

District Name: Kingsburg High School

CD Code: 10-62257

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.

1. Primary Assessments that were used to identify learning needs were the Accountability Progress Reporting for 2010-11 and 2011-12 though CDE's Data Quest, the ELSSA (which Kingsburg High School is not required to have, as we do not take Title III funds and therefore are not subject to their statutes, but fulfill our duties and legal obligations to our ELL students through EIA-LEP funds instead), the APS and the DAS.

2. Academic priorities include the following:

Special attention to Common Core Skills throughout the English programs in grades 9 and 10 which support prior knowledge of

grammar, punctuation, writing skills and critical thinking;

Special focus on “at risk” students who fail to pass the CAHSEE in the area of English Language Arts.

Special focus on “at risk” students who meet far below basic or below basic on CST ELA scores in the area of English Language Arts in the 9th grade.

Special focus on Caucasian subgroup as identified by AYP AMAO’s.

Continued professional development activities for teachers and administration as Common Core is implemented throughout the curriculum.

3. The LEA Plan was not successful as the tenants of NCLB have risen sharply over the last few years, and our student body, while able to meet and show growth for the API in both 2010-11 and 2011-12 years, failed to meet AYP in 2010-11 by meeting only 16 of the 20 criterion used by the State of California. These included schoolwide number of proficient AMAO’s with only 63.6% of the students being proficient in English and 63.5% of the students being proficient in Math. Sub groups which failed to perform at level of proficiency were the socio economically disadvantaged in English with only 45.1% proficiency and the Hispanic or Latino group in Math with only 55.6% proficiency.

While Kingsburg High School showed growth by meeting 19 of 21 AYP criteria in 2011-12, the English schoolwide total of students proficient was 62.7%. Within that group, the White subgroup, highlighting students who did not pass their 10th grade CAHSEE tests were at 69.5%. All other criterion was met.

Based on self assessment using instrument of state test results, local benchmark assessments, ELSSA and the APS and DAS, an increased emphasis on professional development needs target basic skills of mechanics, punctuation, critical reading, writing and thinking and grammar in grades 9 and 10.

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>.)

Performance gains expected for all students: The percentage of students scoring Basic , Proficient or Advanced in Reading as measured by NRT will increase by 4% annually.

Performance gains expected for subgroups in Reading are:

10th grade CAHSEE test takers: The percentage of students passing the CAHSEE ELA will increase by 4%.

Economically Disadvantaged: The percentage of students scoring Basic , Proficient or Advanced in Reading as measured by NRT will increase by 4% annually.

English Language Learners: The percentage of students scoring Basic , Proficient or Advanced in Reading as measured by NRT will increase by 4% annually.

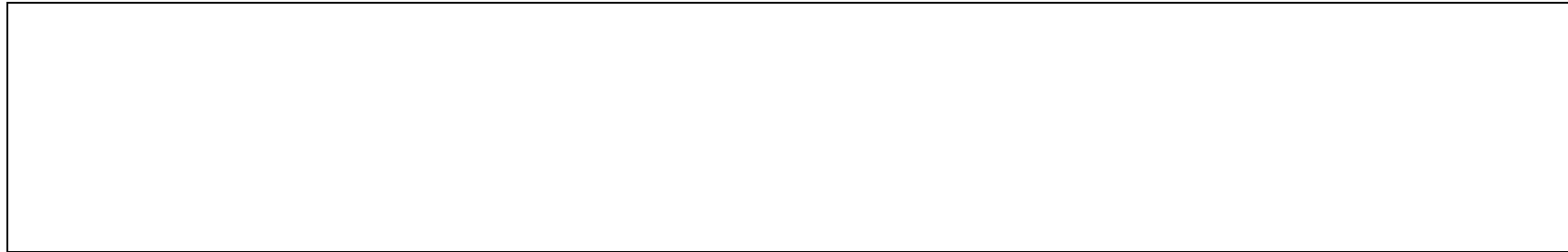
3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

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.

One of the research based strategies adopted by the English department has been developed by Robert J. Marzano which includes critical thinking skills of system analysis, problem solving, organizing with graphic organizers, investigation and invention and covers basic skills used for scaffolding such as grammar, vocabulary and reading. This is a process oriented research based strategy which allows the student to understand the basics of the language, how it can be disseminated and how it can work for them as a tool of communication has been going through ongoing implementation within the classroom. His book, “ A Handbook for Classroom Instruction that Works, “ has been recommended to our English department for research based strategies that work with all levels of students.

Part of this is the ERWC, English Reading Writing Content that has been developed by the CSU system and approved by the College A-G system as a way of showing process through critical thinking, reading and writing. These units will be implemented in grades 9-12 English , with the impetus on the 12th grade year as a full course of study prior to going into college. This course, supports Marzano’s research by using critical elements throughout.

ELL’s and SWD’s while not significant subgroups that are “at risk” still receive targeted assistance through research based strategies used one on one and in smaller group settings.



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
Annual data collection for STAR ELA,CST,CAHSEE,CELDT,SABE II and other federal, state and or local tests authorized for all students and special population students. Analysis of aforementioned data and communication with the school administration, Local Governing Board, faculty, and all other stakeholders. This analysis will include, but not be limited to wheat field analysis of students' assessment data and is distributed with a highlighted emphasis on target populations and narrowly focused interpretation of results.	Steve Rosa, Cynthia Schreiner, Jesse Tafolla, Mary Deis	August, October, February and May as released	1,500.00/ Title I, General Fund
Quarterly data collection and analysis of benchmark test data for English and Math courses, as well as other core courses.	All English PLCs	October, December, March, May annually	3500.00/ General Fund
Targeting services and programs to lowest-performing student groups:			
Workshop classes offered to students who perform at the Far Below Basic or Below Basic level on the CST ELA and CST Math.	Counselors, Randy Morris	August Annually	12088.00/ Title I
Remediation classes in English for those who need help with basic reading skills.	Counselors	August Annually	939.00/ General Fund
AVID tutorial used schoolwide.	Randy Morris	Ongoing	6500.00/Title I
Early bird classes offered both short term (4 weeks) to support "at risk" and	Randy Morris	August to June	560.00/Title I

<p>“most at risk” students in basic English skills of reading, writing and critical thinking.</p> <p>Extended tutorials before school, at lunch and after school to support “at risk” students through supplemental assistance.</p> <p>Adult paraprofessional work in classes assisting “at risk” and “most at risk”.</p> <p>Any additional services tied to student academic needs:</p> <p>AVID students receive additional tutorial and practice in academic reading for all content areas. AVID students receive additional monitoring of performance on tests, completion of requirement for college and achievement as measured by grades and coursework. AVID students and parents receive instruction in study skills, time management, organization of materials and resources and advocacy for college enrollment.</p> <p>Title I “at risk” and “most at risk” students receive paraprofessional services within the classroom.</p> <p>ELL students receive paraprofessional service within the classroom from a bilingual aide who helps in preview-review, acting as a supplement to the instructor.</p> <p>District Program Coordinator who acts as facilitator and coordinator of programs for ELL, Title I , EIA-LEP, EIA-SCE students throughout the core and elective courses and in making sure each student identified is served. Program Coordinator also serves to facilitate needs of teachers in meeting continuing education and professional development as requested or as indicated by state and federal mandate.</p> <p>Coordinated services for other special needs students such as AVID, Homeless and Special Education are facilitated by Assistant Principal.</p> <p>ELL identified students will be monitored via self evaluation and teacher evaluation quarterly through analyzing proficiency of English Language Acquisition through emerging, expanding and bridging stages in the ELD standards. Evaluation will be kept in a blue folder added to by all teachers to give trend data, replete with assignments that show students growth in academic proficiency.</p>	<p>Randy Morris</p> <p>Randy Morris</p> <p>Randy Morris</p> <p>Randy Morris</p> <p>Randy Morris</p> <p>Mary Deis</p> <p>Cindy Schreiner</p> <p>Mary Deis</p>	<p>August to June</p> <p>August to June</p> <p>August to June</p> <p>August to June</p> <p>August to June</p> <p>August to June</p> <p>August to June</p> <p>August to June</p>	<p>2500.00/General Fund</p> <p>49790.00/Title I, EIA-SCE</p> <p>6500.00/Title I</p> <p>49790.00/Title I, EIA-LEP</p> <p>49790.00/EIA-LEP, Title I</p> <p>14428.00/Title I</p> <p>36360.00/Title I, SELPA , EIA-SCE</p> <p>1442.00/Title I, EIA-LEP</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>Staff development focused on school special population groups, ie. categorically funded program students for assistance with basic skills.</p> <p>English staff trained in CSU ERWC techniques to be implemented in all English 12 classrooms by 2014 which provide college English remediation skills through reading, writing and critical thinking. Emphasis is on rhetoric and language and it aligns will the Common Core.</p> <p>Workshops attended by individuals to gain training on standard based instruction and standards based curriculum in the common core.</p> <p>AVID Regional Workshops, AVID summer institute, AVID Path Training, AVID Tutor Training, CAHSEE Workshop, College Board Workshops.</p>	<p>Randy Morris, Cindy Schreiner, Mary Deis</p> <p>Randy Morris, English PLC's</p> <p>Randy Morris, Cindy Schreiner</p> <p>Randy Morris, Cindy Schreiner</p>	<p>August and October</p> <p>Fall 2013</p> <p>Ongoing 2013-14</p> <p>Ongoing</p>	<p>40000.00/Title I, EIA-SCE</p> <p>1000.00 General Fund</p> <p>1000.00 General Fund</p> <p>2500.00/General Fund, Title I</p>

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
During the summer session, summer school is offered. These courses serve not only to allow students to make up missed credits but also allow students to garner support for language and math skills needed to help them become proficient in common core subjects.	Administration, Teachers, Students	Summer 2013	46447.00	General Fund, Title I
Summer 2013: English Recovery class. CAHSEE English E2020 Online Learning CAHSEE Math E2020 Online Learning	Administration, Teachers, Students	Summer 2013	5000.00	General Fund
Early Bird CAHSEE Support Class: Offered four weeks before the test to review material on the English CAHSEE and Math CAHSEE for “at risk” students who need extra help passing the test. This is a before school course.	Administration, Teachers, Students	Spring 2013	560.00	General Fund, Title I
Tutorials in math and English after school and at lunchtime.	Administration, Teachers, Students	Fall 2013	2500.00	General Fund, Title I
Additional services tied to student academic needs: AVID students receive additional tutorial and practice in academic reading for all content areas. AVID students receive additional monitoring of performance on tests, completion of requirement for college and achievement as measured by grades and coursework. AVID students and parents receive instruction in study skills, time management, organization of materials and resources and advocacy for college enrollment.	Administration, Teachers, Students	Currently being offered/ongoing	6500.00	Title I
Title I “at risk” and “most at risk” students receive paraprofessional services within the classroom.	Administration, Teacher, Aide	Ongoing	25157.00	Title I

<p>ELL students receive paraprofessional service within the classroom from a bilingual aide who helps in preview-review, acting as a supplement to the instructor.</p>	<p>Administration, Teacher, Aide</p>	<p>Ongoing</p>	<p>24633.00</p>	<p>EIA-LEP</p>
<p>District Program Coordinator who acts as facilitator and coordinator of programs for ELL, Title I , EIA-LEP, EIA-SCE students throughout the core and elective courses and in making sure each student identified is served. Program Coordinator also serves to facilitate needs of teachers in meeting continuing education and professional development as requested or as indicated by state and federal mandate.</p>	<p>Administration, Teacher, Aide</p>	<p>Ongoing</p>	<p>14428.00</p>	<p>Title I, EIA-SCE</p>
<p>Extended learning time: Evaluate the effect of block scheduling and explore more scheduling options.</p>	<p>Randy Morris, Union Leadership, Curriculum Council, Local Board</p>	<p>Ongoing</p>	<p>1236.00</p>	<p>General Fund</p>
<p>Continued use of Workshop 9 , English E and CAHSEE English and Math workshops to support by supplementing and not supplanting classes which foster language skills for “at risk” group which include, but are not limited to English Language Learners, SWD and Title I identified students.</p>	<p>Randy Morris, Cindy Schreiner, English Department</p>	<p>Ongoing</p>	<p>30580.00</p>	<p>General Fund, CAHSEE fund</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
Parents will be offered parent involvement activities throughout the year which include, but are not limited to: visitation in their child's classroom, parent education classes, opportunities to attend workshops and conferences, the parent/teacher conference, Back to School Night and Open House and the opportunity to serve on District and Site Advisory Committees and Councils which deal directly with standards based curriculum choice and purchases in the area of English and Math.	Principal, Program Coordinator	Ongoing	1000.00	Title I, EIA-SCE, EIA-LEP
Title I, DELAC, ELAC, SSC and Curriculum Council Meetings will be held at the site.	Program Coordinator, SSC	Ongoing	100.00	Title I, EIA-SCE, EIA-LEP
Provide Home/School Contacts with Parent School Compact	School staff, including administrators, teachers, counselors and students.	Ongoing	100.00	General Fund
Review and update parent participation policy annually	School staff, including administrators, teachers, counselors and students.	Ongoing	2500.00	Title I, EIA-SCE, EIA-LEP
AVID Regional Workshops, AVID Summer Institute, Parent Institute and Workshops, AVID Path Training, AVID Tutor Training, College Board Workshops, National Conferences which involve parents in training and advocacy activities.	School staff, including administrators, teachers, counselors	Ongoing	2500.00	Title I, EIA-SCE, EIA-LEP
Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	School staff, including administrators, teachers, counselors	Ongoing	2500.00	Title I, EIA-SCE, EIA-LEP
AVID partnership summer academics, Parent Institutes and Workshops, AVID Regional Workshops, AVID Summer Institutes, AVID Path Training, AVID Tutor Training, College Based Workshops assist students and instructors.	School staff, including administrators, teachers, counselors	Ongoing	2500.00	Title I, EIA-SCE, EIA-LEP

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

Local Educational Agency (LEA) Plan Information:

Name of LEA: Kingsburg High School

County District Code: 10-62257

Date of Local Governing Board Approval: March 18, 2013

District Superintendent: Randy R. Morris

Address: 1900 18th Ave

City: Kingsburg

Zip Code: 93631

Phone: 559-897-5156

FAX: 559-897-7759

**E-mail:
rmorris@kjuhsd.k12.ca.
us**

Signatures:

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

_____ Signature of Superintendent	Randy R. Morris Printed Name of Superintendent	March 11, 2013 Date
_____ Signature of Board President	Brent Lunde Printed Name of Board President	March 18, 2018 Date

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.