

Tahoe Lake Elementary School School-wide Program Requirements

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

- Analyze student data from the following sources: CAASPP, CELDT, 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:

- Ensure that all students have equitable access to a guaranteed and viable curriculum via the TTUSD Scope and Sequence for each grade level
- Ensure a safe and supportive culture for students and staff
- Ensure that all students have adequate instructional materials
- Provide quality, daily English Language Development with an emphasis on building academic vocabulary
- Articulate curriculum within and across grade levels so that everyone, students and staff, is using the same academic language
- Present California Standards and Learning Objectives in student-friendly terms. “Unwrap” standards so that they are easily accessed by students
- Use proficiency scales to guide and monitor student learning
- Establish clear learning goals for all students in every content area
- Provide high quality interventions to students who are below grade level
- Ensure that students receive Universal Access instruction for the core content and adoptions
- Align PE, music, and library to support the core academic curriculum and student learning goals
- Monitor student progress with formative and summative assessments. Use those assessments to guide and improve first instruction
- Work closely with the academic coach to improve the quality and cohesion of instruction
- Identify effective instructional strategies to support individual student needs and continue to use standards based district adopted materials as appropriate to support instruction of the California Standards
- Assist students with goal setting and have students monitor their individual progress
- Review and explicitly teach the writing process, using the Step up to Writing strategies

- Provide opportunities for writing in all content areas
- Combine science inquiry process with journal writing to develop literacy
- Expand the use of Accelerated Reader, Reading A-Z and other technology tools to assess student learning in ELA
- Explicitly teach test-taking strategies to reduce test anxiety
- Explore and expand technology aided learning
- Support EL parents by providing translations during PTO and other parent meetings
- Provide parent education as it relates to assisting students with study skills
- Increase communication with parents about student achievement
- Provide collaboration time and on site staff training on research based instructional strategies. During collaboration time teachers will discuss solid first teaching strategies, create common assessments, analyze data, use the data to inform their instruction
- Implement RtI ² more fully serving students who need re-teaching as well as acceleration
- Implement differentiated curriculum to provide for the needs of students identified as needing intervention or enrichment in all content areas
- Continue BEST (Building Effective Schools Together) lessons, Second Step, individual and small group counseling, and character education to meet students' needs and improve school climate.
- Utilize common terminology as it relates to student-friendly standards, both academically and socially
- Utilize second language acquisition and science as classroom enrichment
- Continue student assemblies that focus on targeted student behaviors such as perseverance and contribution to the school community
- Maintain appropriate follow-through with discipline designed to change student behavior

Schedule

- Continue to structure the school day so that the curriculum is taught within blocked periods, allowing for leveled instruction at each grade level
- Ensure that English Language Learners are appropriately grouped within the 30 minutes of English Language Development instruction, four times a week
- Use pacing guides established by the District Curriculum Committee to ensure that all Common Core Standards are covered to the depth and degree necessary for student achievement
- Maintain a master schedule that allows for common collaboration times at each grade level at least once a week
- Minimize interruptions to academic instruction

Instruction by High Quality Teachers

- Continue to fill all credentialed positions with credentialed teachers

Professional Development

- Provide staff development and support in line with the TTUSD Instructional Framework
- Provide in-service on technology tools to familiarize teachers on how to retrieve data to analyze student achievement

- Provide instruction on how to incorporate more technology into the classroom
- Continue to implement the grade level team and inquiry model
- Provide time for teachers to collaborate and to share their findings with the staff
- Focus staff development around the four 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?
- Academic coaches will continue support to grade level teams to facilitate the grade level team inquiry model
- Train teachers on all software in the school that supports the curriculum, especially in intervention and Enrichment
- Support the BEST discipline approach to help with implementation
- Support teachers on Science Integration with ELA and math
- Provide continuing training on implementation of the California Standards

Attracting High-Quality Teachers

- Implement peer observations across the school
- Encourage and support staff to become master teachers
- Work closely with our human resources department to attract highly qualified teachers

Parent Involvement

- Work closely with Site Council, PTO, and ELAC to supplement and enrich programs
- Ask Site Council, PTO, and ELAC for input on site plan and survey questions for school improvement
- Continue consistent communication, including phone calls, emails, as well as weekly parent letters from teachers
- Involve parents in Second Step and BEST lessons with home-school connections
- Schedule ELAC, PTO, and Site Council to maximize parent involvement
- Continue partnerships with A+ and BGC to assist parents with homework help and before and/or after school care
- Include parent education topics at all parent meetings

Transitions

- Continue Pre K/Kindergarten articulation meetings
- Continue Transitional Kindergarten
- Continue support for students needing intervention to enroll in Power Summer
- Provide parent education on School Readiness during kindergarten previews
- Provide a kindergarten open house in the spring and before school starts in the fall to allow preschool students and their families to visit the classroom
- Establish tool kits for parents that include activities during the summer for families to keep academic skills strong

Teacher Decision-Making

- Enlist staff support in scheduling and planning collaborative time
- Provide time for staff to articulate across grade levels and school sites to improve communication and support for student learning.
- Create and monitor formative assessments during grade level collaboration 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
- Analyze STAR Reading and Math, CAASPP, and other local data to inform instruction
- Identify students who need enrichment and intervention
- Collaborate as a grade level team to develop a pyramid of intervention
- Develop common formative assessments through collaborative decision-making

Safety Net (additional assistance for students not meeting standards)

- Use intervention strategies within the classroom, and with support staff
- Utilize flexible grouping strategies
- Continue to encourage students to attend A+ and Boys and Girls Club Power Hour and RAP for after school academic support
- Expand the use of Reading A-Z, Accelerated Reader, and other educational software programs
- Implement intervention more fully with support from the special education staff.
- Provide tool kits for students during summer to practice targeted skills
- Increase the use of graphic organizers to help students access curriculum

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

- Monitor purchase orders, applications to attend staff development, and expense claims for compliance
- Review allowable categorical expenditures and monitor these expenditures and all carryovers
- Oversee and monitor the budget every quarter
- Work with Site Council, PTO, and ELAC to supplement and enrich school programs
- Continue to educate students on school wide character education, including BEST lessons, Second Step, Mindfulness, and character traits.
- Provide education for parents on leadership and school involvement