

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: CAASPP, ELPAC, demographic data, suspensions, attendance, and local assessments such as information included in Report Cards, and specific classroom performance data to determine strengths and weaknesses in student achievement.
- The school leadership team, ELAC, and School Site Council review the student performance data and provide input
- The comprehensive needs assessment became the driving force for the school wide reform strategies and the foundation of the School Wide Plan

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. Provide high quality interventions to students who are significantly below grade level.
7. Ensure that students receive differentiated instruction for the core adoptions.
8. Have PE, music, library, and computer instruction support the core academic curriculum as much as possible.
9. Monitor student progress with formative and summative assessment. Use those assessments to improve instruction.

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. Explicitly teach test-taking strategies.
5. Enhance technology support through Lexia, AR, Reading A-Z.
6. Support EL parents by providing translations at meetings and in writing.
7. Provide parent education as it relates to assisting students with study skills.

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. 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 Language Arts instruction through LETRS training and Camino al Exito training.
2. Provide training on DNA to familiarize teachers on how to retrieve data and build small common assessments.
3. Use the PDSA cycle process to support instructional improvement.
4. 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?

Parent Involvement

1. Work closely with Site Council, PTO, and ELAC to supplement and enrich programs.
2. Ask Site Council and ELAC for input on site plan and survey questions for school improvement.
3. Implement “coffee chats” for English only and Spanish speaking parents.
4. Continue the weekly bulletins, e-newsletters, weekly parent letters from teachers.
5. Involve parents in the Second Step lessons with home-school connections.
6. Schedule ELAC, PTO, and Site Council to maximize parent involvement.
7. Include parent education topics at all parent meetings.

Transitions

1. Provide parent education on School Readiness during kindergarten preview
2. Encourage greater participation in programs offered by the First Five Family Room

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. Analyze STAR data, rubrics, and other local data to inform instruction.
4. Develop common formative assessments through collaborative decision-making.

Additional Assistance for Students not meeting standards

1. Utilize flexible grouping strategies
2. Continue reading intervention classes for all students in need K-5
3. Expand the use of Lexia
4. Implement RTI more fully with the reading intervention teacher.
5. Continue to use Read Naturally to support reading intervention.

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

1. Review allowable categorical expenditures and monitor these expenditures and all carryovers.
2. Oversee and monitor the budget every quarter.
3. Work with Site Council, PTO, and ELAC to supplement and enrich school programs.
4. Continue to educate students on school wide character education, including BEST lessons, Second Step, and character traits.