8		--	--		8		--	--	
Socioeconomically Disadvantaged	150	95	63.3	Yes	<u>SH</u>	150	60	40.0	No	
English Learners	46	26	56.5	--		46	16	34.8	--	
Students with Disabilities	45	28	62.2	--		44	19	43.2	--	

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

The math department at HTMMA is beginning to adopt 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 Sarah Strong 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. HTMMA teachers will utilize their Pearson Inform results to modify and drive instruction.

HTMMA teachers and academic coaches are continuing to provide individualized instruction to struggling students. HTMMA is also increasing the number of credentialed teachers staffing the before and during 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.

Lastly, HTMMA has one designated Resource Specialist as well a Special Education Intern who create, monitor, and implement Individual Education Plans. These staff members, along with six 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, HTMMA has analyzed its program for curriculum alignment and implementation.

Based on the analysis of state level data and internal diagnostic assessments, HTMMA has identified areas of improvement that focus on performance and alignment to the Common Core. By focusing on the Common Core, HTMMA 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 HTMMA STUDENTS (AND SPECIFICALLY THE SUB-**

GROUPS OF HISPANIC OR LATINO, WHITE, AND SOCIOECONOMICALLY DISADVANTAGED STUDENTS) BY INCREASING THEIR SUCCESS IN MIDDLE SCHOOL MATH

GOAL: IMPROVE THE HIGH SCHOOL ACADEMIC READINESS OF ALL HTMMA STUDENTS (AND SPECIFICALLY THE SUB-GROUPS OF HISPANIC OR LATINO, AND WHITE 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)
- Easy CBM reading assessment (targeted)
- CELDT 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.

Schoolwide, 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 HTMMA’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 HTMMA are also working directly with HTH math support staff and outside professional development providers to assist teachers to align daily assignments and projects to the Common Core.</li> <li>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</li> </ol>	<p>Chief Academic Officer, School Director, teachers, Resource Teachers, support staff, Common Core Facilitators</p>	<p>August-June</p>	<p>\$25,000</p>

their core mathematical skills and understandings.

5. Earlier identification of struggling students: HTMMA 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. Tutoring X-Block to provide targeted academic tutoring and study skill support during school hours to students recommended by teachers to attend: HTMMA will offer an X-Block course two hours a week to struggling students.
7. HTMMA teachers will create Academic Improvement Plans (AIP) for all struggling students. Teachers will set up at least 2 AIP meetings during the school year, where they will discuss the students' mathematics deficiencies, as well as the plan to address them.

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

1. Teachers will have regular meeting time to collaborate on how to align their curriculum to the Common Core.
2. Earlier identification of struggling students: HTMMA 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 will also be informed about the diagnostic results, so that they too can support their

<p>students in strengthening their literacy skills.</p> <p>3. A variety of student supports, to provide academic tutoring and study skill support. HTMMA will offer before, during, and after school tutoring, small group reading instruction, and homework help to struggling students.</p> <p>4. HTMMA teachers will create Academic Improvement Plans (AIP) for all struggling students. Teachers will set up at least 2 AIP meetings during the school year, where they will discuss the students' language arts deficiencies, as well as the plan to address them.</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: All HTMMA Math teachers will meet weekly. 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.</li> <li>2. Training on advanced uses of Pearson Inform and other data systems</li> </ol>	Chief Academic Officer, School Director, GSE Teaching Staff	Ongoing	\$3500

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.

3. Professional development on best practices for utilizing technology (ex: 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.

For Language Arts and all Exploratory teachers the HTH Graduate School and the LEA will provide:

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.
2. Increased staff development time to focus on English-Language Arts: Humanities teachers will meet each week. This increase in meeting regularity and time will allow our Humanities teachers to analyze qualitative and quantitative 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



<p>inform their teaching practices.</p> <p>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.</p> <p>For all teachers, the HTH Graduate School and the LEA will provide additional staff meeting time to identify struggling students and place them in one or more of the support programs that we offer. HTMMA teachers will utilize staff meeting time to review the newly created “HTMMA Student Supports” spreadsheet.</p>			
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**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
<p>1. HTMMA will offer winter, spring, and summer school programs, focused on improving math skills.</p> <p>2. HTMMA will offer winter, spring, and summer school programs, focused on improving reading fluency and comprehension, vocabulary, and writing skills.</p>	School Director, After School Staff	August-June	\$5,000	After School Program Funds

**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
The LEA regularly involves parents in improvement of student achievement. The goals of the parent involvement include:	School Director, Support Staff	Ongoing	n/a	n/a

- Improving communication between school site (HTMMA) and families
- Discussing current student assessment data and student progress
- Discussion and support for parents
- Providing information about school and district resources for student academic improvement
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
- Providing training programs to help parents support and work with their children at home and at school
- Valuing cultural diversity in the LEA.

Further, the LEA will seek parental input from the parent meetings. The goals provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

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.

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.

Meetings with school directors from across all HTH sites will include topics that are appropriate to encourage collaboration and alignment between sites.

The LEA will also notify parents annually of individual student assessment results. An explanation of the information is available in several languages.

The LEA will also make available a copy of the LEA plan and the PI addendum on each school's website.

To ensure that parents are equally involved in the improvement process, parents within the LEA have established a set of expectations that our parents 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.

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

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

**Name of LEA:** High Tech Middle Media Arts

**County District Code:** 37 68338 0107573

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

**District Superintendent:** Larry Rosenstock

**Address:** 2861 Womble Road

**City:** San Diego

**Zip Code:** 92106

**Phone:** 619-243-5000

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**Signatures:**

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

Signature of Superintendent

LARRY ROSENSTOCK

Jan 30, 2014

Signature of Board President

GARY JACOBS

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.