

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 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 Elementary Chula Vista (HTeCV) is in Program Improvement.

HTeCV opened in 2011 to a full complement of students in grades K-5. HTeCV's base API score was 778 for 2012. Only in its second year of operation during the 2012-2013 school year, HTeCV missed its target API score by 32 points. Two subgroups, Hispanic or Latino and English Learners, saw the largest gap between base API and growth API (-36 and -58, respectively). In addition, HTeCV met 8 of 17 requirements for AYP in 2012-2013, particularly with regards to target score percent proficiency in English Language Arts and Math for Hispanic/Latino, socioeconomically disadvantaged, English learner students, and schoolwide.

HTeCV did not meet AYP targets for Hispanic or Latino, socioeconomically disadvantaged, and English learners in English-Language Arts.

Additionally, HTeCV failed to make AYP for mathematics in 2013 for Hispanic or Latino, socioeconomically disadvantaged, and English learners subgroups. As a result, the school is in its first year of Program Improvement.

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

GROUPS	English-Language Arts Target 89.2 % <u>Met all percent proficient rate criteria? No</u>					Mathematics Target 89.5 % <u>Met all percent proficient rate criteria? No</u>				
	<u>Valid Score</u>	<u>Number Above Proficient</u>	<u>Percent Above Proficient</u>	<u>Met AYP Criteria</u>	<u>Alternative Method</u>	<u>Valid Score</u>	<u>Number Above Proficient</u>	<u>Percent Above Proficient</u>	<u>Met AYP Criteria</u>	<u>Alternative Method</u>
Schoolwide	287	134	46.7	No		287	120	41.8	No	
Black or African American	20	10	50.0	--		20	7	35.0	--	
American Indian or Alaska Native	0		--	--		0		--	--	
Asian	15	11	73.3	--		15	10	66.7	--	
Filipino	22	16	72.7	--		22	15	68.2	--	
Hispanic or Latino	192	73	38.0	No		192	68	35.4	No	
Native Hawaiian or Pacific Islander	3		--	--		3		--	--	
White	35	22	62.9	--		35	18	51.4	--	
Two or More Races	0		--	--		0		--	--	
Socioeconomically Disadvantaged	147	58	39.5	No		147	53	36.1	No	
English Learners	54	17	31.5	No		54	14	25.9	No	
Students with Disabilities	29	6	20.7	--		29	6	20.7	--	

Some of the factors that contributed to this performance are an increase in the number of diverse students served at HTeCV. Also, additional analysis of the STAR data indicates that HTeCV students need additional instruction in certain cluster areas more than others. Although there are other cluster areas to focus on to increase performance, the largest needs for improvement are in the following areas:

English Language Arts

Grade 2 students need additional help on: Word Analysis and Vocabulary Development, Written Conventions, Writing Strategies.

Grade 3 students need additional help on: Word Analysis and Vocabulary Development, Written Conventions.

Grade 4 students need additional help on: Reading Comprehension, Writing Strategies.

Grade 5 students need additional help on: Reading Comprehension, Writing Strategies.

Math:

Grade 2 students need additional help on: Measurement and Geometry, Statistics, Data Analysis, and Probability.

Grade 3 students need additional help on: Addition, Subtraction, Multiplication, and Division.

Grade 4 students need additional help on: Operations and Factoring, Measurement and Geometry.

Grade 5 students need additional help on: Operations with Fractions and Decimals

Science

Grade 4 students need additional help on: Earth Science

Grade 5 students need additional help on: Life Science

Upon completion of the Academic Program Survey, the team at HTeCV will perform the following specific actions to improve student achievement in these areas:

The formation of a faculty-led Action Research group to plan a cohesive and balanced mathematics curriculum that includes both mathematical thinking practices and computational fluency. HTeCV Faculty meet monthly to research best practices for inquiry-based mathematical practice, and agree upon expected outcomes at each grade level for Kindergarten through 5th grade. Our goal is to identify an effective balance between teaching mathematical thinking (what the process of multiplication represents and when it might be used to solve a problem), and computational fluency (e.g. rote memorization of the times tables, in order to apply what is learned efficiently). Rubrics have begun to be developed toward this end, to support vertical cohesiveness from the early grades forward. HTeCV also incorporates ST Math an online math program created by the Mind Institute.

Morning meetings and weekly after-school professional study dedicated to evaluation of current practices and identification of assessments to improve our teaching. HTeCV staff meet three times a week to examine student work, discuss curriculum design, and evaluate student assessment data. Utilizing meeting time with staff members is a pivotal part of our staff's professional development.

The use of academic coaches to provide one on one and small group instruction in reading, writing and mathematics to struggling students. To ensure each child at the school is receiving the appropriate academic supports needed, HTeCV uses academic coaches in classes and after school to assist underperforming students, and students with special needs. Small group instruction and one-on-one tutoring are key pedagogical approaches used by the academic coaches.

Alignment of projects to Common Core standards in language arts and mathematics. HTeCV faculty periodically examine the curriculum to ensure that students are being taught the using Common Core Standards as guideposts. An ongoing project, HTeCV staff are meeting in grade level groups to examine projects, improve planning practices, and alter projects so appropriate Common Core Standards are incorporated to the greatest extent possible.

Use of Assistive Technology to improve primary students reading and comprehension. HTeCV students needing specialized support are provided with individualized lessons with specifically targeted instruction (e.g. the use of “LiPS”, a Phoneme sequencing instructional program).

Implementation of the Writers Workshop models. More than half of the HTeCV faculty are trained in strong writing instruction. Extensive work by Regie Routman and Lucy Caulkins underpins this expertise. Collegial coaching and study during professional development sessions build capacity among all the K-5 teachers at HTeCV to strengthen our students’ writing skills across the curriculum. Our faculty feel strongly that by adopting these strategies, HTeCV will soon meet the API and AYP performance expectations and we consider it a primary challenge to the organization to accomplish that goal.

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, HTeCV has analyzed its program for curriculum alignment and implementation.

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

GOAL 1: HTeCV will increase API and AYP by increasing infrastructure to support increased academic performance in core content areas

- Develop systematic processes to analyze data
- Conduct collegial coaching to increase instructional strategies
- Align projects to statewide content area standards

GOAL 2: HTeCV will improve academic performance in mathematics for all students with an emphasis on underperformers

- Align projects to Common Core standards
- Utilize math collegial group as lightning rod for achievement

- Develop afterschool structures for individualized student support
- Utilize web-based instructional resources
- Implement use of ST Math

GOAL 3: HTeCV will improve academic performance in English Language Arts for all students, with an emphasis on underperformers

- Align projects to Common Core standards
- Utilize collegial observations and conversations to increase achievement
- Develop structures for small group and individualized student support
- Utilize web-based instructional resources

In conjunction with State standardized assessments, HTeCV will use the following diagnostic assessment to measure progress toward the above goals:

ST Math Performance Growth: By class, teachers will examine the growth the mathematics performance of each student. Data will be examined and shared at staff meetings at least three times per year.

ELA:

DRA Evaluations: DRA evaluations are administered individually to each child to assess progress in reading.

All Subjects: Staff will examine student work to discern the quality of the student work and the extent to which student work aligns with content standards. Student work will be examined at least 6 times per year

Student Led conferences: Twice per year, students will complete a student led conference in which they share their academic growth and need areas with their teachers and parents.

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 are geared toward meeting each area of improvement. These strategies align directly to the site's single plan for student achievement. These strategies include:

-Regular assessment of students' skills through formal diagnostics, utilizing this data to inform instructional decision-making

-Increased instruction and support for struggling students with increased instructional time and smaller instructional groups

-(Math) Instruction grounded in Common Core standards that integrates direct instructional practices with project based learning inquiry-driven approaches which are 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 http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>The following specific actions support our goal to increase API and AYP in core content areas:</p>			
<p>1. HTeCV will develop systematic processes to analyze data</p>	<p>School director, Faculty K-5, Academic Coaches, Resource Inclusion Staff</p>	<p>9/13-06/14</p>	<p>General budget</p>
<p>2. HTeCV will conduct collegial coaching to increase instructional strategies</p>	<p>School director, Faculty K-5, Academic Coaches</p>	<p>09/13-6/14</p>	<p>General budget</p>
<p>3. HTeCV will align projects to statewide Common Core standards</p>	<p>School director, Faculty K-5</p>	<p>09/13-06/14</p>	<p>General budget, Common Core funding</p>
<p>The following specific actions support our goal to improve performance in mathematics for all students, with an emphasis on underperformers:</p>			

1. Align projects to Common Core	School director, Faculty K-5	09/13-06/14	General budget, Common Core funding
2. Utilize math collegial group as lightening rod for achievement	School director, MARG group, Faculty K-5	10/13-06/14	General budget, Common Core funding
3. Develop afterschool structures for individualized student support	Academic Coaches, Faculty K-5, Resource Inclusion Staff	01/14-06/14	General budget
4. Utilize web-based instructional resources	Academic Coaches, Faculty K-5, Resource Inclusion Staff	09/13-06/14	General budget
The following specific actions support our goal to improve performance in English Language Arts for all students, with an emphasis on underperformers:			
1. Align projects to Common Core standards	School director, Faculty K-5	10/13-06/14	General budget, Common Core funding
2. Utilize collegial observations and conversations to increase achievement	School director, Faculty K-5	10/13-06/14	General budget
3. Develop structures for small group and individualized student support	Academic Coaches, Faculty K-5, Resource Inclusion Staff	01/14-06/14	General budget
4. Utilize web-based instructional resources			

	Academic Coaches, Faculty K-5, Resource Inclusion Staff	09/13-06/14	General budget
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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>As described previously in Q4, <u>collegial coaching</u> will be integrated throughout all components of the action plan for improving student achievement. As described in Q1, some of the key elements include:</p> <p>The formation of a faculty-led Action Research group to plan a cohesive and balanced mathematics curriculum that includes both mathematical thinking practices and computational fluency. HTeCV Faculty meet monthly to research best practices for inquiry-based mathematical practice, and agree upon expected outcomes at each grade level for Kindergarten through 5th grade. Our goal is to identify an effective balance between teaching mathematical thinking (what the process of multiplication represents and when it might be used to solve a problem), and computational fluency (e.g. rote memorization of the times tables, in order to apply what is learned efficiently). Rubrics have begun to be developed toward this end, to support vertical cohesiveness from the early grades forward. HTeCV also incorporates ST Math an online math program created by the Mind Institute.</p> <p>Morning meetings and weekly after-school professional study dedicated to evaluation of current practices and identification of assessments to improve our teaching. HTeCV staff meet three times a week to examine</p>	School director, Faculty K-5	08/14-06/14	General budget

<p>student work, discuss curriculum design, and evaluate student assessment data. Utilizing meeting time with staff members is a pivotal part of our staff's professional development.</p> <p>Implementation of the Writers Workshop models. More than half of the HTeCV faculty are trained in strong writing instruction. Extensive work by Regie Routman and Lucy Caulkins underpins this expertise. Collegial coaching and study during professional development sessions build capacity among all the K-5 teachers at HTeCV to strengthen our students' writing skills across the curriculum.</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>HTeCV will offer afterschool academic tutoring in math. In math, students will receive targeted support in meeting math content standards as they relate to the Common Core standards.</p>	<p>Afterschool Program Director, School Director, Faculty K-5</p>	<p>08/14-06/14</p>		

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"> • Improving communication between school site (HTeCV) and families 				

<ul style="list-style-type: none"> • Discussing current student assessment data and student progress • Discussion and support for parents • Providing information about additional resources available 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. <p>Further, the LEA seeks parental input from parent meetings and discussions.</p> <p>The LEA will also email parent notices informing parent/community of meetings of interest. For all meetings and events, parents who speak English or Spanish as a first language will receive notices in their language, as preferred.</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.</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 among 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>				
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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 must agree to in order to improve the outcomes of low performing students. These expectations include:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television that their child watches
- Volunteering in their child's classroom whenever possible
- Participating, as appropriate, in decisions relating to their child's education
- Promoting positive use of their child's extracurricular time
- Staying informed about their child's education and communicating by promptly reading all notices received regarding their child 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: High Tech Elementary Chula Vista

County District Code: 37-76471

Date of Local Governing Board Approval: _____

District Superintendent: Larry Rosenstock

Address: 2861 Womble Road

City: San Diego

Zip Code: 92106

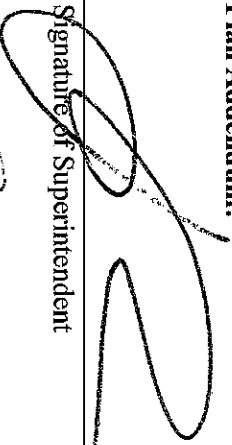
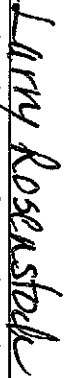
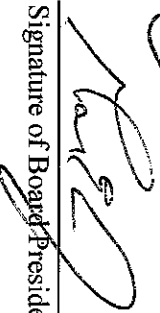

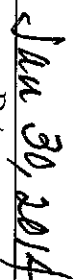
Phone: 619-243-5000

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E-mail: lrosenstock@hightechigh.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	Signature of Board/President	Printed/Name of Board President	Date
	Larry Rosenstock		Gary Stubbs	Jan 30, 2014
				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.