

District Name: Big Pine Unified District

CD Code: 1463248

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.

The Big Pine School District currently serves 185 students K-12. Over half the students are Native American and 73% are categorized as socioeconomically disadvantaged. There is significant movement of students into and out of the district, particularly to the very much larger schools in the nearest community 15 miles away, and this movement can have a disproportionate effect on year-to-year achievement data. Our small numbers and the fact that our student population is not stable from one year to the next makes it very difficult to discern patterns and draw conclusions from state-level assessment data.

Although state assessment results show that Big Pine students have made some achievement gains overall over the last 5 years, the gains have not been enough to meet Safe Harbor targets. Student achievement is somewhat higher in mathematics than in language arts. Math scores show a marked decrease in the middle school grades that results largely from an exodus of students to the larger neighboring middle school. Based on classroom observation and curriculum-embedded assessments, teachers report that many students lack fluency in basic math facts. There are also some students at each grade level who are not reading at grade level. Teachers cite students' lack of motivation and caring about the quality of their work as an obstacle to achievement, especially at upper grades.

Ongoing inquiry into our students' needs has led us to the conclusion that our students would benefit from instruction that is more hands-on and interactive than what they have been experiencing. At the upper grades, especially, teachers are more inclined to lecture rather than using more engaging strategies. Our major priority for the last two years has therefore been the implementation of Expeditionary Learning (EL) structures and protocols for instruction.

Our academic priorities include the following (see also attached EL Work Plan):

- Improve individual student assessment and encourage students to take more responsibility for their own learning through the use of student portfolios, student self-assessment, and student-led conferences
- Improve students' commitment to producing high quality work through a focus on Habits of Scholarship
- Improve students' basic math skills by piloting IXL, an online math skill development and practice tool
- Improve reading and writing skills through the implementation of inquiry-based case studies and high quality culminating products, and through a one-to-one notebook computer initiative for grades 3-5
- Transition to Common Core State Standards
- Continue providing individual support and intervention to students identified as at-risk on the basis of local assessment data

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>.)

In English Language Arts and Mathematics, 80% of Native American and Socioeconomically Disadvantaged students will score at grade level proficiency on summative curriculum-embedded assessments selected by each teacher

In English Language Arts and Mathematics, Native American and Socioeconomically Disadvantaged students will pass the CAHSEE by:

- 75% by the end of 10th grade
- 85% by the end of 11th grade
- 100% by the end of 12th grade

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.

1. Implement Expeditionary Learning Work Plan (see attached)

In order to better meet the needs of its student population and to improve student achievement, the district has begun implementing Expeditionary Learning's research-based school reform model. The Expeditionary Learning (EL) model articulates a set of design principles and core practices that address best practices in curriculum, instruction, assessment, culture and character, and leadership.

As part of its contract with Expeditionary Learning, the district works with EL staff to develop a detailed Work Plan for the year, which forms the basis of this improvement plan. It is our belief that as we continue to implement EL structures and instructional strategies, our students' performance will improve across all content areas. EL provides a "School Designer" who serves in a coaching role and spends several days a year on-site with our teachers and leaders.

Although not specifically referenced in the Work Plan, during EL workshops, conferences and coaching, teachers learn to use a wide variety of EL's interactive protocols for instruction that form the basis of the model's constructivist approach to

learning. These “best practices” require students to take a more active role in their learning, and to collaborate with others in making meaning of information from varied sources such as text, multimedia, cultural artifacts, and oral presentations. We expect teachers to integrate these practices into their instruction, shifting from teacher-directed to more student-centered instruction as they gain comfort and familiarity with the protocols. The School Designer will spend time observing teachers in classrooms and will provide ongoing support for teachers as they implement new instructional approaches.

Please see the attached Work Plan, which outlines specific strategies and how they will be implemented and monitored.

2. Transition to Common Core State Standards (See attached CCSS implementation plan)

We will provide training for teachers in close reading protocols, use of text-dependent questions, structuring accountable student conversation, EL mathematics workshop model, and the new mathematics framework and shifts in teaching mathematics (focus on communicating reasoning, discourse). We will also provide time for teachers to evaluate the balance of informational and literary texts and provide support for selection of supplementary texts, as needed. As they develop their case studies, teachers will intentionally incorporate instruction in the new reading and writing standards for their grade levels. To assist with the transition to the new math standards, we will consider purchasing new common-core aligned mathematics textbooks after the state review process. Depending on information from the field about how well the new materials are aligned to the CCSS, we will decide whether or not to conduct a formal materials review; if we do, the results will lead to a determination about whether or not to purchase new materials. The principal will monitor implementation through classroom observations and PLC agendas and meeting notes.

3. Provide intervention services for struggling students

Teachers will use data from local assessments such as the RESULTS assessment of basic reading skills and textbook assessments to identify struggling students. Students will be directed to a variety of resources including tutoring, support from the special education teacher, and computer-based applications to assist with meeting individual needs. The district will purchase a subscription to IXL to support struggling upper elementary students in math. Teachers and the principal will monitor students’ progress.

4. Improve writing at grades 3-5 through the use of notebooks computers and My Access

3rd – 5th grade teachers will participate in a countywide initiative sponsored by the Inyo County Superintendent of Schools that provides each 3rd-5th grader a notebook computer to use in class, and trains participating teachers. Students will develop keyboarding fluency using programs installed on the computers, and will learn to edit and revise their writing with word-processing functions. Students will conduct research using their notebooks and will write informational pieces using word-processing. They will enter their writing into the My Access online writing feedback program (purchased by ICSOS)

and will learn to revise and edit their work using feedback from the program. Teachers will attend 2 full days of training and 2 after school follow-up sessions. The principal will monitor implementation through classroom observations and conversations with teachers.

5. Improve reading and writing by engaging students in Case Studies

As outlined in the EL Work Plan, teachers at each grade level will be developing real-world interdisciplinary “case studies”. According to the EL core practices guide, “Case studies animate the major concepts of a discipline or broad topic through concrete – often local – studies of subtopics within the discipline. The case study helps students focus their research and become experts on a specific topic before they generalize their learning to broader concepts and content.” Case studies are rich in literacy learning, and prioritize the use of primary source text and data. We believe that the use of case studies will engage and motivate our students to read and write more as they practice their skills in the context of meaningful learning about engaging topics of interest to them.

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>Goal: Students will produce high quality products for authentic audiences</p> <p>1. Offer students multiple opportunities to learn about and practice Habits of Scholarship</p> <p>2. Develop a rubric assessing students’ implementation of Habits of Scholarship</p> <p>3. Allocate staff training time for teachers to build rubrics assessing students’ implementation of the Habits of Scholarship.</p> <p>4. Provide time and guidance at staff meetings for teachers to collaborate on creating a common “High Quality” rubric.</p>	Teachers	Yearlong, ongoing	Within contracted time
	Teachers	Fall, 2013	Within contracted time
	Principal	By December, 2013	Within contracted time
	Principal, teachers	Fall, 2013	Within contracted time

<p>5. Plan and implement an inquiry-based interdisciplinary case study culminating in a high quality product for an authentic audience</p> <p>6. Implement lessons in which students practice self-assessment and track their own progress towards the production of a high quality product.</p> <p>7. Design and teach lessons that offer students opportunities to improve work quality through tools such as exemplars, criteria lists, rubrics, and feedback.</p> <p>8. Prepare students, schedule and implement Case Study Celebration event</p>	<p>Principal, teachers, secretarial staff</p> <p>Teachers</p> <p>Teachers</p> <p>Principal, teachers, support staff</p>	<p>Spring, 2014</p> <p>By March, 2014</p> <p>By March, 2014</p> <p>By June, 2014</p>	<p>Within contracted time</p> <p>Within contracted time</p> <p>Within contracted time</p> <p>Within contracted time</p>
<p>Goal: Leaders and teachers at Big Pine will implement structures that foster students' ownership of their learning and promote confidence in themselves as presenters.</p>			
<p>1. Implement student-led conferences</p> <p>2. Work with Crews to assist students in building portfolios of their work</p> <p>3. Provide opportunities for students to reflect on the conferences</p>	<p>Teachers, principal</p> <p>Teachers</p> <p>Teachers</p>	<p>By Dec., 2013 and continuing</p> <p>By Dec. 2013</p> <p>By Dec. 2013</p>	<p>Within contracted time</p> <p>Within contracted time</p> <p>Within contracted time</p>
<p>Goal: Implement Common Core Standards</p>			
<p>1. Provide CCSS professional development as outlined in section 4 and CCSS implementation plan</p> <p>2. Incorporate ELA CCSS standards in Case Studies; include close reading of informational text, writing</p>	<p>Principal, teachers</p> <p>Teachers</p>	<p>Throughout 2013-14</p> <p>By March, 2014</p>	<p>See below, section 5</p> <p>Within contracted time</p>

3. Gather information on state recommended textbooks in math and decide whether to review	Superintendent, principal, teachers	By March, 2014	Within contracted time
4. Review and purchase math textbooks if appropriate	Superintendent, principal, teachers	By June, 2014	Est. \$45,000 / General Fund
Goal: Provide targeted intervention for struggling students			
1. Use data from curriculum-embedded and benchmark assessments to identify, refer and place students in intervention services	Teachers, special ed. teacher, Indian Ed tutors	Ongoing	Within contracted time
2. Purchase subscription to IXL math and pilot at grades 4-6	Superintendent	By October, 2013	\$550 / General Fund
Goal: Improve writing at grades 3-5 through the use of notebooks computers and My Access			
1. Provide release time for teachers to attend training	Superintendent, principal	Nov./ Dec. 2013	See #5 below
2. Support and monitor students' use of notebook computers	Principal	Jan-June, Sept – Dec. 2014	Within contracted time
Goal: Improve reading and writing by engaging students in Case Studies			
1. Provide time and training for teachers to develop and implement case studies incorporating literacy instruction. (Specific action steps in EL Work Plan.)	Principal, teachers	Spring, 2014	Within contracted time

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)
1. The following professional development activities are part of the	Superintendent,	2013-14 school	\$40,000 / General

<p>annual contract with EL; see work plan for details and dates</p> <ul style="list-style-type: none"> Expeditionary Learning National Conferences (2 teachers) EL differentiation national workshop (2 teachers) Workshop on high quality work products (all) Workshop on inquiry model for instruction (all) Workshop on developing and implementing a case study (core teachers) 20 days of coaching (all) 	EL school designer	year	Fund / QEIA / Title I
2. Common core mathematics implementation workshops (all math teachers)	Principal, teachers, ICSOS	January 2014	\$1200 / General Fund
3. Close reading and text-dependent questioning workshop (all)	Principal, teachers, ICSOS	November, 2013	Within contracted time
4. Common core implementation workshop: Instructional Tools to Increase Lesson Engagement and Academic Language Proficiency for All Students (all)	Principal, teachers, ICSOS	March, 2014	Within contracted time
5. Digital Writers Program training for 3 rd -5 th grade teachers	ICSOS, teachers	Nov. 2013, Dec. 2013, Feb./Apr. 2014	\$900 / General Fund

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
Collaborate with Indian Education Center to provide after-school tutoring.	Native American liaison, principal	Fall, 2013	Within contracted time	n/a
Set up in-class tutoring for at-risk Native students in collaboration with Indian Education Center staff	Native American liaison, principal	Fall, 2013	Within contracted time	n/a

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>1. Implement student-led conferences</p> <p>Students will set academic and character goals, self-assess their progress, collect evidence of progress in a portfolio, and present their work to parents. Teachers will assist students in developing personal academic goals and portfolios, and will coach them prior to the conferences. The LEA supports the process by scheduling conferences and inviting parents.</p>	Principal, teachers	Fall and spring	Within contracted time	n/a
<p>2. End of Year Case Study Celebration</p> <p>Students will showcase their high quality products and performances created toward the end of their Case Studies at a Case Study Celebration event for all grade levels. The LEA will support this activity by providing space and refreshments and sending out invitations. Students will make presentations and do performances as part of their work.</p>	Superintendent, principal, teachers, support staff	May, 2014	\$100 and contracted time	General Fund
<p>3. Community Tours</p> <p>The district will host two community tours, inviting parents and community members to visit the schools.</p>	Superintendent	October 2013 and March 2014	Within contracted time	n/a