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High Tech High

Report Prepared for California State Board of Education

In reference: High Tech Elementary North County

Submission Date: April 26, 2019

Overview

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding High Tech Elementary North County (HTeNC) in response to the requested inquiries in support the State Board of Educations' (SBEO Annual Academic Memo. Specifically, this report address:

A summary of ways in which the school's 19/20 LCAP seeks to improve performance overall, for specific sub groups, and for areas of decline.

HTeNC is focused on continuously improving outcomes for students across the California dashboard. Areas of greatest progress during the 18-19 school year were growth in student outcomes on the English Language Arts and Mathematics CAASPP. Areas of focus during the 18-19 school year continued to be ELA and mathematics achievement.

Greatest Opportunities for Growth: *Mathematics Achievement & English Language Arts Achievement*

Mathematics Achievement

HTeNC's dashboard indicator for mathematics is currently green. In addition, students with disabilities, hispanic students and socioeconomically disadvantaged students are indicated as yellow. HTeNC staff recognizes these growth areas and is committed to improving in math achievement across these areas. In alignment with HTeNC's LCAP goal to **Improve Student-Centered Instruction** (including instruction in mathematics), HTeNC is engaging in several initiatives. These include:

- Professional Development:
Year-long mathematical professional development for all teachers including continued collaboration with Dr. Stephanie Smith and Dr. Debra Fuentes who have trained staff in the use of the Cognitively Guided Instruction approach to math education
- Curriculum:
Teachers have implemented a more comprehensive scope and sequence including math curriculum (TERC and Context For Learning)

- Collaborative Planning:
Teachers work collaboratively each week to plan mathematics instruction, with a goal of implementing best practices to meet the needs of the diverse learners at HTeNC
- Multi-Tiered Systems of Support:
In order to continue to support struggling students, HTeNC has created a multi-tiered system of support based on individual learner's academic, social, and behavioral needs. Staff track progress of students in a newly comprehensive SST process and design programs to meet the diverse needs of HTeNC students
- Lesson Studios:
HTeNC teachers regularly participate in math lesson studios in which they collaboratively observe and debrief a math lesson. This practice allows teachers to support one another in their pedagogical development while building a collegial culture that support working together to solve shared problems of practice
- Math Learning Walks:
HTeNC, HTMNC, and HTHNC teachers and instructional leaders have come together to collaboratively observe math practice across our K12 village. This effort builds our shared understanding of strong math pedagogy and provides data to refine our plans for professional development and coaching
- Mathematical Agency Improvement Collaborative (MAIC):
Four of the six math/science teachers at HTeNC participate in the Mathematical Agency Improvement Collaborative. MAIC has held three professional learning sessions this year in addition to lesson studios happening throughout the year
- HTeNC has made a concerted effort to focus on acquisition of Mathematical Academic Vocabulary for English Learners and others in our classrooms. Teachers at HTeNC regularly implement strategies from Project GLAD (a standards based instructional model) so that more students have access to the problem based focus of CGI instruction.

English Language Arts Achievement

HTeNC's dashboard indicator for English Language Arts is currently yellow. For the past three years, HTeNC has focused on improving literacy instruction. HTeNC staff recognizes the need for continued growth in this area and is committed to continuing to improve achievement in English Language Arts. In alignment with HTeNC's LCAP goal to **Improve Student-Centered Instruction** (including instruction in literacy), HTeNC is engaging in several initiatives. These include:

- Professional Development:
Teachers College Reading & Writing Institute at Columbia University

Fountas & Pinnell Leveled Literacy Intervention
Center for Equity & Innovation at HTH

- Curriculum:
 - Daily Wilson Foundations lesson in K & 1st grade classrooms
 - Units of Study for Teaching Writing
 - Units of Study for Teaching Reading
- Assessment Process:
 - Invested in Fountas and Pinnell Leveled Literacy Intervention curriculum and grade levels pull small groups to receive additional literacy instruction.
- Interventions:
 - Additional staff member was hired who pulls small groups of students to provide additional instruction in phonics if assessments reveal that students are struggling