

# PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

## KINGS MOUNTAIN ELEMENTARY SCHOOL 2009 – 2014

4168890-6043657  
CDS Code

Date of this revision: May 2009 (revised April 2011)

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following:

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The District Governing Board approved this School Plan on August 13, 2009  
and the revisions on June 24, 2010 and May 12, 2011

## **SCHOOL VISION AND MISSION**

We are here to foster the development of creative, courageous, compassionate human beings who are committed to realizing their full potential while supporting others to do the same.

We will provide a safe and nurturing learning environment where each student receives an appropriate, academically challenging curriculum; develops a sense of personal responsibility; respects all others and practices good citizenship.

We will promote a powerful, cohesive partnership that actively involves students, parents, teachers, other school personnel, and the community in accomplishing our mission.

### **Student Outcomes**

- Students will acquire and develop the basic skills and knowledge necessary to function independently and to pursue individual learning and interests.
- Students will develop a sense of self-worth, will learn to value and respect others, and will be able to communicate effectively with adults and with one another.

## **SCHOOL PROFILE**

Kings Mountain Elementary is a small alternative school located in a rural setting thirteen miles from Half Moon Bay and ten miles from the city of Woodside. Kings Mountain is one of four elementary schools in a unified district, which also includes one middle and one high school. With the exception of Kings Mountain Elementary, all of Cabrillo Unified School District's schools are located on the Coastside. Our K/1, 1/2 and 2/3 classes are each 20 students or less. Our 3/4/5 multiage class is currently at 26 students.

We have implemented Readers' Workshop, Writers' Workshop and Everyday Math at all grades. We provide structured interventions and classroom strategies to support target students.

Students have the opportunity to attend our afterschool homework club as part of the Kings Mountain Children's Center (KMCC).

At the beginning of each year, teachers meet to review the California Standards test results, observational evaluations, and district benchmark assessments to identify students in need of intervention. We examine instructional strategies and programs to strengthen the skills and knowledge of our K-5 students. Teachers collaborate on ways to address these needs. It is expected that cooperative planning and assessing will enable student learning difficulties to be more readily identified and addressed. School wide strategies include:

- the use of instructional aides in the classroom
- a science consultant for grades 2-5
- guest presentations and field trips to enhance and support the curriculum
- enrichment programs for art and music
- library program provided to classes on a weekly basis
- PE
- Use of technology programs to enhance and support student learning
- Additional support of SMARTBOARDS for classroom instruction (2 on campus)
- Use of realia cameras to enhance classroom instruction (1 in each classroom)

All students qualifying for special programs (i.e. Gifted and Talented Education and Special Education) will be served within the classroom and /or on a pull out basis as provided through district services. Instructional aide will work with a variety of student groups within the classroom structure. Goals and expectations for special needs students will be identified and supported utilizing differentiated materials and curriculum. Students in need of extra support may also attend our Homework club designed for student assistance after school.

The current state adopted STAR assessments are administered in grades 2-5. Instruments used to measure student achievement include district benchmark assessments in language arts and math 2 times a year, writing portfolios, RESULTS for language arts, curriculum embedded math assessments, and oral and written tests as appropriate for each grade level and curriculum area.

All teachers participate in site and district professional development sessions on district and California State standards. Teachers also select professional development opportunities based on individual interests and needs. The school's Literacy Coach assists staff by providing in-service on reading and writing strategies aligned to district Reading Workshop and Writing Workshop program expectations.

We are a flexible school willing to adapt our approach each year to meet the needs of our students. Utilization of multiage differentiated instruction is an area we have begun to implement. It has many aspects that compliment our philosophy and mission. We are challenged to make sure our students are actively engaged with basic skills by problem solving and performance based assessments.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

**GOAL #1 for Improving Student Achievement in Language Arts: The percentage of students in grades 2-5 scoring proficient or advanced on the CST Language Arts test will increase. Each grade will maintain a minimum proficiency of 80% with a schoolwide average of 85% or greater.**

	BASELINE	ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED
GRADE	2003	2004	2005	2006	2007	2008	2009	2010
2	81%	86%	82%	73%	67%	67%	90%	86%
3	66%	90%	83%	85%	88%	82%	64%	69%
4	83%	67%	100%	88%	100%	94%	100%	100%
5	22%	66%	100%	100%	86%	100%	100%	100%
<b>Schoolwide</b>	<b>62%</b>	<b>81%</b>	<b>90%</b>	<b>85%</b>	<b>86.5%</b>	<b>86%</b>	<b>88.5%</b>	<b>89%</b>

**Performance Indicators in Writing:**

70% of grade 4 students will score 6 or above on the 4th grade California Writing Standards Test.

% Scoring	2003	2004	2005	2006	2007	2008	2009	2010
% 2-3	33%	0%	0%	0%	0%	0%	9%	Test not
% 4-5	67%	67%	91%	63%	71%	25%	22%	Admin-istered
% 6-7	0%	0%	9%	38%	21%	75%	22%	at
% 8	0%	0%	9%	38%	21%	75%	77%	Grade 4



<ul style="list-style-type: none"> <li>• Front loading instruction</li> </ul> <p>D. K-5 teachers will continue to use the district Literacy binder, pacing guides and adopted reading program as a basis for their instruction</p> <p>E. K-5 teachers will incorporate leveled book instruction as a tool for guided reading and individual student reading.</p> <p>F. Teachers will continue to use the Great Source, Word Work and phonics instruction to improve spelling accuracy and writing conventions.</p> <p>G. Teachers will use the district adopted standards based report card. Kindergarten adaptations included.</p> <p>H. Ongoing assessment will be aligned with the California state standards</p> <p>I. Teachers will focus instruction on activities and content which are correlated with essential reading and literacy skills</p> <p>J. Students with special learning needs will be provided additional and focused instructional time and support within the classroom.</p> <ul style="list-style-type: none"> <li>• K-2 Supplemental materials</li> </ul>	<p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Instructional Aides Ongoing Sp/Ed adoptive</p>	<p>Instructional Aide</p> <p>Special Ed Aide Salaries</p>	<p>\$30,640</p> <p>-</p> <p>-</p>	<p>KMAP</p> <p>Special Ed</p> <p>-</p>
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<p><b>Improvement of instructional strategies and materials:</b></p> <p>A. Teachers will continue to implement a school-wide writing campaign. (Lion's Roar, 1x month for K, 1/2, 2/3, 3/4/5)</p> <p>B. Teachers will continue to assess and score student reading and writing and choose appropriate instructional strategies that guide students in meeting or exceeding California State Reading and Writing Standards.</p> <p>C. Teachers will continue to work as a K-5 team in literacy lesson planning, articulating and modifying instruction for all students.</p> <p>D. Teachers will conduct individual and small group literacy levels conferences that are designed to help students in meeting individual goals/grade level standards.</p> <p>E. Teachers will administer district assessments (benchmarks) 2x per year to design "next steps" for increasing student learning/student achievement.</p>	<p>Teachers Principal/Site Director</p> <p>Teachers Principal/Site Director</p> <p>Literacy Coach Ongoing</p> <p>Writing Coach BTSA Mentor Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>Paper</p> <p>Notebooks</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>KMAP</p> <p>donated</p> <p>donated</p>
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<p>F. Students will develop working notebooks for mini lesson notes, models, as reading and writing resource.</p> <p>G. Teachers will use RESULTS reading assessments and benchmarks to design instruction.</p> <p>H. Teachers will have access to leveled books to differentiate instruction.</p>	<p>Ongoing Teachers Ongoing</p>	<p>- -</p>		
<p><b>Extended learning time:</b></p> <p>A. Homework Club/Study Hall provided for students grades 1-5, 4 days each week (M-TH) after school.</p>	<p>Principal/Site Director Teacher Ongoing</p>	<p>Salary, Supplies</p>	<p>KMCC</p>	<p>KMCC</p>
<p><b>Increased educational opportunity:</b></p> <p>A. A trained part-time writing coach will work directly in the classroom with teachers and students as per district schedule.</p> <p>B. Support personnel will work in classrooms with classroom teacher for the instructional part of the day to allow for individualized and small group instruction.</p> <p>C. A trained part-time music consultant will work directly with students and teachers to enhance</p>	<p>Principal/Site Director Ongoing</p> <p>Principal/Site Director Instructional Aide Teacher Ongoing</p>	<p>Literacy Coach where available -</p> <p>Aide Salary</p>	<p>-</p> <p>*Listed above</p> <p>-</p>	<p>Peninsula Community Foundation (PCF)</p>

<p>language skills using music and performing arts.</p> <p>D. Assemblies/field trips will be implemented to enrich literacy program.</p>				
<p><b>Staff development and Professional Collaboration:</b></p> <p>A. Teachers will participate in meetings that provide staff development in designing lessons aligned to State Standards to meet student needs</p> <p>B. Teachers are trained by ECRW coaches who receive training by nationally recognized trainers.</p> <p>C. Teachers attend staff development days as provided by District that concentrate on the instruction of reading, writing and workshop instruction</p> <p>D. Site level staff development will focus on instructional best practices, technology and SEL instruction.</p> <p>E. Literacy Coach will assist teachers in writing and reading workshops as provided by District.</p>	<p>Teachers Ongoing</p> <p>Writing Coach Ongoing</p> <p>Writing Coaches Ongoing</p> <p>Teachers, Literacy Coach</p>	<p>Staff to discuss to add cost per year for professional development</p> <p>Salary of Coaches</p> <p>Books</p> <p>Substitute Salaries</p> <p>Literacy Coach</p>	<p>-</p> <p>-</p> <p>\$500</p> <p>-</p>	<p>district</p> <p>KMAP</p> <p>Staff Covered</p> <p>district</p>
<p><b>Involvement of staff, parents and community:</b></p> <p>A. Monthly publishing of student</p>	<p>Monthly Lions' Roar Publication</p>	<p>-</p>	<p>-</p>	



the year to determine plan for instruction	Teachers Ongoing	-	-	
<ul style="list-style-type: none"> <li>Monthly student achievement checks</li> <li>"Target" student plans</li> </ul>	Teachers Ongoing	Use writing portfolios for conferences	-	
D. Ongoing Literacy Coach – Teacher work			-	
E. Assess three student growth pieces throughout year	Teachers Fall/Winter/spring Ongoing	-		
<ul style="list-style-type: none"> <li>Portfolio Assessment</li> </ul>	Teachers Ongoing	-		
F. Assess student writing in in student portfolios at each grade level				
A. Review and compare 4th grade California Standards Writing Test results to establish target goal for next year.				
B. SSC will review SPSA and monitor it's implementation				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

**GOAL #2 for Improving Student Achievement in Mathematics: The percentage of students in grades 2-5 scoring Proficient or Advanced on the California Standards math test will increase. Each grade will maintain a minimum proficiency of 80% with a schoolwide average of 85% or greater.**

	BASELINE	ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED
GRADE	2003	2004	2005	2006	2007	2008	2009	2010
2	91%	100%	100%	87%	83%	88%	100%	93%
3	100%	100%	100%	100%	94%	77%	82%	92%

4	100%	100%	100%	100%	100%	100%	89%	81%
5	11%	83%	100%	100%	86%	100%	93%	82%
<b>Schoolwide</b>	<b>69%</b>	<b>96%</b>	<b>100%</b>	<b>95%</b>	<b>92%</b>	<b>91%</b>	<b>91%</b>	<b>87%</b>

**Means of evaluating progress toward this goal: Results of the California State Standards Math test**

Group data needed to measure academic gains: All 2nd through 5<sup>th</sup> grade students.

<b>GOAL # 2 Description of Specific Actions to Improve Educational Practice</b>	<b>Implementers/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Alignment of instruction with content standards:</b>				
A. Staff will accept key standards agreed upon by the district to be mastered at each grade level. A modified Berkeley "Every Day Math" pacing guide will be used.	Teachers Ongoing	-	-	KMAP
	Teachers Ongoing	Aide Salary	*Included above	
B. Teachers will group students for appropriate placement, academically and socially, based on student assessment and available resources.	Teachers Ongoing	-	-	
C. Teachers will use the district adopted curriculum and state standards to teach concepts and skills.	Site Director/ Teachers Ongoing	- -	- -	
D. Teachers will articulate across grade	Site Director/	-	-	

<p>levels to ensure that key standards are being taught consistently and to prevent curriculum slippage.</p> <p>E. Students will be assessed at year's end using the 1<sup>st</sup> benchmark for the next year to place for math. A second test will be administered in September to check placement.</p>	<p>Teachers Ongoing</p>			
<p><b>Improvement of instructional strategies and materials:</b></p> <p>A. Teachers will continue to assess student growth and to choose appropriate instructional strategies that will guide students in meeting or exceeding the standards. Such as:</p> <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Small Group Instruction</li>   <li>• Centers</li> <li>• Skills Assessment activities</li> <li>• Frontloading instruction</li> </ul> <p>B. Teachers will work as a K-5 team in math in lesson planning, articulation and modifying instruction for all students</p> <p>C. Teachers and School Site Council will support the acceleration of students demonstrating above grade level abilities in math as demonstrated by verifiable data (benchmark assessment, consistent math work in class, skills assessment and ability to apply concepts).</p> <p>D. The District has developed benchmark</p>	<p>Teachers Ongoing</p> <p>Site Director Teachers Ongoing</p> <p>Teachers/ Site Council</p> <p>District Ongoing</p> <p>Teachers</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>\$250</p>	<p></p> <p></p> <p></p> <p></p> <p>District</p>

<p>assessments to guide instruction and monitor student progress toward meeting grade level standards.</p> <p>E. Teachers will implement student math notebook as learning resource.</p>				KMAP
<p><b>Extended learning time:</b></p> <p>A. If a student is having difficulty in math, teachers will provide differentiation of instruction utilizing instructional aide, individualized materials, or specific instructional strategies to support student learning.</p>	<p>Teachers Instructional Aides Ongoing</p>	Aide salary	*listed above	KMAP
<p><b>Increased educational opportunity:</b></p> <p>A. In addition to the district adopted math texts, other math resources will be made available to extend, solidify or remediate learning. The math program will be balanced and provide experience with problem solving and/or projects.</p>	<p>Teachers Instructional Aide Ongoing</p>	Copy Cost Manipulatives	-	donated
<p><b>Staff development and professional collaboration:</b></p> <p>A. Teachers will participate in staff development in implementing a standards based curriculum. Staff Development calendar includes staff meetings and minimum days focused on math, literacy block, differentiation, and data analysis.</p>	<p>Site Director Teachers Ongoing</p>	-	-	District
<p><b>Involvement of staff, parents and community:</b></p>				

<p>A. Include information of math activities to parents via monthly newsletter (Lion's Roar). Every day math home links.</p> <p>B. Include math standards in the initial goal setting conference as appropriate.</p>	<p>Site Director Ongoing</p> <p>Teachers Ongoing</p>	<p>Copying/Paper</p> <p>-</p>	<p>\$10</p> <p>-</p>	<p>RU</p>
<p><b>Auxiliary services for students and parents:</b></p> <p>A. Summer school for pre-kindergarten and K-5 at-risk students to improve math skills.</p> <p>B. Homework Club</p> <p>Possible addition: Trained part-time music consultant will work directly with students &amp; teachers to enhance math skills.</p>	<p>District Ongoing</p>	<p>Kings Mtn. Children's Center</p>	<p>*listed above</p>	<p>KMCC</p>
<p><b>Monitoring program implementation and results:</b></p> <p>A. Assessments will be given to determine what the student knows in order to help the teacher improve instruction and help the child master the standard.</p> <p>B. Trimester assessments will be administered twice a year to help direct instruction.</p>	<p>Teachers Ongoing</p> <p>Site Director Teachers Ongoing</p>	<p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>-</p>

C. Summative assessments will be administered to help direct instruction. (STAR)	Site Director Teachers Ongoing			
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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

**GOAL #3 for Improving Student Achievement in Science: All students in grades K-5 will participate in a well-articulated balanced science program.**

Student groups participating in this goal: K through 5<sup>th</sup> grade students.

Performance gains expected for these students: By June of each year, the percentage of 5<sup>th</sup> grade students who score proficient or advanced on the CST Science test will increase while maintaining a minimum of 85% proficiency.

5<sup>th</sup> grade science test results

5 <sup>th</sup> Grade	2004	2005	2006	2007	2008	2009
Advanced	0%	33%	40%	57%	56%	67%
Proficient	50%	67%	60%	29%	44%	33%
Basic	50%			14%	0%	0

GOAL # 3 Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>Alignment of instruction with content standards:</b></p> <p>A. All students will engage in the district adopted FOSS program.</p> <p>B. Teachers and Science Specialist will design and deliver lessons to move students to levels of proficiency and above on the CST science test.</p>	<p>Teachers Ongoing</p> <p>Teachers Principal/Site Director Science Specialist Ongoing</p>	<p>-</p> <p>Science Specialist</p>	<p>-</p> <p>\$14,500</p>	<p>KMAP</p>

<p><b>Improvement of instructional strategies and materials:</b></p> <p>A. Science will be integrated into the Language Arts program as appropriate using Science Notebooks as student created resources.</p> <p>A. Teachers/Science Specialist collaborate to ensure that all appropriate curriculum are covered for all grade levels over a 2 year span.</p> <p>C. Teachers/Science Specialist will conduct individual and small group lessons and experiments during science.</p> <p>D. Science Specialist/Science Liaison will identify and purchase materials necessary to support the science curriculum.</p>	<p>Teachers Principal/Site Director Ongoing</p> <p>Teachers/Site Director Science Specialist Ongoing</p> <p>Teachers Science Specialist Ongoing</p> <p>Teachers Science Specialist Science Liaison Ongoing</p>	<p>-</p> <p>-</p> <p>Supplies</p>	<p>-</p> <p>-</p> <p>\$500</p>	<p>-</p> <p>KMAP</p> <p>District</p>
<p><b>Extended learning time:</b></p> <p>A. Instructional aide/parent volunteers will provide assistance to students during science as needed.</p> <p>B. A trained part-time music consultant will work directly with students &amp; teachers to enhance science knowledge, i.e., Science musical, songs about science.</p>	<p>Teachers Science Specialist Instructional Aides Parents</p>	<p>-</p>	<p>-</p>	<p>-</p>

<p><b>Increased educational opportunity:</b></p> <p>A. Additional projects (AIMS, GEMS) and technologies (realia cameras and SMARTBOARDS) will be used to enrich and support instruction in math and science.</p>	<p>Science Specialist Teacher</p>	<p>-</p> <p>-</p>	<p>-</p> <p>-</p>	<p>Grant</p>
<p><b>Staff development and professional collaboration:</b></p> <p>A. Teachers and Science Specialist will collaborate to assess in class observation and written work.</p>	<p>2-5 Teachers Science Specialist Ongoing</p>	<p>-</p>	<p>-</p>	
<p><b>Involvement of staff, parents and community:</b></p> <p>A. Establish a Science Liaison as a point of contact to assist the Science Specialist in obtaining supplies, coordinating science events, soliciting donations, communicating science events...</p>	<p>Site Council Ongoing</p>	<p>-</p>	<p>-</p>	
<p><b>Auxiliary services for students and parents:</b></p> <p>A. Science Fair/Science Fair Week/Family Science Night</p> <p>B. Field Trips as appropriate</p> <ul style="list-style-type: none"> <li>● Chabot</li> <li>● Discovery Voyage</li> <li>● Farm Visit</li> </ul>	<p>Teachers/Science Specialist/Science Liaison Ongoing</p> <p>Teachers</p>	<p>-</p>	<p>-</p> <p>varies</p>	<p>Donations</p>

<b>Monitoring program implementation and results:</b>  A. Teachers/Science Specialist will assess student written work and classroom projects to be shared during parent/teacher conferences.  B. End of unit study assessments  C. Analyze 5 <sup>th</sup> grade STAR Science Assessment	Teachers/Science Specialist  Teachers/Science Specialist  Ongoing Principle/Site Director Teachers	-  -  -	-  -  -	

## TECHNOLOGY

**Goal #4 for Improving Student Achievement in Technology: All students in grades K-5 will participate in a well-articulated balanced technology program.**

Student groups participating in this goal: K through 5th grade students

Performance gains expected for these students: The outcomes are tied to the district technology scope and sequence (which is being developed).

	K	1st	2nd	3rd	4th	5th
Basic Function	Turn computer on/off, save, print, close software	Turn computer on/off, open correct software, save, print, close software	Turn computer on/off, open correct software, save, print, close software	Turn computer on/off, open correct software, save to a self created folder, print, close software	Turn computer on/off, open correct software, save to a self created folder, be able to find files in self created folders print, close software	Turn computer on/off, open correct software, save to a self created folder, be able to find files in self created folders print, close software
Word Processing	Type their own name	Type a complete sentence	Type a short paragraph	Type and format a paragraph	Turn computer on/off, open Word, Type paragraph, insert image save to self created folder, print, close.	Manipulate text and objects in a Word doc, label images
E/LA	Create own name	Label drawing	As part of a made b???	As part of report of info	Report of info	Presentation

	plate					
Spreadsheet	-	-	Enter a simple column of numbers	Enter a column of number, use formulas to add/subtract/multiply/divide numbers	Create simple bar graphs for a data set, label graph & axis	Create many types of graphs, labeling graphs, axis, key areas, resize graphs and insert them into Word documents
Presentation	-	Create 6 non-animated slides		Create multi-slide presentation	Create multi-slide presentations, including text, images & slide animation	Create multi-slide presentation, including text, images, animation, & sound
KidPix / Kidspiration	Create simple picture	Create picture that tells a story	Create Storyboard images & text that tell a story	Create storyboard with images and text		
Internet	-			Be able to locate information and images on the web	Be able to verify information found on the web/ copy and use images found on the	Collaborate over the internet with other students, research information using

					web/begin to communicate with email	Webquests/ communicate and collaborate using email.
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Goal # 4 Description of Specific Actions to Improve Educational Practice	Implementers/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <p>A. Teachers/Specialist will focus instruction on activities and content which are correlated with essential technology literacy standards.</p> <p>B. Technology will be aligned to the core content standards for English Language Arts/Mathematics /Science/Social Studies</p>	<p>Teachers / Specialist</p> <p>Teachers / Specialist</p>			
<p>Improvement of Instructional strategies and materials</p> <p>A. Teacher will implement interactive lessons using SmartBoard technology.</p> <p>B. Technology will be</p>	<p>Teachers / Specialists</p> <p>Teachers / Specialists</p>	<p>Interactive Lesson Software</p>	<p>\$1000</p>	<p>KMAP</p>

<p>incorporated into the implemented curriculum.</p> <p>C. Teachers/Specialists will conduct individual and small group lessons</p> <p>D. Teachers / Specialists will identify software needed to support the technology curriculum</p>	<p>Teachers / Specialist</p> <p>Teachers/ Specialists</p>	<p>Software</p>		
<p>Extended Learning Time</p> <p>A. Instructional aide/parent volunteers will provide assistance to students during technology as needed</p>				
<p>Staff development and professional collaboration</p> <p>A. Teachers will participate in staff development in implementing technology into core standard</p>			<p>\$? - Staff to propose a budget here</p>	
<p>Auxiliary services for students and parents</p> <p>A. Provide an electronic portfolio of each student's work on a CD</p>	<p>Teachers/ specialist</p>	<p>CDs</p>	<p>\$30</p>	<p>KMAP</p>
<p>Monitor program implementation and results:</p> <p>A. Teachers / specialist will assess ongoing work to be shared at parent/teacher</p>	<p>Teachers/specialist</p>			

conferences	Teachers/specialist			
B. Analysis of final student portfolio				

Current Software use

	K	1-2	2-3	3/4/5
Daily Monthly	-	Powerpoint Word Processing KidPix Kidspiration	Powerpoint Word Processing Kid Pix Kidspiration Excel	Powerpoint Word Processing Excel Scratch Programming ePals - communication

General action for staff: Decide if you'd like to add a cross-curricular section to cover music/art. Social studies too?

## SOCIAL EMOTIONAL LEARNING

Kings Mountain staff and School Site Council will implement a schoolwide program to address Social Emotional Learning to help students develop social and emotional competence. Student outcomes include increased:

- self awareness
- self management
- social awareness
- relationship skills
- responsible decision making (leadership)

ACTION	PARTICIPANTS	FUNDING
<b>Research</b> existing programs/ideas KMES visions	K. Bikle - T. Ebert L. Newington	N/A
<b>Participate</b> on Coastside SEL Committee Spring 2011	K. Bikle (KMES) E. McLeod (Nueva School)	N/A
<b>Train</b> KMES cadre at Nueva School August 2011	K. Bikle M. Springer D. Silveria L. Newington T. Kutuzova	\$850. each participant  Private donations and scholarship
<b>Begin</b> plan to integrate SEL into E/LA reading/writing program & oral literacy	T. Ebert L. Newington	N/A
<b>Explore</b> feasibility of combining classroom support for: <ul style="list-style-type: none"> <li>• Tech</li> <li>• SEL</li> <li>• Integrated Studies</li> </ul> Position to alleviate pressure of increased class size	SSC KMA	\$33/hour based on 184 days, 7 hour days KMAP (?) Grant (?)
<b>Design</b> implementation plan utilizing info from Coastside SEL group, Nueva training and resources from	Staff SSC	N/A

Open Circle (a program of Wellesley Centers for Women) integrating SEL with reading/writing		
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Parent liaison for parent education (Lion's Roar articles) & parent seminars.

Current Thoughts: KMES mission statement and norms are aligned to the concept of one family working together to create positive outcomes and produce contributing citizens. We work to "do unto others as you would have them do to you".

We see this program as a way to focus students and make interactions more intentional and productive. Participants will have the opportunity to explore interpersonal relationship via literature and writing reflection.

First draft planning includes monthly topics that spiral one to another to increase SEL.

**SCHOOL SITE COUNCIL MEMBERSHIP**

The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
John Corry	X				
Lauren Newington			X		
Sheena Mawson		X			
Sue Bolton		X			
Debbie Silveria		X			
Maile Springer		X			
Maria Nurisio King				X	
Gail Hanna				X	
Kelly Bikle				X	
Angela Bye				X	
Heather Huddleston				X	
Alternate – Tharuna Niranjana					
Number of Members in each category	1	4	1	5	0

## RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site 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 school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

\_\_\_\_\_ School Advisory committee for State Compensatory Education Programs

\_\_\_\_\_ English Learner Advisory Committee

\_\_\_\_\_ Community Advisory committee for Special Education Programs

\_\_\_\_\_ Gifted and Talented Education Program Advisory committee

\_\_\_\_\_ KMAP

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school 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.
6. This school plan was adopted by the school site council on:

Attested:

JOHN CORRY  
(School Principal)

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

MARIA NURISIO KING  
(SSC Chairperson)

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

<b>State Programs</b>	<b>Amount</b>
School Improvement Program (Utilized to support class size reduction) Purpose: Improve school response to educational, personal and career needs of all students.	\$ 0
Other State or Local Funds:	
GATE	\$ 0
Title 3	\$381
EIA	\$798
Art Grant	\$ 0
<b>Total amount of state and federal categorical funds allocated to Kings Mountain Elementary School</b>	<b>\$ 1179.</b>

**FUNDING PROVIDED BY PARENTS AND THE COMMUNITY**

(Dollar Amounts are for the 2009/2010 school year)

Kings Mountain Associated Parents provide funding for the following:

<b>Parent and Community Funding</b>	<b>Amount</b>
<b>Personnel</b> Site Director (\$23,400) Instructional Aides (\$39,298) Science Consultant (\$14,245) Music (\$4,470)	\$ 81,413
<b>Equipment and Supplies</b> Art in Action Teacher Supplies Workbooks	\$ 1,250 2,500 0
<b>Library Books</b>	\$ 500

<b>Total Funds Allocated by Kings Mountain Associated Parents</b> \$1,155 / student (based on 78 students)	<b>\$ 90,090</b>
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