

Truckee Elementary School: Title I Schoolwide Plan 2021-2022
The Comprehensive Needs Assessment

Truckee Elementary School completed a school-wide comprehensive needs assessment by reviewing parent survey results and student achievement data. The analysis was overseen by the site administrator and was completed by the following groups: SSC and the Site Leadership Team. Outcomes of the analysis were shared with the following groups: School staff and ELAC. The results of this analysis became the driving focus for the school-wide reform strategies and the foundation of the Single Plan for Student Achievement

School Wide Reform Strategies & Corrective Actions

1. Continue to refine our reading intervention system in the area of reading
2. Offer an Extended Day Reading Acceleration Program (EDRAP) to augment the K-5 within school day program
3. Maintain a .8 FTE Reading Teacher/TOSA to teach reading intervention intervention groups, assess and monitor student progress and collaborate with teachers about student progress and groupings. TTUSD added a 1.0 FTE certificated teacher to support the intervention program in 2018.
4. Utilize the services of the Accelerated Learner Teacher to provide instruction to GATE students (4-5), Accelerated Learners (K-5) and to collaborate with teachers (TK-5) to determine and provide resources, strategies and supports to enhance the learning for those students significantly above grade level.
5. Continue professional development and refine application of science of reading (Language Essentials for Teachers of Reading and Spelling, LETRS)
6. Continue professional development and expand use of DIBELS screeners and progress monitoring assessment tool schoolwide to drive reading instruction (Amplify mClass)
7. Continue to use common Universal Screenings for Reading-STAR Early Literacy (K-2) and STAR Reading (2-5)
8. Ensure large blocks of instructional time for English Language Arts and math to apply our agreed upon “spotlight strategies” that align with research-based instructional strategies
9. Utilize research based intervention strategies within the classroom (i.e. Tier 1 and typically Tier 2 intervention strategies to reteach and supplement instruction)
10. Continue to use California Standards, district adopted materials and identify supplemental instructional materials to support individual student needs
11. Provide opportunities for academic conversations and writing in all content areas; participate in California Language Learning Innovation (CALLI) and Literacy Innovation Team (LIT) at state and district levels respectively to support students who are socio-economically disadvantaged
12. Using Step Up to Writing materials, review and explicitly teach the steps of the writing process on a regular basis
13. Support EL parents by providing translated materials and access to an interpreter/ community liaison, as needed
14. Utilize the community liaison to enhance outreach to all families, with an emphasis on our Latino families
15. Provide parents with education in topics that are of interest

16. Provide collaboration time and on site staff training during staff meetings on minimum day/ release time for teachers to analyze assessments and identify student needs; create a professional learning calendar that creates time for whole staff collaboration, grade level collaborative time, and differentiated professional development
17. Via a monthly goal setting and monitoring process, teachers will analyze student data and use collaboration time to discuss and plan for instructional adjustment to improve student learning; we will focus on small iterations of inquiry (Plan Do Study Act) cycles in reading as well as math
18. Implement differentiated curriculum to provide for the needs of students identified as needing intervention or enrichment in all content areas
19. Ensure Multi Tiered Systems of Support including expanding counseling services to meet at-risk students' emotional needs while ensuring solid Tier 1 support for all