

**Kings Beach Elementary School  
Accountability Plan  
(SPSA, Safety Plan and Title I Schoolwide Plan, if applicable)**

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

CDS Code:

Principal Name: Kyle Mohagen

District Name: Tahoe Truckee Unified School District

SPSA Revision Date: May 12, 2021

SSC Approval Date: April 29, 2021

Local Board Approval Date:

**Review of Performance (local assessment data only)**

**Celebrations:**

- Successful Distance Learning Program
- Successful Hybrid Learning Program
- Successful Five Day a Week Learning Program

**Areas of Need:**

- Social Emotional Learning Support
- Academic Intervention

**Demographic Data:**

	Total Enrollment	White	Ever EL	RFEP	SED	Hispanic	SWD	Homeless
2017-2018	366	172 (47%)	146 (40%)	14	171 (47%)	181 (49%)	17	
<a href="#">2018-2019</a>	353	147 (42%)	162 (46%)	5	167 (47%)	193 (55%)	15	
<a href="#">2019-2020</a>	346	155 (45%)	143 (41%)	-	161 (47%)	188 (54%)	22	
2020-2021	334	129	124	-	169	188	32	

**District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3**

**2019-2020 Site Goal 1: Increase the percentage of students meeting or exceeding standard on the ELA CAASPP for our 3rd grade to 4th grade cohort by 10%**

**Site Goal 1 was not met because CAASPP was not administered in 2019-2020.**

**2019-2020 Planned Activities/Strategies:**

- Focus on the PLC process; specifically the efficacy of grade level collaborative teams
- Clearly defined intervention plan to support students achieving below grade level
- Teacher instructional goals based on The New Art and Science of Teaching
- Continued implementation of proficiency scales
- Continued implementation of Marvillas language arts curriculum

**2019-2020 Actual Activities/Strategies:**

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:

- focus on PLC process and collaborative teams
- Define the intervention plan
- Use teacher instructional goals
- Use proficiency scales
- Use Maravillas

**Analysis of Effectiveness:** We were moving forward with our plans until the school closures happened. At that point we adjusted our goals and focused on engaging students and maintaining relationships with students.

**2020-2021 Site Goal 1:** Create positive and effective distance/hybrid learning environments for students and teachers.

**2020-2021 Implemented Activities/Strategies:**

- **Professional development using the “Distance Learning Playbook”**
- **Staff meetings about how to incorporate Social Emotional Learning in a distance learning setting**
- **PDSA cycles focusing on increasing academic conversations as well as focusing on equity in the classroom environment**

**District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3**

**2019-2020 Site Goal 1A (EL Goal): Increase the percentage of RFEP students meeting or exceeding standard on the ELA CAASPP by 5%.**

**Site Goal 1A was not met because CAASPP was not administered in 2019-2020.**

**2019-2020 Planned Activities/Strategies:**

- Review ELD structure to provide improved ELD support to Kindergarten and first grade.
- Use additional staff members to support the 4th grade ELD time

**2019-2020 Actual Activities/Strategies:**

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:  
We still provided ELD opportunities through pre recorded activities.

**Analysis of Effectiveness:** ELD progressed well until the closures, then it became much more difficult to maintain ELD support for students in distance learning.

**2020-2021 Site Goal 1A: Increase the amount of and quality of academic conversations in all classrooms.**

**2020-2021 Implemented Activities/Strategies:**

- PDSA cycle focused on academic conversations
- Professional development from Jeff Zwiers about strategies to support academic conversations

**District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3**

**2019-2020 Site Goal 2: Increase the percentage of students meeting or exceeding standard on the Math CAASPP for our 3rd to 4th grade cohort by 10%.**

**Site Goal 2 was not met because CAASPP was not administered in 2019-2020.**

**2019-2020 Planned Activities/Strategies:**

- **Implementation of STAR Math as a standardized math assessment**

**2019-2020 Actual Activities/Strategies:**

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:  
Our first scheduled STAR Math assessment was for the end of March, so we were unable to begin using the assessment.

**Analysis of Effectiveness:** Our implementation of the STAR Math assessment was not effective because we were unable to begin the implementation process.

**2020-2021 Site Goal 2 :** Create positive and effective distance/hybrid learning environments for students and teachers.

**2020-2021 Implemented Activities/Strategies:**

- **Professional development using the “Distance Learning Playbook”**
- **Staff meetings about how to incorporate Social Emotional Learning in a distance learning setting**
- **PDSA cycles focusing on increasing academic conversations as well as focusing on equity in the classroom environment**

**District LCAP Goal 3: TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8) HRS Level 1**

**2019-2020 Site Goal 3: Kings Beach Elementary will be a safe, clean, and respectful campus supportive of high levels of learning for all students as measured by suspension rates, chronic absenteeism, and parent surveys.**

**2019-2020 Results:**

- Suspension rate increase from 0% (0 students) suspended in 2018-2019 to 0.005% (2 students) suspended in 2019-2020
- Chronic absenteeism increase from 9% to 17%
- No parent survey data from 2019-2020

**Was the goal met? Unable to determine due to COVID 19 closures**

**2019-2020 Planned Activities/Strategies:**

- Continue to use Second Step
- PBIS self assessment
- Continue mindfulness and kindness practices
- Begin implementation of restorative justice practices

**2019-2020 Actual Activities/Strategies:**

- Second step
- Mindfulness
- Restorative justice

**Analysis of Effectiveness:** We were able to continue the practices that are a fundamental part of KBEs SEL program, but we were unable to complete the PBIS self assessment due to the school closures.

**2020-2021 Site Goal 3: Create positive and effective distance/hybrid learning environments for students and teachers.**

**2020-2021 Implemented Activities/Strategies:**

- **Social emotional learning lessons on a daily basis**
- **Leadership team book study on equity**

**2019-2020 Site Goal 4: We will be a high quality TWBI school, supporting academic achievement. We will increase the percentage of students reading at grade level in Spanish in grades Kindergarten-2nd grade by 5%. This will be measured through Spanish Fountas and Pinnell reading assessments.**

**2019-2020 Results:** Due to Covid 19 we were unable to administer this assessment.

**Was the goal met?** No data available to evaluate success of goal.

**2019-2020 Planned Activities/Strategies:**

- Attend annual ATDLE conference
- Review, evaluate, update TWBI program
- Incorporate Maravillas curriculum into daily instruction
- Find a bilingual coach that can support high quality instruction in all classrooms.

**2019-2020 Actual Activities/Strategies:**

- Attended ATDLE conference in October
- Began TWBI program review
- Incorporated Maravillas

**Analysis of Effectiveness:** The ATDLE conference was a valuable opportunity for our staff. We were able to bring back many ideas that have helped to frame and guide our work going forward.

**2020-2021 Site Goal 4:** This year the focus has been on trying to maintain Spanish Language development in inconsistent learning environments.

**2020-2021 Implemented Activities/Strategies:** We were able to support Spanish language learning in live meeting settings, however those meetings were inadequate at keeping up Spanish proficiency. Once we returned to in person instruction we focused heavily on promoting and supporting Spanish Language development.

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

<b>Members</b>	<b>Role</b>
Meagan Millar	Parent
Anibal Cordoba Sosa	Parent- ELAC representative
Alex Min	Parent
Kathy Muonio	Teacher
Yvonne Logan	Teacher
Veronica Laudenschlager	Teacher
Kyle Mohagen	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



**Recommendations and Assurances**

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

*Insert names of groups/committees that provided recommendations for the plan*

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: *insert date of public meeting*

Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date\_\_\_\_\_

## **Appendix A: Appendix A SAFE SCHOOLS PLAN COMPONENTS**

*Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD’s systemic planning process which involves Tahoe Lake Elementary School’s Leadership Team, the Site Safety Lead, the TTUSD District Safety Committee, and other established community collaborations and partnerships. **Goal 1 of TTUSD’s LCAP and of each school’s SPSA addresses safety and is complemented by the Safety Procedural Plans that are kept on Emergency Clipboards in every instructional and office space on every campus.***

Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity.

Students at Kings Beach Elementary are guided by specific guidelines and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school’s discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The school has established the following reasonable expectations, which are enforced consistently: Be Safe, Be Respectful, and Be Responsible.

Expectations for behavior are explicitly taught to students and shared with parents at the beginning of each school year through student-parent handbooks, and are reinforced throughout the year at assemblies, Back-to-School Night, Open House, and parent-teacher conferences.

The safety of students and staff is a primary goal at Kings Beach Elementary. All visitors and volunteers to the campus must sign in at the office and wear a visitor or volunteer badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or Lockdown drills are conducted on a monthly basis throughout the school year.

### **Safe School Plan Actions**

<b>Elements Required to Attain Safety Goals</b>	<b>Person(s) Responsible</b>	<b>Strategies</b>	<b>Cost/Funding Source and Appendix References</b>
Increase Positive Student Attendance	Administration Teaching Staff Counselor Office Staff	Identify students with chronic absences early in the year for home communication, monitoring, and SART if necessary  Create awards for perfect attendance  Maintain SART team	
Implement the Second Step Curriculum to Fidelity	Teaching Staff Counselor Administration	Second Step Curriculum will be taught on a daily/weekly basis in all grade level classrooms, depending on grade level  Provide puppets that resemble people to encourage empathy  All staff will be aware of and able to use Second Step language and skills  Counselor will provide support in Second Step implementation  Monitor implementation of Second Step through Leadership Team  Increase school to home connection with Second Step materials	
Continue to Implement BEST (Building	Teaching Staff Counselor Administration	Teach school-appropriate behaviors in class	Lottery Title I

<p>Effective School Together)</p>	<p>Support Staff</p>	<p>Continue use of tickets to reinforce positive behavior.  Maintain a prize box to spend tickets.  Work with Boys and Girls Club to maintain the same expectations during school and after.</p> <p>Analyze problem areas and implement ways to improve</p> <p>Monitor implementation of BEST through Leadership Team</p>	<p>EIA  PTO</p>
<p>Foster strong relationships with, and consistent involvement by, all families and community partners</p>	<p>Administration  Teaching Staff  Counselor</p>	<p>Provide consistent, informative written communication with all stakeholders: weekly bulletin, updated website, Facebook updates when new website emerges, and emails (all bilingual)</p> <p>Create opportunities for families to participate on campus in a variety of roles (classroom volunteer, field trips, family nights, special projects, etc)</p> <p>Utilize two-way communication with families, and analyze feedback to incorporate the perspective of families and community members in decision-making and planning (parent survey, check-ins, etc).</p>	
<p>Reduce number of student conflicts on the playground</p>	<p>Administration  Counselor  Yard Duty  Teachers</p>	<p>Students will be taught Peaceful Playground strategies in the first weeks of PE to be empowered to play safely and to resolve minor conflicts independently</p> <p>Supervision will be adequate in number on the playground at all times</p>	

		At least one yard duty supervisor will carry a radio to facilitate communication with the office in case of emergency or incident	
Compliance to Child Abuse and Neglect Reporting Law	Counselor All Staff	All Staff take the online child abuse training	
Preparation for Emergencies	Administration Counselor Staff	All members of the school community will participate in emergency response drills  Emergency drills will be scheduled once a month  Full accountability process will be completed with each drill  Drills will be reflected upon and refined at Leadership Team and/or staff meetings	
All members of the school community will be aware of safe ingress and egress procedures for daily and emergency purposes	Administration Counselor	Ingress and Egress plan will be posted on emergency clipboards  Ingress and Egress plan will be shared with parents and taught to students. See Ingress/Egress plan in appendix	
Staff Roles in Emergency Situations will be identified and rehearsed	Administration Counselor Secretary Staff	Roles such as Incident Command and Safety Leads will be identified and practiced in each safety drill	

		All roles will be detailed on emergency clipboards so that any staff member could fulfill a safety need in case of emergency	
Maintain cleanliness of site to support school programs	Custodians Administration BGC Staff DO Teachers Students	Reduce waste through Green Team efforts Develop and encourage pride in students for a clean and well maintained campus Monitor all areas for cleanliness and repair	Lottery Title I EIA PTO Measure A
Establish Cross Grade Level Wing Buddies for familiarity	Staff Students Administration	Staff will establish Wing Buddy partnerships designed to attach an older child to a younger child. Students will become familiar with all areas of the school for evacuation or lockdown purposes. These partnerships will be used in drills, emergencies, and for curricular work.	
Implementation of ALICE	Staff Students Administration	Staff will be trained in ALICE protocols to respond to an active shooter situation.	

**Kings Beach Elementary School**

**INGRESS/EGRESS PLAN**

	<b>Primary Location (Day to Day Operations)</b>	<b>Secondary Location (Emergency Plan)</b>
Parent/Student Drop Off & Pick Up	East parking lot shared with school. Many students walk to school with parents and enter front of school, by the Big Gym, or by the east parking lot.	Depending on type of emergency, school will evacuate to the upper field or blacktop area
Bus Drop Off & Pick Up	Front of school bus lane.	During an emergency, the director of transportation will determine pick up and drop off procedures.
Public Entrance to School Site	Signs are posted at the entry requiring all persons to check in with front desk. All doors, with the exception of the front door and doors to and from portables, will remain locked at all times.	Depending on the nature of the emergency, parents will pick up students at front desk or remote command center (field, Big Gym, the North Tahoe Events Center) or North Tahoe High School
Student/Staff Evacuation (by walking)	Evacuation of students and staff as directed to the playground/field as posted on evacuation maps and classroom emergency clipboards.	Depending on the nature of the emergency, the safest location will be determined. Alternative locations include the North Lake Tahoe Events Center.
Student/Staff Evacuation (by bus)	Students and staff will be bused from the front of the school.	Depending on the nature of the emergency, the director of transportation will coordinate evacuation sites: North Tahoe High School and the North Lake Tahoe Events Center.
Street Access Points	Steelhead Avenue	North Lake Blvd.
Evacuation Areas	Secline or Deer St.	The North Lake Tahoe Events Center

## Appendix C:

### School-wide Plan Election (for SWP Title 1 schools)

#### The Comprehensive Needs Assessment

Kings Beach Elementary School completed a school-wide comprehensive needs assessment by having members of the school community:

- Analyze student data from the following sources: API, CAASPP, CELDT, AMAO's/AYP, demographic data, information from SARC, and local assessments such as information included in Report Cards, and specific classroom performance data to determine strengths and weaknesses in student achievement.
- Parents complete a survey of school programs
- PTO, the school leadership team, ELAC, and School Site Council review the student performance data and provide input
- Community members provide input through school meetings and the annual parent survey
- The comprehensive needs assessment became the driving force for the school wide reform strategies and the foundation of the School Wide Plan
- For additional information see the School Accountability Report Card

#### School-wide Reform Strategies

##### Curriculum-

1. Ensure that all students have adequate instructional materials
2. Ensure that every staff member receives training in core textbook adoptions and uses that training to improve student achievement
3. Provide quality English language development with an emphasis on building academic vocabulary.
4. Articulate curriculum within and across grade levels so that everyone, students and staff, is using the same terminology
5. Present standards in student-friendly terms. “Unwrap” standards so that they are easily accessed by students.
6. Write and unwrap language objectives for and with students.
7. Provide high quality interventions to students who are at interventions levels.
8. Ensure that students receive differentiated instruction for the core adoptions.
9. Have PE, music, library, and computer instruction support the core academic curriculum as much as possible.
10. Monitor student progress with formative and summative assessment. Use those assessments to improve instruction.
11. Work closely with the academic coach to improve the quality of

##### Instruction

1. Identify effective instructional strategies to support individual student needs and continue to use standards based district adopted materials.
2. Assist students with goal setting and have students monitor their individual progress
3. Provide opportunities for writing in all content areas
4. Combine science inquiry process with journal writing to develop literacy:



- Define the question
  - Observation: Gather information and resources
  - Form a hypothesis
  - Perform experiments and collect data
  - Analyze the data
  - Interpret the data and draw a conclusion
  - Publish your results
  - Retest your results (usually done by others)
5. Expand the use of accelerated reader and use the technology to assess student learning in ELA
  6. Explicitly teach test-taking strategies
  7. Use sample CCSS release questions to help students prepare for future exams
  8. Enhance technology support through Rosetta Stone, Lexia, AR, Reading A-Z.
  9. Support EL parents by providing translations at meetings and in writing
  10. Provide parent education as it relates to assisting students with study skills
  11. Write Individual Learning Plans for students who are Below Basic and Far Below Basic in ELA and Math.
  12. Provide before and/or after school tutoring
1. Increase communication with parents about student achievement
  2. Provide collaboration time and on site staff training on instructional strategies that work. During collaboration time teachers will discuss solid first teaching strategies, create common assessments, analyze data, use the data to inform their instruction.
  3. Implement RTI more fully serving students who need reteaching.
  4. Implement differentiated curriculum to provide for the needs of students identified as needing intervention or enrichment in all content areas.
  5. Utilize flexible grouping and/or before and after school programs to ensure that intervention occurs.
  6. Increase the use of accelerated reader in all classrooms
  7. Expand Building Effective Schools Together lessons, Second Step, individual and small group counseling, and character education to meet students' needs and improve school climate.
  8. Utilize common terminology as it relates to student-friendly standards, both academically and socially
  9. Utilize second language acquisition and science as classroom enrichment
  10. Continue/implement student assembly that focus on targeted student behaviors such as perseverance and contribution to the school community.
  11. Maintain appropriate follow-through with discipline designed to change student behavior.
  12. Partner with the PTO to provide more project based learning opportunities.

## Schedule-

1. Continue to structure the school day so that the curriculum is taught within blocked periods, allowing for leveled instruction at each grade level.
2. In third and fourth grade, ensure that there are no more than 2 levels of English Language Learners within the stand alone 30 minutes of daily English Language Development instruction. Continue a language buddy system to provide more opportunities for Spanish speakers to speak, read, and write with native English speakers.
3. Create a bell schedule that allows for common preparation times at each grade level
4. Minimize interruptions to academic instruction.

## Instruction by Highly Qualified Teachers

1. Hire highly qualified teachers for 100% of our positions

## Professional Development:

1. Provide staff development on Explicit Direct Instruction, Instructional Strategies that Work, Differentiated Instruction, Step Up to Writing. Revisit these strategies throughout the year.
2. Provide in-service on Datawise to familiarize teachers on how to retrieve data and build small common assessments.
3. Provide instruction on how to incorporate more technology into the classroom
4. Continue the DuFour work to increase implementation of Collaborative Inquiry Model.
5. Provide time for teachers to present during staff meetings
6. Administrator will facilitate staff development around the five basic questions: What do we want students to learn, how are we going to know if they learned it, what will we do for those who have not learned it, what will we do for those who already learned it? How are we preparing kids to be ready for career and college?
7. Academic coach will continue support to grade level teams to facilitate the inquiry model.
8. Train teachers on all software in the school that supports the curriculum, especially in intervention and enrichment.
9. Train teacher in BEST discipline approach to help with implementation

## Attracting High Quality Teachers

1. Network with colleges and universities to attract highly qualified teachers

2. Continue peer observations using the Instructional Rounds model
3. Encourage and support staff to become master teachers
4. Work closely with our human resources department to attract highly qualified teachers

### **Parent Involvement**

1. Work closely with Site Council, PTO, and ELAC to supplement and enrich programs
2. Include parents on walk throughs to high light components of instructional strategies such as the Daily Five.
3. Ask Site Council, PTO, and ELAC for input on site plan and survey questions for school improvement
4. Implement “coffee chats” for English only and Spanish speaking parents
5. Continue the weekly bulletins, e-newsletters, weekly parent letters from teachers
6. Involve parents in the BEST and Second Step lessons with home-school connections
7. Schedule ELAC, PTO, and Site Council to maximize parent involvement
8. Encourage EL parents to join the ESL classes offered
9. Continue partnerships with A+ and BGC to assist parents with homework help and before and/or after school care.
10. Include parent education topics at all parent meetings

### **Transitions**

1. Continue Pre K/Kindergarten articulation meetings hosted by Early Learning Coordinator
  2. Continue to provide Kinder Camp to help preschool/returning students’ transition to kindergarten
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1. Provide parent education on School Readiness during kindergarten round up
  2. Encourage greater participation in programs offered by the First Five Family Room
  3. Provide a kindergarten open house in the spring or before school starts in the fall to allow preschool students and their families to visit the classroom
  4. Establish tool kits for parents that include activities during the summer for families to keep academic skills strong.
  5. Identify at risk students with the help of the preschools and connect those students with Special Friends support.

### **Teacher Decision Making**

1. Enlist staff support in scheduling and planning collaborative time. Encourage and build leadership attributes among staff.
2. Provide time for staff to articulate across grade levels and school sites to improve communication and support for student learning.
3. Implement the use of Data Wise to assist with the analysis of data to inform instruction.
4. Create and monitor formative assessments during PLC time. Based on the results, support grade level teams implement flexible groupings, in class interventions and extensions, and assign students to before and after school interventions.

5. Analyze STAR cluster data, rubrics, and other local data to inform instruction
6. Identify students who need enrichment
7. Collaborate as a grade level team to develop a pyramid of intervention
8. Develop common formative assessments through collaborative decision-making

#### **Additional Assistance for Students not meeting standards**

1. Use intervention strategies within the classroom, with support staff, and before and after school tutoring
2. Utilize flexible grouping strategies
3. Continue to encourage students to attend A+ and Boys and Girls Club Power Hour
4. Continue reading intervention classes for all students in need K-4
5. Expand the use of Lexia phonics and accelerated reader
6. Implement RTI more fully with support from the special education staff.
7. Conduct Individual Learning Plans with FBB and BB students.
8. Provide tool kits for students during summer to practice targeted skills
9. Continue to use Read Naturally with third grade students identified as struggling readers.
10. Increase the use of graphic organizers to help students access curriculum

#### **Coordination and Integration (federal, state, and local programs and services)**

1. Monitor purchase orders, applications to attend staff development, and expense claims for compliance
2. Review allowable categorical expenditures and monitor these expenditures and all carryovers.
3. Oversee and monitor the budget every quarter
4. Work with Site Council, PTO, and ELAC to supplement and enrich school programs
5. Continue to educate students on school wide character education, including BEST lessons, Second Step, and character traits.
6. Open computer lab to parents and provide assistance to access data, on line survey, ESL support.
7. Train parents on leadership and school involvement