

Mission Statement

Plumas Lake Elementary School District is an inclusive environment which cultivates creative, curious, resourceful and inspiring learners who will make positive contributions within their local, national, and global communities.

Beliefs

1. We are committed to a strong academic, social, and emotional foundation.
2. We believe that PLESD is a diverse and safe environment for students, staff, and families.
3. The success of our District is reliant on the wellness and partnerships of staff, students and families.
4. High expectations and strong support systems lead to success.
5. Decisions are made in the best interest of students.

Plumas Lake Elementary School District's students are

- independent thinkers with the tools to persevere and problem solve.
- accountable for their learning and actions.
- inquisitive and seek answers.
- empathetic, accepting and confident.
- prepared for the rigor of high school academics.

PLESD will hire and nurture staff members who are

- student centered and enjoy working with children.
- diverse in backgrounds, cultures, and thoughts.
- approachable, collaborative, and innovative.
- open and active communicators.
- risk takers who are resilient.
- dedicated to high expectations for students, staff and themselves.
- dependable and understand the importance of their work in our organization.

Areas of Focus

Curriculum and Instruction

PLESD will ensure all students achieve competency of the State Standards through best instructional practices and the use of a curriculum that is inclusive, meaningful and accessible.

1. Teachers will implement best instructional practices for all students.
 - a. 2023-2024
 - i. Grade level/department teams will meet to review the grade level standards and frameworks, align with curriculum, and build pacing guides.
 - ii. A small group of Special Education and intervention teachers from each elementary school will be trained in Orton Gillingham reading methods.
 - iii. New teachers will receive training and coaching on Best Instructional Practices through the District New Teacher Collaboration monthly meetings. Principals will provide teachers with refresher training throughout the year.
 - iv. All teachers will receive training in Building Thinking Classrooms which aligns with Universal Design for Learning methods.
 - v. Administration will receive support with Education Leadership skills and feedback methods.
 - b. 2024-2025
 - i. Grade level/department teams will collaborate on implementing the pacing guides that are focused on grade level standards and frameworks and will adjust guides when appropriate.

- ii. A new small group of teachers from each elementary school will be trained in Orton Gillingham reading methods. Previously trained teachers will receive follow-up coaching.
 - iii. New teachers will receive training and coaching on Best Instructional Practices through the District New Teacher Collaboration monthly meetings.
 - iv. All teachers will receive a second year of training in Building Thinking Classrooms which aligns with Universal Design for Learning methods.
 - v. Administration will receive support with Education Leadership skills and feedback methods.
- c. 2025-2026
- i. Grade level/department teams will collaborate on implementing the pacing guides that are focused on grade level standards and frameworks and will adjust guides when appropriate.
 - ii. New K-2, SPED and intervention teachers will be trained in Orton Gillingham reading methods. Previously trained teachers will receive follow-up coaching.
 - iii. New teachers will receive training and coaching on Best Instructional Practices through the District New Teacher Collaboration monthly meetings.
 - iv. New teachers will receive training in Building Thinking Classrooms which aligns with Universal Design for Learning methods. All teachers will receive coaching and follow-up training if needed.
 - v. Administration will receive support with Education Leadership skills and feedback methods.

2. Curriculum will be consistent across grade levels and schools.

- a. 2023-2024
- i. K-5 teachers will be trained, and veteran teachers retrained, in the components of the adopted ELA Curriculum to ensure a commitment to use the curriculum with fidelity.
 - ii. Implement Sondag Curriculum for Tier 3 interventions in 5-8 SPED or intervention classrooms including training and purchasing curriculum.
 - iii. PK through 5th Grade teams will work together to align math curriculums and pacing guides between the two elementary school sites for implementation in 2024-2025.
 - iv. Staff providing English Language Development interventions will revisit the ELD philosophies and methodologies to refresh the practices and ensure fidelity.
- b. 2024-2025
- i. K-5 teachers will be trained, and veteran teachers retrained, in the components of the agreed upon Math Curriculum and pacing guides to ensure a commitment to use the curriculum with fidelity.
 - ii. Ensure the Sondag Curriculum for Tier 3 interventions is being implemented successfully through coaching and further training
 - iii. All staff will receive training in the English Language Development philosophies and methodologies for implementation during first instruction.
 - iv. K-5 teams will evaluate science and social studies curriculum to determine the need for new curriculum and determine which has a higher priority.
 - v. Middle school ELA and Math teachers will evaluate the needs for purchasing and implementing a new curriculum in 2025-2026.
- c. 2025-2026
- i. K-5 teachers will be trained in the components of a new science or social studies curriculum to ensure a commitment to use the curriculum with fidelity.
 - ii. Ensure the Sondag Curriculum for Tier 3 interventions is being implemented successfully through coaching and further training
 - iii. English Language Development philosophies and practices will be evaluated for

- effectiveness.
 - iv. Middle school ELA and/or Math teachers will be trained and implement a new curriculum.
3. Progress monitoring will drive instruction and occur at consistent intervals.
- a. 2023-2024
 - i. PLESD will analyze 2023 CAASPP data to ensure focus on the areas of strength and areas of growth needed.
 - ii. PLESD will establish and implement an ELA assessment matrix that will ensure universal screening for early literacy intervention, diagnostic evaluation for prescriptive reading instruction, curriculum-based measures to progress monitor and drive data conversations and instruction, and interim assessments/benchmarks which predict summative performance.
 - iii. New teachers and any teachers needing assistance will be trained on how to give the assessments.
 - iv. A progress monitoring system for English Learners will be developed.
 - v. PLESD teachers and administration will meet at least three times a year to analyze data, plan interventions, and develop areas of focused instruction.
 - b. 2024-2025
 - i. PLESD will analyze 2024 CAASPP data to ensure focus on the areas of strength and areas of growth needed.
 - ii. PLESD will analyze the 2023-24 ELA assessment matrix and will implement any needed changes.
 - iii. PLESD will establish and implement a Math assessment matrix that will ensure students are receiving appropriate math interventions.
 - iv. A progress monitoring system for English Learners will be implemented and analyzed.
 - v. PLESD teachers and administration will meet at least three times a year to analyze data, plan interventions, and develop areas of focused instruction.
 - c. 2025-2026
 - i. PLESD will analyze 2025 CAASPP data to ensure focus on the areas of strength and areas of growth needed.
 - ii. PLESD will analyze the 2024-25 assessment matrix and will implement any needed changes.
 - iii. A progress monitoring system for English Learners will be implemented and analyzed.
 - iv. PLESD teachers and administration will meet at least three times a year to analyze data, plan interventions, and develop areas of focused instruction.

Social, Emotional, and Behavior

PLESD will explicitly teach and support students in social, emotional, and behavior skills necessary for academic and social success.

- 1. Staff will use restorative practices to build school and classroom connectedness for all students.
 - a. 2023-2024
 - i. All staff will receive training on Restorative Practices and Pro Act principles with a focus on 1) building strong classroom connectedness through relationships and procedures and 2) the 5 restorative questions when a student is not meeting the behavior expectations.
 - ii. Staff will study the five social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to better understand when they can be explicitly taught throughout the school year. Staff

will decide if a new curriculum needs to be purchased or develop a plan to implement the current curriculum systemically.

- iii. All three sites will focus on the same monthly success skill and will explicitly teach the skill throughout the month, will spiral back when appropriate, and will include parents in the process.

b. 2024-2025

- i. All new staff will receive training on Restorative Practices and ProAct principles with a focus on 1) building strong classroom connectedness through relationships and procedures and 2) the 5 restorative questions when a student is not meeting the behavior expectations.
- ii. New staff will study the five social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to better understand when they can be explicitly taught throughout the school year.
- iii. Staff will be trained on the use of the curriculum that was chosen in 2023-24 and will implement the curriculum.
- iv. All three sites will focus on the same monthly success skill and will explicitly teach the skill throughout the month, will spiral back when appropriate, and will include parents in the process.

c. 2025-2026

- i. All new staff will receive training on Restorative Practices and ProAct principles with a focus on 1) building strong classroom connectedness through relationships and procedures and 2) the 5 restorative questions when a student is not meeting the behavior expectations.
- ii. New staff will study the five social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to better understand when they can be explicitly taught throughout the school year.
- iii. Staff will implement the social emotional curriculum.
- iv. All three sites will focus on the same monthly success skill and will explicitly teach the skill throughout the month, will spiral back when appropriate, and will include parents in the process.

2. A schoolwide behavior management system will be created in which consistent expectations are taught and reinforced to help students meet the expectations.

a. 2023-2024

- i. Each site will define the schoolwide and classroom expectations and procedures.
- ii. Each site will explicitly teach the classroom expectations and procedures to start the year and after any break of more than five days.
- iii. Using the mindset that we are teaching behavior, each site will develop a set of procedures around students who are misbehaving including how the adults deal with the initial misbehavior, what questions are asked of the student, when a child should be referred to the classroom teacher or office, who is the decision maker after the referral, how the consequences are communicated, and how the child is reintegrated back with the class.
- iv. Sites will analyze the discipline data to determine times or places more misbehavior is occurring and develop solutions to help students be more successful.

b. 2024-2025

- i. Each year sites will analyze the discipline data, discuss the schoolwide expectations and procedures, and review the systems in place for students who are misbehaving to make decisions on changes that need to be made to each of these areas.

c. 2025-2026

- i. Each year sites will analyze the discipline data, discuss the schoolwide expectations and procedures, and review the systems in place for students who are misbehaving to make decisions on changes that need to be made to each of these areas.

Attendance

Being present creates connections and learning opportunities.

1. Sites will create an environment that is welcoming and positive so that students and staff want to be at school.
 - a. 2023-24
 - i. See Social, Emotional, and Behavior plan above.
 - b. 2024-25
 - i. The site environments will be evaluated and future plans to meet this goal will be determined in year 2 and 3 of the strategic plan.
2. PLESD will update and streamline attendance procedures to better support staff, students, and families.
 - a. 2023-2024
 - i. Continue and strengthen positive attendance rewards at all three sites including recognizing student perfect attendance monthly/trimester/entire year, working with community based organizations to support positive attendance initiatives with activities/funding/etc., and recognize staff perfect attendance monthly/trimester/entire year
 - ii. Introduce RaaWee attendance monitoring system including set-up, training, and implementation.
 - iii. Establish consistency with site School Attendance Review Team (SART) meetings including establishing universal process/procedures, training and ensure meetings are scheduled with second letter.
 - iv. South County SARB will be established by September of the 23-24 school year.
 1. Establish procedures that must be followed to refer to SARB
 2. Implement SARB meetings to support positive attendance
 - b. 2024-2025
 - i. Evaluate and strengthen positive attendance rewards at all three sites.
 - ii. Evaluate RaaWee attendance monitoring system for continued implementation.
 - iii. Continue School Attendance Review Team (SART) meetings.
 - iv. Expand SARB to address chronic absenteeism.
 - v. Explore a more restorative approach to SART and SARB.
 - c. 2025-2026
 - i. Evaluate and strengthen positive attendance rewards at all three sites.
 - ii. Evaluate RaaWee attendance monitoring system for continued implementation.
 - iii. Continue School Attendance Review Team (SART) meetings.
 - iv. Expand SARB to address chronic absenteeism.