

**Belle Air Elementary School
Single Plan for Student Achievement (SPSA) 2012-2013**

Note: Action steps and strategies listed in this SPSA will be referenced and aligned to action steps and strategies in the LEAP.

Overarching goal:

To provide a high quality, coherent educational program, K-5, to each Belle Air student that ensures that he/she is prepared for academic and personal success in middle school, high school, college and career.

Goal 1a: To improve academic achievement in ELA

Targets: **English Learner:** from 44.4% to 50.1% Proficient or above and # of students 11.5 or 12 students

Socially Economically Disadvantaged: from 48.1% to 53.29% Proficient or above and # of stu. 10.79 or 11

Hispanic: from 47% to 53.7% Proficient or above and 11.47 or 12 students

	Actions	Tasks	Timeline	Persons Responsible	Cost	Funding Source
1	Provide differentiated Reading Language arts instruction to all students who are not responding to initial instruction.	All teachers and student teachers will plan and provide a minimum of 30 minutes of daily targeted, differentiated RLA instruction during universal access time, using the adopted RLA curriculum.	Continually assess students for flexible groupings	Principal Teacher	None District Supported	N/A
		Literacy Coordinator or Intervention teacher (1.0 FTE) will collaborate with Leadership Team and Principal to identify strategic reading interventions	Begin August 2012	Principal Literacy Coordinator Leadership Team	Included in cost of Literacy Coordinator \$70,000	Title I EIA
		Literacy Coordinator and principal will work with grade level teams (grades 3 – 5), during the Acuity data analysis meetings to analyze student work and assessment data	After Acuity testing window	Principal Literacy Coordinator	\$3,000	EIA
		Literacy Consultant/Coordinator will model intervention lessons using the Pearson curriculum and selected schoolwide strategies	Begin by the end of September	Literacy Consultant Literacy Coordinator	None	N/A
		Literacy Consultant and Principal will observe, offer feedback, and coach selected teachers in their delivery of RLA interventions to students on a regular basis	Begin observations by the end of September Report to AGB	Principal Literacy Consultant	None	N/A

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2	Provide Reading Language Arts instruction to students who are one or more years below grade level	Select and hire one experienced and knowledgeable Literacy Coordinator (1.0 FTE) or Intervention teacher	Hire by August 2012	Principal	\$70,000	Title I EIA
		Literacy Coordinator or Intervention teacher will provide R/LA intervention daily to students, including 30 minutes of Universal Access.	Place students and begin intervention by mid-September	Principal	District Supported	N/A
3	Implement school-wide instructional norms around the use of instructional materials and pacing	Literacy Consultant will use Pearson materials to demonstrate lessons in order to support implementation of agreed upon instructional norms	Begin in September	Qualified Trainer Literacy Consultant	None	N/A
		Belle Air staff revise school wide pacing guide for current Pearson	Revise in August/September 2012 Use Pacing Guide for 2012-2013 school year Revise in May 2013	Principal Grade Level Teams	2 hours with hourly pay rate	
		Belle Air staff (including Literacy Coach, Literacy Coordinator, Principal, and NDNU student teachers) implement grade level writing power standards.	Fall 2012-2013 create writing power standards Fall 2012-2013 begin implementation	Principal Literacy Consultant Site Leadership Team		
		Implement structured language practice strategies (Think-Pair-Share, Talking Sticks, etc.)	By fall 2012 provide professional development	Literacy Consultant Principal	None	N/A

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			Implement strategies throughout the year.	Teachers		
		Belle Air staff will commit to required minutes of instructional time : Grade K= 60 minutes Grades 1-3 = 2.5 hours Grades 4-5 = 2 hours	Continue implementation	Principal Teachers	None	N/A
		Schedule structured daily writing (included in Language Arts block): Grade K= 60 minutes/week Grades 1-5 = 100-120 minutes/week	Begin in Fall 2012	Principal Teachers	None	N/A
4	All new teachers and student teachers receive materials-based professional development on Pearson materials	Qualified trainer provides sufficient high quality professional development in Pearson Reading Street to all new teachers and student teachers	August 2012	Principal Student Teacher Coordinator	\$3,750 Included in NDNU MOU	EIA
5	Receive Professional Development in Writing	Belle Air staff (including Literacy consultant, Literacy Coordinator, principal, and NDNU student teachers) receive professional development in writing (ex: Step-Up to Writing, vertical alignment).	In Fall, after writing power standards have been selected Follow-up professional development 4x in the year	Site Leadership Team Belle Air staff	TBD	EIA
		Belle Air staff (including Literacy Consultant, Literacy Coordinator, Principal, and NDNU student teachers) receive professional development on creating grade level writing power standards .	Fall 2012-2013 create writing power standards Fall 2012-2013	Site Leadership Team Belle Air staff		

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			begin implementation			
		Establish grade-level writing benchmarks for each trimester and create protocol for analyzing student writing	At the end of each Trimester	Site Leadership Team Grade-Level Teams		
		Revise writing rubrics for each grade-level	At the end of each Trimester	Site Leadership Team Grade-Level Teams		
		Develop a structure for Professional Learning Communities (across grade-levels) focusing on writing instruction	After each writing Professional Development during Tuesday PD	Site Leadership Team Grade-Level Teams		
6	Implement an ongoing assessment and monitoring system that provides timely data from common assessments based on the RLA core, intensive intervention programs, and benchmark assessments	Develop for each site grade level a formative assessment calendar including screening assessments (<i>Results, Acuity</i>), benchmarks assessments (<i>Acuity, Results</i>), district and Pearson assessments as well as testing dates, due dates for assessment results, and dates for site grade level data analysis meetings	Create calendar by beginning of school year	Principal Literacy Consultant Site Leadership Team Teachers	None	N/A
		Leadership Team, principal, Literacy Coordinator and Literacy Consultant use norms and protocols for discussing and planning instruction and for student progress	Continue implementation throughout school	Principal Literacy consultant	None	N/A

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		monitoring during site grade level meetings	year	Literacy Coordinator Site Leadership Team		
		Principal monitors 2 half-day grade level release time for each Acuity window and supports collaborative, structured data meetings to analyze, discuss and utilize assessment results to guide student placement, instructional planning and delivery, and progress monitoring	After each Acuity window	Principal Site Leadership Team Grade Level Partners (grades 3-6)	\$2,080	TBD
		Construct a "Data Wall" using Acuity data	Continue implementation	Karen Schenck	None	N/A
		Leadership Team meets twice a month to plan and monitor instructional programs, using a Cycle of Inquiry Model	Twice a month, beginning end of August	Principal Leadership Team	\$7,560 (\$1,260 each)	

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Goal 1b: To Improve Academic Achievement in Math

Targets: **English Learner:** from 69.2% to 72.26% Proficient or above and # of students 7.63 or 8
Socially Economically Disadvantaged, SED,: from 71.5% to 74.35% and # of students 5.89 or 6
Hispanic: from 68.7% to 71.83% Proficient or above and # of students 6.19 or 6-7

	Actions	Tasks	Timeline	Persons Responsible	Costs	Funding Source
1	Develop and implement schoolwide instructional norms around the use of instructional materials and pacing	Belle Air staff will hold professional development on Math Power Standards	September/ October 2012- 2013 review power standards and begin implementing	Principal Leadership Team Grade level teams		
		Implement Houghton Mifflin Math with fidelity, including core curriculum and ancillary materials	Continue implementation	Teachers		
		Belle Air staff (including teachers, principal, and NDNU student teachers) identify, agree upon, receive professional development, and implement schoolwide pedagogical practices (i.e. Power Standards, differentiation of instruction, lesson cycle – I do, we do, you do, and checks for understanding) during math program implementation	Continue implementation of schoolwide norms and strategies. Receive training, begin implementation in fall. Train new staff	Principal Instructional Leadership Team Grade level teams	TBD	TBD
		Belle Air staff will commit to required minutes of instructional time: -K=30 minutes (150 minutes weekly) -Grades 1-5=60 minutes (300 minutes weekly)	Continue implementation	Principal Teachers	None	N/A
		Belle Air staff implement schoolwide pacing for Mathematics	2012-2013 begin use of revised pacing guides	Principal	None	N/A
		Principal will observe, offer feedback, and support teachers on implementation of pedagogical practices	Beginning of the year, observe and offer feedback	Principal	None	N/A

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2	Provide differentiated Mathematics instruction to all students who are not responding to initial instruction	Teachers and student teachers will plan and provide daily targeted, differentiated Math instruction during universal access time (may include ST Math) 1-3: 20 minutes 4-5: 30 minutes	Continually assess students for flexible groupings	Principal Teacher	Mind Research Institute (JiJi): \$3225	
		Principal will participate in grade level groups during grade level meetings (including team data and Acuity analysis meetings)	Continue to implement throughout school year	Continue to implement throughout school year	\$3000.00	EIA
		Principal will observe, offer feedback, and coach selected teachers in their delivery of Mathematics intervention to students as needed	Begin observations by the end of September Provide data gathered to AGB on a regular basis	Principal	None	N/A
3	Implement an ongoing assessment and monitoring system that provides timely data from common assessments based on the math core, and benchmark assessments	Develop for each grade level a formative assessment based on math standards and calendar all assessments	By end of trimester one, develop assessments and create assessment calendar	Principal Leadership Team Grade level teams	None	N/A
		Site Leadership Team, principal, and grade level teams use norms and protocols for discussing and planning instruction and for student progress monitoring during grade level meetings	Continue implementation throughout the school year	Principal Site Leadership Team Grade level teams	None	N/A

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		Principal monitors half day grade level release time for each Acuity window and supports collaborative, structured data meetings to analyze, discuss and utilize assessment results to guide student placement, instructional planning and delivery, and progress monitoring	Evaluate, revise, and continue implementation each Acuity window	Principal Site Leadership Team Grade level partners Acuity Data Analysis Protocol	\$1,350 (3 subs, 3 times a year)	Title II
		Construct a "Data Wall" using Acuity data	Continue implementation	K. Schenck	None	N/A

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Goal 2: English Language Development

Targets: Reclassification target of 10% increase each schoolyear using 2012-2013 (32 students) as a baseline

	Actions	Tasks	Timeline	Persons Responsible	Costs	Funding Source
1	Use Pearson <i>Language Central</i> core and ancillary program materials (including technology) during the ALD block	Purchase needed components of the Pearson Language Central program	May 2012 - inventory materials to determine needs. Materials should be purchased and delivered by the first day of school May 2013 - inventory materials to determine needs. Materials should be purchased and delivered by the first day of school	Principal Teachers	Included in MOU with Pearson	EIA Title I
2	Align pacing guides for <i>Language Central</i> to pacing guide for <i>Reading Street</i>	Belle Air staff (including Literacy Coach, intervention teachers, and principal) procure and implement schoolwide pacing for ELD	Use pacing guides starting the first day of school (Pacing Guide embedded in Pearson Reading Street)	Principal Teachers	Included in MOU with Pearson	EIA Title I

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3	Fully implement Structured Language Practice Strategies from CRLP training	Implement structured language practice strategies (Think-Pair-Share, Talking Sticks, etc.)	By fall 2012 provide professional development Implement strategies throughout the year.	Literacy Consultant Principal Teachers Instructional Leadership Team	None	N/A
4	Provide required, prioritized, uninterrupted instructional time for ELD	Develop daily schedules that include 30-45 minutes of uninterrupted ELD instructional time, including ELD component of <i>Inside Intervention Program (pending number of intervention students)</i> .	Schedules to be completed by the first day of school	Principal, Grade level teams	None	N/A
5	Provide differentiated ELD instruction by language proficiency level	Use language proficiency data from CELDT and ADEPT to differentiate ELD instruction.	By June 2012, have a CELDT testing plan. CELDT- during the month of Sept., Kinder during summer End of Sept., use CELDT data for placement in ELD. End of Nov. and March, students will be ADEPT tested. By beg of Jan. and April, regroup ELs based on	Principal Teachers	Expense of testing administration	

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			ADEPT data.			
		Organize ELD classes by grade level and language proficiency levels that include no more than two proficiency levels in a given class whenever possible.	By end of September, classes will be regrouped by language proficiency level By the beginning of October, implement ELD by language proficiency level.	Principal Teachers	None	N/A
6	Grade level teams, including NDNU student teachers, meet to collaborate around lesson planning and student achievement aligned with compact.	Continue grade level collaboration meetings in order for teams to analyze and discuss student data and teacher practice using the Cycle of Inquiry (COI) and plan ELD instruction and interventions (see RLA Task for proposed schedule) as monitored by Principal	COI Meetings	Principal Grade level teams Instructional Leadership Team	None	N/A
		All new teachers and NDNU student teachers receive 3-hour training prior to beginning of school year to learn about Language Central, including training for Structured Language practice	Complete training by the end of Sept. Complete training by mid Dec.	Qualified trainer Principal Student Teachers	\$ _____	
7	New teachers and Literacy Coordinator receive Professional Development on the use of ADEPT	Identify teachers' needs through regular ongoing classroom observations	By beginning of September and March, teachers' professional development needs will be	Principal Instructional Leadership Team Student teachers Qualified	\$500.00	EIA Title 2, 3

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			addressed.	Trainer		
8	Provide professional development to individual teachers, grade level teams, grade spans, or the staff based on teachers' needs	Identify teachers' needs through regular ongoing classroom observations	By beginning of September and March, teachers' professional development needs will be addressed.	Principal Instructional Leadership Team Grade level Teams	\$2000.00	EIA Title 2
9	Implement an ongoing assessment and monitoring system that provides timely data from common assessments	Develop a formative assessment calendar for each grade including testing dates for EL assessments (CELDT and ADEPT), due dates for assessment results, and dates for grade level data analysis meeting release time	Develop and implement assessment calendar	Principal Instructional Leadership Team	None	N/A
		All teachers, including intervention teachers and student teachers, use assessment data to make instructional decisions for ELs.	Develop and use meeting norms and protocols	Principal Teachers	None	N/A
		Grade level teams use ADEPT to monitor EL progress	November and March	Principal Instructional Leadership Team	None	N/A
		Instructional Leadership Team, and principal develop and implement a timeline, criteria, and protocols for re-designating EL students	December Conferences Spring Conferences (follow-up)	Principal	None	N/A

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Goal 3: After School Program – Coherent Aligned Instructional Program

Targets:

	Actions	Tasks	Timeline	Persons Responsible	Costs	Funding Source
1	Use of curricular materials (ex: Pearson) pending approval from ASES provider	Use standards based core materials identified by ASES Liaison in collaboration with teachers, to enhance language development, especially long term English Learners.	Train staff in materials	ASP Liaison Site Coordinator	\$112,000	included in MOU with Vendor
		Use standards based materials identified by ASES Liaison in collaboration with teachers, to support students struggling in Reading Language Arts.	Implement beginning September	Site Coordinator ASP Frontline Staff	\$112,000	included in MOU with Vendor
2	After School Program (ASP) Liaison articulation between school day program and ASP (pending approval of ASES provider)	Provide a stipend to a staff member to serves as ASP Liaison	Implement beginning August 2012	Principal	\$2,600 (BA) \$1,400 (ASES)	EIA SBPSD and Recreation (ASES funds)
		ASP Liaison tasks include: -Ensuring connections between school day and afterschool program -Minimum of at least three hours a week in ASP	Develop monitoring tool and protocol in September Begin observations in September Continue throughout school year	ASP Liaison San Bruno Park and Recreation	Included in stipend to ASP Liaison	EIA/vendor
		Literacy Coordinator and ASP Liaison train frontline staff to use ancillary materials	Implement beginning August	Literacy Coordinator ASP Liaison	Included in stipend to ASP	EIA

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					Liaison	
		Provide After School Program frontline staff with Professional Development on supporting students one or more grade levels below benchmark in Language Arts and Math	Fall 2012	Literacy Coordinator ASP Liaison	Included in stipend to ASP Liaison	EIA
3	Provide training for Notre Dame de Namur University volunteers who will act as tutors	ASP Liaison and Student Teacher Coordinator develop and deliver training for Notre Dame de Namur University volunteers to work with English Learners	Implement beginning October Evaluate, revise, and continue implementation	ASP Liaison Site Coordinator Student Teacher Coordinator	Included in stipend to ASP Liaison	EIA

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Goal 4: Partnership with Notre Dame de Namur University (NDNU)

Targets:

	Actions	Tasks	Timeline	Persons Responsible	Costs	Funding Source
1	Continue laboratory school partnership with Notre Dame de Namur (NDNU)	Review and edit Memorandum of Understanding clearly defining expectations for NDNU leadership, NDNU student teachers, NDNU volunteers, Belle Air site administration, Belle Air teachers, SBP district administration	Evaluate, revise, and continue implementation of MOU	Alternative Governance Board, Superintendent, Site Administrator	\$60,000	Title I EIA
		NDNU Student Teacher s will work for two full teacher work days (one must be Thursday) and for three half days a semester.	Evaluate, revise, and continue implementation	Student Teacher Coordinator	Included above	
		Provide format for master teachers to assign specific students for NDNU "tutorials" (STAR, Acuity, Lexile, Pearson Assessments and HM Math Assessments, Teacher Observations).	Implement and evaluate each semester Belle Air teachers and Literacy Coach compile data for Student Teacher Coordinator. Student Teacher Coordinator train Tutors to assist	Student Teacher Coordinator Master Teachers		

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			in interventions tied to identified site grade level goals			
		<p>Provide time for classroom teachers and students teachers to plan and discuss the efficacy of instruction and interventions</p> <ul style="list-style-type: none"> – First Thursday: 1 hour, 15 minutes classroom teacher <i>individual teacher planning</i> (1:30-2:45). <i>Student Teacher Seminar</i> takes place. – Second Thursday: 1 hour, 15 minutes <i>structured grade-level collaborative planning</i> with classroom teacher and student teacher (1:30-2:45) – Third Thursday: 1 hour, 15 minutes classroom teacher <i>individual teacher planning</i> (1:30-2:45). <i>Student Teacher Seminar</i> takes place. – Fourth Thursday: 1 hour, 15 minutes classroom teacher, student teacher and University Supervisor collaborate around <i>data analysis</i> (1:30-2:45) – Fifth Thursday: 1 hour, 15 minutes classroom teacher <i>individual teacher planning</i> (1:30-2:45). <i>Student Teacher Seminar</i> takes place. 	Implement and evaluate each semester	Site Leadership Team Principal Student Teacher Coordinator	None	N/A
		Student teachers will provide release time (PE, gardening, computer lab, or, library) once a week for 30-60 minutes for primary and intermediate classroom teachers for individual teacher planning, preparation, or site grade level meetings	Implement and assess quarterly	Principal Site Leadership Team	None	N/A
		All NDNU student teachers participate in at least one Belle Air staff meeting per semester, all professional developments, and weekly collaboration with classroom teachers.	Evaluate, revise, and continue implementation	NDNU Student Teacher Coordinator	Included above	N/A
		All NDNU student teachers receive 3-hour training at beginning of each semester to learn about selected school-based reading strategies and assessments	Complete training by the end of September or end of January	Principal	none	– Title I – Title II
		Provide 1.5 hour master teacher seminar for new Master	Beginning of	NDNU Student	Included	N/A

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		Teachers and 1.5 hour PD for all master teachers (topics: management and communication)	2012-2013 school year	Teacher Coordinator	above	

Goal 5: Family Engagement

Targets:

	Actions	Tasks	Timeline	Persons Responsible	Costs	Funding Source
1	Increase participation at monthly "morning meetings" with agenda topics/presentations and opportunities for open conversation between principal and parents	Provide a monthly forum for parent questions and concerns to be raised and addressed	Monthly meetings September through May	Principal and Parent Liaison	19,000.00 (4 hours a day)	EIA
		Facilitate discussions with parents about ways they can become engaged in their children's schooling at home and school to ensure student academic success.	Monthly meetings September through May	Principal and Parent Liaison	None	N/A
		Review school documents such as annual Parent Survey and plan next steps	Monthly meetings September through May	Principal and Parent Liaison	None	N/A
2	Provide parent education and literacy activities	Twice a year (fall and spring) hold grade level parent nights to review students' academic expectations for curricular areas	Beginning of school year and mid or end of year	Parent Liaison		EIA
		Hold parent orientation for incoming Kindergarten students hosted by Kindergarten teachers		Pre-school Director and Principal		
		Hold two or three Parent Education workshops throughout year including and at least one Latino Family Literacy follow-up module and one beginning module. Workshop topics may include; Understanding the US School System, How to help students at home, Preparing Parents for Conferences, and Leadership in School's Governance.	School year 2012-2013	Teachers and Parent Liaison		Title I

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		English as a Second Language, ESL, class for adults	2012-2013 School year	-San Mateo Union High School District – Adult Education -Principal -Parent Liaison	Fee based at \$30.00 p/person per semester	Adult Ed. And Parents
		Explore intro technology class for parents to include: -Use of Internet and information technology -E-mailing	2012-2013 School year	Parent Liaison Principal	Fee based at \$30.00 p/person p/ semester	Title I
3	Promote and increase parent involvement in School Governance	Encourage participation and leadership in school site organizations such as: <ul style="list-style-type: none"> • School Site Council (SSC) • English Learner Advisory Council (ELAC) • Develop a structure to “frontload” information to parents prior to governance meetings. • Develop a SSC/ELAC calendar of meetings by the beginning of the school year Provide on-going budget updates to ensure categorical funds are used strategically and alignment with school goals		Parent Liaison Principal	None	N/A
4	Provide translation and interpretations to increase parent participation	Provide translation at all parent meetings, during conferences, and home/school communication	Monthly on first Tuesday of month		EIA	
5	Explore the possibility of a “Room Parent” structure	Identify and pilot a “Room Parent” structure to develop parent leadership and to increase parent engagement	Principal Parent Liaison		N/A	
6	Increase parent participation at Back to School Night and Open House	Encourage and support parent participation at school-wide events through “all call” system, translated flyers, personal phone calls, and personal invitations	Principal Teachers Parent Liaison Support staff		N/A	

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