

Tahoe Elementary School

School Name



2014-15 School Development and Improvement Plan

Tahoe Elementary School Vision and Mission

Sacramento City Unified School District Strategic Plan Framework

Pillar I: Career- and College-Ready Students
Pillar II: Family and Community Engagement
Pillar III: Organizational Transformation

Vision:

Tahoe Elementary, in partnership with our families and community, provides an environment where students and staff become lifelong learners and moral, ethical, compassionate people reaching their full potential.

Mission:

At Tahoe we understand that there are four components that are paramount to building a school where students reach their full potential. The SHINE mission encapsulates those four areas and was created by staff as we worked to develop goals for our “ideal” school. Our mission brings together the major areas that we address in order to build an effective school and provide the lens for our vision.

a Safe and caring environment
Home/school connections
Instruction that meets student needs and results in academic achievement
Neighborhood/community involvement
where Everyone wins!

Profile of School (DATA)

Guide To Success: Site Level Metrics

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
				2012-13	2013-14	2014-15 Target
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST “proficiency” in ELA		42%		
			Schoolwide	23%		
			Black or African American	0%		
			American Indian or Alaska Native	77%		
			Asian			
			Filipino	36%		
			Hispanic or Latino	33%		
			Native Hawaiian or Pacific Islander	63%		
			White	45%		
			Two or More Races	39%		
			Socioeconomically Disadvantaged	23%		
			English Learners	24%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement				
				2012-13	2013-14	2014-15 Target	
		CST “proficiency” in Math		43%			
			Schoolwide	43%			
			Black or African American	23%			
			American Indian or Alaska Native	0%			
			Asian	77%			
			Filipino				
			Hispanic or Latino	39%			
			Native Hawaiian or Pacific Islander	33%			
			White	60%			
			Two or More Races	45%			
			Socioeconomically Disadvantaged	39%			
			English Learners	26%			
		Students with Disabilities	42%				
		“Proficiency” in Science			2012-13	2013-14	2014-15 Target
			Schoolwide	29%			
			Black or African American	25%			
			American Indian or Alaska Native	0%			
			Asian	33%			
			Filipino				
			Hispanic or Latino	33%			
			Native Hawaiian or Pacific Islander				
			White	22%			
			Two or More Races	33%			
			Socioeconomically Disadvantaged	31%			
English Learners	0%						
Students with Disabilities	25%						

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
			2012-13	2013-14	2014-15 Target	
		"Proficiency" in History-Social Sciences (pending)	Schoolwide			
			Black or African American			
			American Indian or Alaska Native			
			Filipino			
			Hispanic or Latino			
			Native Hawaiian or Pacific Islander			
			Two or More Races			
			Socioeconomically Disadvantaged			
			English Learners			
			Students with Disabilities			
	2. Post High School Preparation	8th grade cohort who graduate				
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*				
		On-track to meeting UC/CSU requirements (a-g)*		N/A		
K-2 Literacy Assessment (Team desires to move to PK-12)			N/A			
3. 21st Century Skills	Student Guide to Success (pending)		N/A			
ENGAGEMENT	4. Attendance	Chronic absenteeism		12.74%		
		Staff attendance	Certificated	95.01%		
			Non-Certificated	96.23%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement	
	5. School Connectedness	School Environment (staff, students, families)	N/A	
		School Communication (staff, students, families)	N/A	
		School Achievement (staff, students, families)	N/A	
	6. Social-Emotional Learning	Information on the five indicators		
		Suspension Rate	suspension rate per 100 students	7.9
			Percent of school year missed (in days) from suspensions	0.17%
TRANSFORMATION	7. State Academic Performance of Target Demographics	CST "catch-up/keep-up" in ELA	Grd. 3 21.43%	
			Grd. 4 58.62%	
			Grd. 5 54.84%	
			Grd. 6 56.41%	
		CST "catch-up/keep-up" in Math	Grd. 3 42.86%	
			Grd. 4 31.03%	
			Grd. 5 25.81%	
			Grd. 6 37.50%	
		CST "catch-up/keep-up" in Science		
		CST Cohort Performance in ELA (2+ consecutive years at site)	Grd. 3 24.00%	
			Grd. 4 60.71%	
			Grd. 5 54.84%	
			Grd. 6 58.82%	

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement				
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 3	44.00%			
			Grd. 4	32.14%			
			Grd. 5	25.81%			
			Grd. 6	40.00%			
		CST Cohort Performance in Science (2+ consecutive years at site)					
		Achievement Gap Performance CST ELA			Number Taken	Percent Passed	Gap
			White	30	63.33%	N/A	
			African-American	30	23.33%	40.00%	
			Asian	13	76.92%	-13.59%	
			Hispanic/Latino	103	35.92%	27.41%	
			American Indian	1	0.00%	63.33%	
			Filipino				
			Pacific Islander	3	33.33%	30.00%	
			Two or more ethnicities	22	45.45%	17.88%	
			Non-Special Ed	169	44.97%	N/A	
			Special Ed	33	24.24%	20.73%	
			Non-ELL	148	39.86%	N/A	
			ELL	35	22.86%	17.01%	
			Non-Foster Youth	220	41.36%	N/A	
			Foster Youth	5	40.00%	1.36%	
Non-FRPL	51		49.02%	N/A			
FRPL	151	39.07%	9.95%				

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
			Number Taken	Percent Passed	Gap	
		Achievement Gap Performance CST Math	White	30	60.00%	N/A
			African-American	30	23.33%	36.67%
			Asian	13	76.92%	-16.92%
			Hispanic/Latino	103	38.83%	21.17%
			American Indian	1	0.00%	60.00%
			Filipino	3		
			Pacific Islander	3	33.33%	26.67%
			Two or more ethnicities	22	45.45%	14.55%
			Non-Special Ed	169	42.60%	N/A
			Special Ed	33	42.42%	0.18%
			Non-ELL	148	41.89%	N/A
			ELL	35	25.71%	16.18%
			Non-Foster Youth	220	43.64%	N/A
			Foster Youth	5	20.00%	23.64%
			Non-FRPL	51	54.90%	N/A
			FRPL	151	38.41%	16.49%
			8. Post High School Performance of Target Demographics	8th Grade Graduation "Cohort Performance"		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap 8th Grade Graduation	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		
		AP/IB Courses "Cohort Performance"			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Enrollment	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Passing	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
		FRPL			
		UC/CSU On-Track Catch-up and Keep-Up		N/A	
		UC/CSU On-Track "Cohort Performance"		N/A	
		Achievement Gap UC/CSU On Track		N/A	
		Literacy "Catch-up and Keep Up"		N/A	

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement
		Literacy Cohort Performance (2+ consecutive years at site)	N/A
		Achievement Gap Performance Literacy	N/A

Academic Performance Index – A.P.I.

Groups	2011 Base	2012 Growth	2011-12 Growth Target	2011-12 Growth	Met Target	2012 Base	2013 Growth	2012-13 Growth Target	2012-13 Growth	Met Target	2013 Base	2014 Growth	2013-14 Growth Target	2013-14 Growth	Met Target
Schoolwide	751	754	5	3	No	754	734	5	-20	No					
Black or African American	699	682				683	616								
American Indian or Alaska Native															
Asian	881	820				821	863								
Filipino															
Hispanic or Latino	736	766	5	30	Yes	767	726	5	-41	No					
Native Hawaiian or Pacific Islander															
White	764	747				748	797								
Two or More Races	793	761				761	770								
Socioeconomically Disadvantaged	734	740	5	6	Yes	740	720	5	-20	No					
English Learners	774	747	5	-27	No	747	724								
Students with Disabilities	604	593				594	627								

Adequate Yearly Progress (AYP) Components – Tahoe Elementary School (PI Status:)

Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	95.0			95.0			95.0			95.0			95.0			95.0		
Schoolwide	100	Yes		100	Yes					100	Yes		100	Yes				
Black or African American	100	--		100	--					100	--		100	--				
American Indian or Alaska Native	100	--		100	--					100	--		100	--				
Asian	100	--		100	--					100	--		100	--				
Filipino	--	--			--					--	--			--				
Hispanic or Latino	100	Yes		100	Yes					100	Yes		100	Yes				
Native Hawaiian or Pacific Islander	100	--		100	--					100	--		100	--				
White	100	--		100	--					100	--		100	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	100	Yes		100	Yes					100	Yes		100	Yes				
English Learners	100	Yes	ER	100	--					100	Yes	ER	100	--				
Students with Disabilities	100	--		100	--					100	--		100	--				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Tahoe Elementary School (PI Status:)

Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target (ES/MS)	78.4			100						79.0			100					
AYP Target (HS)	77.8			100						77.4			100					
Schoolwide	42.8	No		42.7	No					52.1	No		44.3	No				
Black or African American	39.1	--		23.1	--					34.8	--		26.9	--				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	58.3	--		76.9	--					75.0	--		76.9	--				
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	41.0	No		38.7	No					57.0	Yes	SH	40.9	No				
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	50.0	--		60.7	--					38.2	--		60.7	--				
Two or More Races	42.1	--	N/A	42.9	--					57.9	--	N/A	42.9	--				
Socioeconomically Disadvantaged	39.8	No		39.9	No					49.4	No		39.9	No				
English Learners	36.8	No		38.3	--					54.4	No		40.4	--				
Students with Disabilities	24.1	--		32.4	--					31.0	--		45.9	--				

Adequate Yearly Progress (AYP) Components – Tahoe Elementary School (PI Status:)

Component 3: Academic Performance Index (API)
Additional Indicator for AYP

Component 4: Graduation Rate

Category	2012			2013			2014			2012			2013			2014		
	2011 Growth API	Met AYP Criteria	Alt. Method	2012 Growth API	Met AYP Criteria	Alt. Method	2013 Growth API	Met AYP Criteria	Alt. Method	2011 Grad. Rate (Class of 2009-10)	Met Grad. Rate Criteria	Alt. Method	2012 Grad. Rate (Class of 2010-11)	Met Grad. Rate Criteria	Alt. Method	2013 Grad. Rate (Class of 2011-12)	Met Grad. Rate Criteria	Alt. Method
AYP Target	710			740			770											
Schoolwide	751	Yes		754	No						N/A			N/A				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Safe Harbor Targets for Tahoe Elementary School

Using 2014 Percent Proficient to Determine Minimum Safe Harbor Percent

GROUPS	English-Language Arts								Mathematics							
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target
Schoolwide																
Black or African American																
American Indian or Alaska Native																
Filipino																
Hispanic or Latino																
Native Hawaiian or Pacific Islander																
Two or More																
Socioeconomically Disadvantaged																
English Learners																
Students with Disabilities																

2014 AYP Percent Proficient Targets

ES: ELA: 100% / Math: 100%

MS: ELA: 100% / Math: 100%

HS: ELA: 100% / Math: 100%

The SDIP Process

Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.



- [X] Gather data
- [X] Analyze, reflect upon & discuss data
- [X] Find Big Messages from Data
- [X] Organize Big Messages by Common themes
- [X] Identify 2-3 priorities from Big Messages
- [X] Plan actions to support priorities
- [X] Merge actions, create time line and identify funding
- [X] Design evaluation process and structures
- [X] Inclusive list and dates of collaborative stakeholder meetings

To update the school plan for the 2014/2015 year:

- 1) Staff reflected on implementation of last year's school plan, identifying strengths and improvements.
- 2) The school staff reflected on current state of CCSS implementation and student achievement. (Based on Instructional Rounds, I-Ready data and classroom data.)
- 3) The principal shared the current state with families at Advisory Groups meeting and asked for input or suggestions for school improvement.
- 4) Representatives of the parent groups approved the update.

Big Messages

From our analysis of current school context, the following BIG messages were identified:

Achievement

- There was limited data to review beyond the intervention data from I-Ready, indicating a need to develop an ongoing system of data collection.
- Though all classes implemented the bridge program, Ready, there is a need to plan better and improve delivery of lessons to meet common core standards.
- With the large increase in class size, there is a need to increase intervention in kinder and first grade to ensure that early reading skills are attained by all.
- English Learners proficiency rate dropped significantly in prior year in Math but increased in ELA, but both levels are far below the achievement goals. There is a need to adjust instruction to better meet ELL needs.
- Instructional Rounds outcomes showed that there an increase in opportunities for students to build oral fluency, work collaboratively, and use academic language to complete higher level tasks, but there remains a need to organize the classroom to better meet rigorous standards of the Common Core.
- Though installation of technology has supported instruction throughout the school, ongoing training is necessary for higher level use of technology.

Learning Environment

- Attendance rates decreased from 95.39 to 95.26 most likely due to incentive programs. Very few SARTs were held because letters were not generated centrally. There is still a need to focus on the chronically absent students.
- Student suspensions have decreased from 51 to 25, but there is still a need to need to support students who have severe difficulties managing the learning environment and help teachers who struggle with more troubled students..
- Students understand expectations and can identify bully behaviors which may indicate a need for better monitoring and a focus on encouraging students to solve problems together.
- Continuing to focus on effective implementation of Caring School Communities will ensure data remains positive and address playground problems that end in suspension for a small number of students.
- Based on feedback from families, most are happy with the school, but some indicated need for more family nights and after-school activities
- There is still a discrepancy among African American students behavior responses (time outs/detentions/suspensions,etc.) and other ethnic groups. There is a need to continue to address Cultural Proficiency and meeting the needs of all demographic groups in regard to achievement and environment. There is need to bring new staff training that seasoned Tahoe staff has had in regard to Cultural Proficiency and engagement.

Priority 1:	Improve teaching and learning by engaging students in tasks that address Common Core Standards with emphasis on effective planning, implementation of new curricula, academic discourse and higher level thinking, comprehensive assessment and necessary intervention. (HQFI, Ready, Genre Study, enVision Math, I-Ready)
Priority 2:	To promote a safe and caring environment where all students succeed, staff will implement the Caring School Communities program, explicitly teach strategies to combat bully behaviors, conduct home visits and build strong relationships with students and families.
Priority 3:	

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other:	Other:
\$50,862	\$73,906	\$13,262			

**Parent Engagement and Partnership Activities
To Reach School Priority Goal**

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

Parenting

To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.

Communication

To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school's newsletter or an awareness campaign that culminates in recognition awards.

Home Learning

To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.

Volunteering

To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.

Decision Making

To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support

Community

To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.

LCAP Goals and Sub Goals

Goal 1: Increase percent of students who are on track of graduate college and career ready.

Sub Goal 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Sub Goal 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Sub Goal 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Sub Goal 2.1: Students will be provided cleaner, better maintained learning environments.

Sub Goal 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Sub Goal 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD

Sub Goal 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Sub Goal 3.2 Stakeholders will receive improved district and site communications, including translation/interpretation services.

Whole School Priority #1

Priority Goal 1	Improve teaching and learning by engaging students in tasks that address Common Core Standards with emphasis on effective planning, implementation of new curricula, academic discourse and higher level thinking, comprehensive assessment and necessary intervention. (HQFI, Ready, Genre Study, enVision Math, I-Ready)
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide professional development for teachers by: <ul style="list-style-type: none"> providing two SCOE training modules (preservice) to support CCSS implementation. organizing at least three visits from SCOE consultant with observation and feedback sessions around focus areas. providing training on Ready and I-Ready to support first instruction and intervention to increase achievement. 	Teachers Principal SCOE	LCFF/FR \$2,465 \$4,000	1.3	Int 1 <ul style="list-style-type: none"> Completed training (8/27/14) SCOE days TBD 		<ul style="list-style-type: none"> Training notes/sign ins Review of lesson plans Observation notes/feedback
				Int 2 <ul style="list-style-type: none"> SCOE days TBD Increased use of I-Ready and Ready Increased achievement 		
				End <ul style="list-style-type: none"> SCOE days TBD Increased use of I-Ready and Ready Increased achievement 		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Use technology to support instruction by: <ul style="list-style-type: none"> providing opportunities for staff to share/develop strategies for use of SMART boards, MacAirs, iPads, PowerPoint, MS Word. working collaboratively in teams and grade levels to support and improve implementation. increasing level of technology use beyond "overhead" use. (internet, displays, student use.) buying additional training, equipment or supplies necessary for successful implementation. 	Teachers Principal Aides	LCFF/FR \$5,754 GF \$2,000	2.3	Int 1 <ul style="list-style-type: none"> All teachers using SMARTboard (overhead). 	Showcase current technology with families at BTS and Open House if possible.	<ul style="list-style-type: none"> Implementation levels in classrooms (surveys, observation notes) Review of lesson plans Benchmark and curriculum data Meeting agendas
				Int 2 <ul style="list-style-type: none"> Most teachers using SMARTboard at a higher level. 		
				End <ul style="list-style-type: none"> All teachers using interactive, high level thinking lessons with technology support. Increased achievement 		
Collaborate in grade level teams or whole staff on the analysis of achievement data, school planning, student work and instructional strategies by: <ul style="list-style-type: none"> using I-Ready benchmarks three times (Sep/Jun/May). collecting and using Ready Interim Assessments (6) to monitor student growth and achievement. holding three academic conferences to help internalize CCS, plan instruction and analyze student work and data. providing additional PD time 	Teachers Principal Aides Families	TITLE 1 \$5,424	1.3	Int 1 <ul style="list-style-type: none"> Grade level year plans for meetings First academic conference has been held. First two schoolwide CPT mtgs held 	Data shared with families at Advisory Groups meetings (7/year) in order to illicit feedback and plan responses to data. Teachers communicate often with families in order to develop family involvement with student learning.	<ul style="list-style-type: none"> Academic conference agendas and worksheets Grade level agendas Training/CPT agendas Implementation levels in classrooms (surveys, observation notes)
				Int 2 <ul style="list-style-type: none"> Second academic conference has been held. Third/fourth schoolwide CPT mtgs held 	Parents will be invited to learning sessions on the Common Core Standards.	<ul style="list-style-type: none"> Flyers

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>on assessment, writing, questioning and other focus topics to support CCS implementation.</p> <ul style="list-style-type: none"> • Sending a team of three teachers to ELA CCS training and using release time to plan exemplar lessons and training for other staff members. • Sending a team of four teachers to Math CCS training and using release time to plan exemplar lessons and training for other staff members. • providing release time to teachers who would like to try co-teaching or observe in other classrooms. • using classroom observations to monitor technology use, HQFI structure, Ready, I-Ready and Math instruction. • buying additional equipment or supplies necessary for successful implementation. 				<p>End</p> <ul style="list-style-type: none"> • Final academic conference has been held. • Fifth/sixth schoolwide CPT mtgs held • Increased achievement based on I-Ready and Ready benchmark tests 		
<p>Raise the level of rigor in teaching and learning by:</p> <ul style="list-style-type: none"> • structuring lessons in the HQFI format. • establishing learning objectives that are measurable, communicated and understood by students. • Using Ready program, Genre Study and Common Core Standards to guide instructional improvement. 	<p>Teachers Principal</p>	<p>LCFF/FR \$7,029 \$500 \$1,771</p> <p>GF \$2,971 \$500</p>	<p>1.1</p>	<p>Int 1</p> <ul style="list-style-type: none"> • Evidence of basic level implementation in these areas in some classrooms. • Increased achievement based on I-Ready and Ready benchmark tests 	<p>Share with families what proficient work looks like. Involve families in setting learning goals for their children.</p>	<ul style="list-style-type: none"> • HQFI lesson plans • Classroom observation feedback

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<ul style="list-style-type: none"> • increasing the level of student academic discourse and involvement in activities that require higher level thinking. • using higher order questions that allow for the development of students' critical thinking. • developing strategies for improving differentiated planning and lesson implementation. 				Int 2 <ul style="list-style-type: none"> • Evidence of high level implementation in these areas in most classrooms. • Increased achievement based on I-Ready and Ready benchmark tests 	Parents will be invited to learning sessions on the Common Core Standards and Math program.	
<ul style="list-style-type: none"> • building strategies for challenging high- achieving students. • modeling high expectations consistently, and sharing with students what proficient work looks like. • providing opportunities for students to self assess and set challenging and achievable learning goals. • providing opportunities for students to work collaboratively and individually on projects that develop a wide range of skills and understanding of complex concepts and problems. • observing classrooms consistently and providing teachers with timely and specific feedback to improve teaching and learning. • buying additional equipment or supplies necessary for successful implementation. 				End <ul style="list-style-type: none"> • Evidence of high level implementation in these areas in all classrooms. • Increased achievement based on I-Ready and Ready benchmark tests 		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide intervention and extra support for students not meeting benchmarks by: <ul style="list-style-type: none"> providing Learning Center support to both SED and General Ed students by funding 50% of Resource Specialist. Purchase I-Ready schoolwide license for intervention in Reading and Math providing primary language support in Spanish and assigning a teacher to oversee EL program and CELDT administration. coordinating Title I Intervention services and providing other tutoring when possible to support achievement. Buying additional equipment or supplies necessary to support intervention or enrichment. 	Teachers Resource Teacher Instructional Aide Principal	TITLE 1 \$42,501 LCFF/FR 32,037 9,900 LCFF/LEP 12,262 1,000	1.2	Int 1 <ul style="list-style-type: none"> All students below basic have an SST to develop intervention plan. All students below basic are offered tutoring or in-class intervention Incremental achievement growth made based on diagnostic assessments. 	Notes and phone calls are sent home to encourage families to sign up for tutoring. Teachers contact some families with personal reminders about tutoring for children who are below basic.	<ul style="list-style-type: none"> Tutoring documents Workshop plans Learning Center rosters SST follow-up documentation Instructional Aide logs Classroom observations Diagnostic test results
				Int 2 <ul style="list-style-type: none"> All students below basic are receiving intervention; either in class, Learning Center, tutoring, START tutoring Achievement growth continues based on diagnostic assessments. 	Teachers strongly encourage attendance at conferences in order to communicate learning levels for all students and request family involvement in learning.	
				End <ul style="list-style-type: none"> All students below basic are receiving intervention, either in class, Learning Center, tutoring or START tutoring. Achievement growth accelerated and increased achievement levels on classroom assessments and benchmarks 	Resource Teacher attends conferences of Learning Center students.	
Provide support for the library and the computer labs by hiring an aide for 15 hours per week. Provide free books to students to take home.	Principal	LCFF/FR \$8,600	2.3	Int 1 <ul style="list-style-type: none"> Library is open. 	Advertise and invite families to support the library by joining the committee.	<ul style="list-style-type: none"> Library visit log Circulation reports Committee roster

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 2 •Student use of library increases.		
				End •Student use of library increases and three distributions of free books have taken place.		

Whole School Priority #2

Priority Goal 2	To promote a safe and caring environment where all students succeed, staff will implement the Caring School Communities program, explicitly teach strategies to combat bully behaviors, conduct home visits and build strong relationships with students and families.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Implement the Caring School Communities (CSC) program by: <ul style="list-style-type: none"> providing opportunities for ongoing staff discussion about effective morning meetings, buddy classes and Homeside activities. setting and monitoring implementation goals to support a successful third year. continuing with Big 3 and Bully Assemblies to support positive student behavior and outline expectations for students. hiring supplemental yard duty to support conflict resolution with students. buying additional equipment or supplies necessary for successful implementation. 	Teachers Principal Yard Duty	GF \$2,000		Int 1 <ul style="list-style-type: none"> All three components of the program are implemented in all classrooms. 	Use Homeside activities once a month to connect students and families in the CSC program. Share program components with families and report progress. Share suspension data with families.	<ul style="list-style-type: none"> Implementation level in the classrooms (surveys, observations) Peer sharing and check-in meetings with staff Agendas, calendars, rosters
				Int 2 <ul style="list-style-type: none"> All three components implemented well in most classrooms. Reduction of student referrals, suspensions. 		
				End <ul style="list-style-type: none"> All three components implemented well in all classrooms. Reduction of student referrals, suspensions. 		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>Build strong relationships with families by:</p> <ul style="list-style-type: none"> holding sociogram conferences at the end of September to support teacher/family/student relationships. conducting home visits. ensuring effective communication with families through the use of phone calls, emails, newsletters, weekly reports, and conferences. planning events that encourage families to visit school for social purposes. holding a math night, science night and art night using a variety of structures to make conference time more meaningful and student-centered buying supplemental equipment or supplies necessary for successful implementation. using communication folders and agendas to effectively connect with families. continuing to review tenets of Cultural Proficiency. 	<p>Teachers Instructional Aides Principal Office and Plant Staff</p>	<p>LCFF/FR \$1,150 DISTRICT HOME VISIT FUNDS TITLE 1 \$1,537 \$1,400 LCFF/FR \$700 GF \$700</p>		<p>Int 1</p> <ul style="list-style-type: none"> Sociograms completed. Home visits begun. 	<p>Send home all communication on Mondays so families are more likely to get information.</p> <p>Conduct a family survey (first day packet)</p> <p>Events: BTS barbecue, Lunch on the Lawn (2), Movie Nights (2), Awards Night, Winter Showcase, Math Night, Reading Celebration Days, Science Night, Art Night, Pancake Breakfast, Poem in Pocket, and Open House</p>	<ul style="list-style-type: none"> Communication and feedback from families Sign-in sheets from events and classes Family engagement documentaton from teachers results from surveys
				<p>Int 2</p> <ul style="list-style-type: none"> 90% of teachers have made at least 5 home visits. Families have attended events. 		
				<p>End</p> <ul style="list-style-type: none"> 90% of teachers have made at least 10 home visits. Increase in family attendance at events. 		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Improve attendance by: <ul style="list-style-type: none"> continuing to highlight students who have good attendance and provide attendance incentives. posting attendance data in public location. highlighting attendance in newsletters and calendars. adding extra hours to clerk time to help with attendance strategies. allotting time at staff meetings to review attendance data by grade and school. Improve health and wellness of students by ensuring all students eat well at school and have mandated amount of physical education time. 	Principal Teachers Clerk	GF \$2,048 \$1,342 \$600		Int 1 <ul style="list-style-type: none"> Monthly attendance improves. 	Communicate with families about attendance concerns. Invite families to trimester awards assemblies. Invite families to join in Jammin Minutes and other activities to raise health awareness.	<ul style="list-style-type: none"> Attendance reports and attendance events Meeting agendas Weekly schedules with Jammin' Minutes included.
				Int 2 <ul style="list-style-type: none"> Monthly attendance improves. 		
				End <ul style="list-style-type: none"> Monthly attendance improves. 		
Build a more collaborative school community by: <ul style="list-style-type: none"> investigating new ways to encourage families to join PTA and School Advisory Groups. inviting families to volunteer at school and providing parents learning opportunities. providing opportunities for students to set goals and receive awards and acknowledgement for achievement. 	Teachers Principal			Int 1 <ul style="list-style-type: none"> Large turnout at award ceremonies Increasing involvement from families on campus, PTA and Advisory Groups. 	Continue reach out to families to join committees and groups. Invite families to Awards events and involve them in setting academic goals for their children.	<ul style="list-style-type: none"> Agendas, phone calls, flyers, sign -in sheets

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 2 <ul style="list-style-type: none"> • Increasing involvement from families on campus, PTA and Advisory Groups • Families working in library and on campus to support school. 		
				End <ul style="list-style-type: none"> • Increasing involvement from families on campus, PTA and Advisory Groups • Families working in library and on campus to support school. 		

School Site Council Membership: Tahoe Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kathryn Curry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rick Mooradian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laurie Kojima-Black	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Rubio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelley Blazevic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Richard Vasquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Silvia Suarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alma Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Josefina Montes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	2	1	5	

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.

**Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Recommendations and Assurances**

School Tahoe Elementary School

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

1. The Schoolsite Council is correctly constituted, and was formed to accordance with district governing board policy and state law
2. The Schoolsite Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The Schoolsite Council sought and considered all recommendations from the following groups or committees before adopting this plan (check those that apply)
 - English Learner Advisory Committee (ELAC)
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (list)
4. This School Development and Improvement Plan is based upon 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
5. This School Development and Improvement Plan was adopted by the Schoolsite Council on: March 20, 2014

Attested:

Kathryn Curry

Typed Name of School Principal

Kathryn Curry

Signature of School Principal

6-6-14

Date

Shelley Blazevic

Typed Name of SSC Chairperson

Shelley Blazevic

Signature of SSC Chairperson

6-18-14

Date

**Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Programs and Funding Resources**

School: Tahoe Elementary School

Programs and Resources included in the School Development and Improvement Plan:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Title I (Schoolwide Program) (including carryover)
<input type="checkbox"/> Title I (Targeted Assistance) (including carryover)
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Free & Reduced
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – English Learner
<input checked="" type="checkbox"/> Program Improvement (PI)
<input type="checkbox"/> Discretionary Block Grant (Carryover) | <input type="checkbox"/> QEIA (Quality Education Investment Act)
<input type="checkbox"/> Art, Music and PE Grant (Carryover)
<input type="checkbox"/> Arts & Music Grant (Carryover)
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants: |
|---|---|

This School Development and Improvement Plan has been reviewed and approved by the school staff and the Schoolsite Council (SSC). It will be submitted to the SCUSD Board of Education for approval and implementation in the 2014-15 school year.

Shelley Blazevic

SSC Chairperson's Name Typed

6-18-14

Date

Shelley Blazevic

SSC Chairperson's Signature

Silvia Suarez

ELAC Chairperson's Name Typed

6-17-14

Date

Silvia Suarez

ELAC Chairperson's Signature

Kathryn Curry

Principal's Name Typed

6-6-14

Date

Kathryn Curry

Principal's Signature