

The Single Plan for Student Achievement

School: Pioneer Elementary School
CDS Code: 57726786056279
District: Davis Joint Unified School District
Principal: Matthew Duffy
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Pioneer Elementary School's Vision and Mission Statements

Pioneer School Mission Statement

To provide a safe, positive, challenging educational environment which nurtures self-esteem and allows each child and adult to positively contribute to the educational experience.

To develop socially responsible life-long learners who use education as the key to understanding the past, exploring and enriching the present and preparing for a highly technological future.

In achieving this MISSION, we are guided by the following beliefs:

1. All students are entitled to develop their individual powers of intelligence: to think, to know, to reflect, to observe, to imagine, to appreciate, to analyze and synthesize in complex real life situations.
2. All students should be instructed regarding the rights and responsibilities of citizens in a free, democratic society in a global world.
3. Our staff and our parent community are our greatest assets and the foundation of our success.

Goals

- The learning environment of the school will reflect and recognize an academic focus with high standards for all students.
- Respect and support among and between students and staff members will be evident throughout the school.
- Effective and on-going home-school communication by staff and administration will facilitate success for each learner.
- Learning will take place in a safe, attractive and comfortable environment maintained by the students and staff.

School Profile

Community

Pioneer Elementary School is located in Davis, California, a university community with a population of approximately 66,000. It is located 14 miles west of Sacramento. It is primarily middle to upper-middle income that places high value on education and civic involvement. More than 80% of the district-wide parent community, have college and post-graduate degrees.

School:

Pioneer Elementary, founded in 1966, is a K-6 grade school with a student population of just over 500. The school currently houses three classrooms at each grade, one of which is a self-contained AIM (Gifted and Talented Program) in grades 4-6. In addition to the general education classrooms, Pioneer hosts a Special Education Resource program of roughly 18 students, an Full Inclusion program of just under 20 and a Special Day class with 5 students. A large focus of the Pioneer community is on being inclusive and kind. Programs and events in 2014-2015 that supported this cause were: an anti-bullying program coordinated by our school counselor in grades 4-6; expansion of the lunchtime activities program to include grades 1 and 2; a week long "kindness campaign" in which over 5000 acts of kindness were documented by students and students collected over 800 pairs of shoes to donate; "A Touch of Understanding" disability awareness workshop for our fifth graders; and weekly recognition of positive acts through a positive referral program. Pioneer has an increasing number of students and families coming to school from a local domestic violence shelter and in response has started a "Families in Transition" program. This support networks provides after school homework help for students and a welcome meeting with our school counselor. During this meeting, our counselor attempts to connect families with local resources through the Center for Families and/or the Family Resource Program at Montgomery Elementary school. We hope to expand this next year and provide access to the internet and resources for parents to access before, during, or after school to help them stay connected and engaged in our school community.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This year a Student Climate survey was completed in February for grades 1-6. Two areas of concern arose from the climate survey: one was related to amount of support provided by our noon supervisors and the second was about how students treated one another. These were same areas of concern expressed in 2014. Fifth grade students also participated in a disability awareness workshop called "A Touch of Understanding". We will continue this workshop with fifth graders in subsequent years and use it as a launching off point to discuss acceptance and respect.

Various teacher surveys on Professional Development and Academic Conferencing were administered. The results indicated that the staff appreciates having colleagues present and train on areas of expertise to peers. Beginning in January, we re-structured our staff meeting to a workshop model where teachers/staff chose workshops in which to participate. Topics included using Chromebooks and googledocs, Math "number talks", Functional literacy, and increasing reading comprehension in primary grades through the use of number talks. In the area of Academic conferencing, staff indicated a desire to bring specialists such as reading and math into their conference time and focus on using time to discuss math and reading curriculum and assessments, as well as the new standard-based report card.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

This year our School Site council sponsored a site self-study focusing on math instruction, assessment, and intervention. Certificated staff and parents from Site council observed all classes during math instruction as well as after school intervention and math pull-out groups. The results of the observation day are attached and helped our team in wrtting some of the action steps for our math goals and actions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local assessments used include: math benchmark exams, whole class fall reading level assessments with follow up assessments in winter and spring for students qualifying for services.

In addition to CELDT assessments for our English Learners, our ELD department conducted the ADEPT (A Developmental English Language Proficiency Test) assessment with EL students in the fall and spring.

Data from our reading intervention program is attached.

Data from ADEPT testing is attached.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

A standard based report card for grades K-2 was developed in 2013 and used for the second time this year. A similar report card has been developed for grades 3-6 and was piloted this year.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff are "highly qualified" according to No Child Left Behind standards.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Training in our newly adopted math curriculum will occur over the summer and fall 2015. Teachers are participating in district-wide professional development in areas ranging from social-emotional well being (Restorative Practices), and implementing CCSS. This spring 21 members of our staff are participating in a book study with Carol Dweck's "Mindset" as the focus. The goal is to promote a growth mindset campus-wide and support students as content rigor increases.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- The major focus of our staff development this year has been on implementing CCSS. We have worked to develop grade level performance tasks to be administered across the district. Members of our teaching and math/reading specialist teams presented workshops on topics such as using google docs, number talks, read-alouds for primary grades, and increasing use of academic vocabulary.
- Teachers received training on how to administer the Smarter Balanced Field Test. This allowed them to preview many of the questions that will be asked of students and begin tailoring their instruction and assessments to prepare students for these tests.
- Grade levels continued to work across the district to develop and administer Performance Task Assessments during the year. Each grade level met three times during the year to collaborate about the process and outcomes of these assessments as well as plan for future Performance Tasks.
- Teachers at Pioneer met in grade level teams to evaluate student data and progress. Meetings occurred on Wednesday afternoons and during Academic Conferencing release time.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Reading and Math specialists are on staff. Our Reading specialist focuses on early intervention in reading. Her team does fall, winter, and spring assessments to determine which students receive support. The math specialist works in several intermediate classrooms supporting differentiation and helping teachers with CCSS based lesson planning.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All grades participate 2-3 days of academic conferencing each year; they also meet once a month as grade level teams. This year's main goal was to learn and plan implementation of the CCSS. Other grade level goals included: increasing levels of informational text, examining math curriculum, and technology education (such as a comprehensive keyboarding program).

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

As we wait for CCSS aligned materials to be created and adopted, most of our work has been spent adapting the curriculum we have to emphasize the skills and abilities in the CCSS Anchor Standards for Reading, Writing, and Speaking. This last year 3 teachers participated in the UC Davis Math institute and conducted two staff development workshops with our teachers.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each grade has a block of 60-90 minutes dedicated to math and reading/language arts.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade levels are striving to schedule core academic content areas such as math and ELA at the same time during the day to allow for differentiated instruction and grouping students according to need and ability.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In adherence to the Williams Act, the site has sufficient text books for all students to take a book home when work is assigned in the text. Our reading room and library is increasing their collection of non-fiction reading materials to prepare students for the increased rigor expected with the CCSS.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Intervention materials include:

- Read Naturally
- Reading Counts
- Imagine Learning (ELD)
- Math manipulatives and "games" used in the math lab and during after-school math help.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Small group differentiation is done in classes to support student learning (see attached document for complete list of strategies)
Our math specialist does coaching of classroom teachers in engaging math strategies.
Push in support is done by our Math aide.
Reading Counts program is used in grades 1-3.

14. Research-based educational practices to raise student achievement

Math support program: after school math help 2 days/week; small ratios of adult to teacher 3-4:1
Reading support: small group instruction focusing on decoding and comprehension in primary grades with a shift to support in academic content areas such as social studies at intermediate grades
EL support: Lower level students receiving small group pull-out support; EL aides pushing into classes to support students in core curriculum

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District climate coordinator has provided great assistance to our increasing number of families from the women's domestic violence shelter. She has helped with transportation resources, connected families to the local family resource center, and helped some with after school childcare.
After school HW help 2 days/week and a writing program (facilitated by one of our EL para-educators and EL specialist) 3 days/week

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are in classrooms in grades K-6 supporting reading groups. UCD interns work in many classrooms and five work-study UCD students work in our math support program after school. Parents representing ELAC, Climate Committee, PTA, and Special Education participated in our site self-study.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The main focus of our SPSA funding is on math, EL, and reading aides to support instruction and provide support and intervention for struggling students.

18. Fiscal support (EPC)

The Pioneer PTA contributes over \$60,000 to support classroom intervention programs and materials, release time for teachers to collaborate, developing a strong community through climate programs, and communicate with our parent population.

Description of Barriers and Related School Goals

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	372	390		238	249		8	11		66	63	
Growth API	893	906		900	901			814		950	959	
Base API	885	893		897	900					935	951	
Target	A	A		A	A					A	A	
Growth	8	13		3	1					15	8	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	49	37		22	30		47	54		58	47	
Growth API	808	877		797	877		795	823		728	777	
Base API	777	807		849	797		759	797		747	728	
Target												
Growth												
Met Target												

Conclusions based on this data:

1. Low SES student population is increasing (up to 14% in 2014)
2. Growth API in Hispanic, EL, and SED student populations has seen sustained growth between 2011-2013

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	98		98	98		100	100		99	99	
Number At or Above Proficient	291	306		193	193		--	8		59	53	
Percent At or Above Proficient	79.7	78.7		82.8	77.8		--	72.7		89.4	84.1	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		Yes	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	93	98		96	97		90	97		90	98	
Number At or Above Proficient	28	28		11	20		25	35		31	28	
Percent At or Above Proficient	59.6	75.7		52.4	66.7		59.5	64.8		58.5	60.9	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Conclusions based on this data:

1. This data shows relatively flat growth between 2011-2013.
2. In addition to this data, results from Fall and winter reading assessments were considered:
Our current reading program is serving students well as students are showing significant reading growth and many students are testing out of the program.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	98		100	100		99	100	
Number At or Above Proficient	288	312		192	199		--	3		59	58	
Percent At or Above Proficient	77.4	80.2		80.7	80.2		--	27.3		89.4	92.1	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	98		100	97		99	99		99	100	
Number At or Above Proficient	25	27		14	21		26	28		33	30	
Percent At or Above Proficient	51.0	73.0		63.6	70.0		55.3	51.9		56.9	63.8	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		No	--	

Conclusions based on this data:

1. All students averaged below AYP target in 2012-2013
2. Asian students were the only above the AYP target in 2011-2013

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	22	16	
Percent with Prior Year Data	90.9%	93.8%	
Number in Cohort	20	15	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	59.0
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	33	2	23	1		
Number Met	5	--	--	--		
Percent Met	15.2%	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	No	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
LCAP Goal 6: Conduct a district-wide climate assessment to obtain base line climate data. The school culture/climate tool will have particular focus on cultural attributes that correlate to success of student groups identified in the LCAP. LCAP goal 7: Increase parent engagement through effective two-way communication to 1) communicate with families about school programs and student progress; 2) foster involvement of families at school; support academic learning at home; and 3) include families as knowledgeable participants in school decisions.
SCHOOL GOAL #1:
Create a positive, inclusive school climate where students feel connected and engaged, staff can provide support when needed, and parents are informed and engaged in the school community.
Data Used to Form this Goal:
Student Climate survey (Feb. 2015) Discipline data Teacher feedback
Findings from the Analysis of this Data:
Increased structured activities at lunch and recess has been successful and should be continued. Continued character education and conflict resolution is needed.
How the School will Evaluate the Progress of this Goal:
Future Climate data Future parent surveys Discipline data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue and expand luncha-palooza	September 2015- June 2016	PE Teacher	Coordination time (VSA) Playground and Games Equipment		Parent-Teacher Association (PTA/O) Parent-Teacher Association (PTA/O)	5300 1,000
Continue teaching Kelso's choice curriculum in grades K-3 and in . Continue support groups for small groups of students on topics such as friendship, anger management, social skills	September 2015- June 2016	Counselor			None Specified	
A Touch of Understanding disability awareness program with 5th grade, using program as a catalyst to engage 5/6 grade students in creating public service announcements to share with younger grades promoting positive school engagement	Fall 2015	Principal / intermediate teachers	Program cost		Parent-Teacher Association (PTA/O)	1,000
Families in Transition support program: After school Homework help; 2 hours additional counselor time; family resource room with technology resources. Plan for counselor to greet all families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.	September 2015- June 2016	Principal Program coordinator/tutor School counselor	Coordination time, Counselor time, Technology, Basic office and family supplies		District Funded	10,000
Various assemblies are done throughout the year on topics ranging from safety, art education, drama/music, and patriotic events.	September 2015- June 2016	Principal PTA VP of Enrichment	Assembly costs		Parent-Teacher Association (PTA/O)	5,000
Train staff and implement Restorative Practices	Training of leaders: June 2015 Implement: Fall 2015	Principal, Counselor, Psychologist				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Visual & Performing Arts
LEA GOAL:
Every student will pursue academic, social, and personal goals at periodic intervals throughout their school career (DJUSD Strategic Plan)
SCHOOL GOAL #2:
All students will receive instruction in art and music. The Pioneer PTA has continued to fund art and music for k-6.
Data Used to Form this Goal:
The program has been reviewed to insure that all students have access to music and art instruction.
Findings from the Analysis of this Data:
The PTA along with teachers, and Site Council believe that the curriculum must be balanced by creating a program across the grades that includes music and art in each grade
How the School will Evaluate the Progress of this Goal:
Evaluation will be a direct reflection of recorded projects directly tied to curriculum subjects.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate schedules with band and orchestra teachers to allow intermediate students to participate in these programs	Aug 2014-June 2015	Music Teachers Classroom Teachers				
Art enrichment programs <ul style="list-style-type: none"> Intermediate art specialist All grades participate in art assembly School dramatic production Classroom music/drama productions 	Aug 2014-June 2015	Classroom teachers Art specialists	Art specialist Drama stipend Assembly costs		Parent-Teacher Association (PTA/O)	7000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
Goal 3: Develop and implement a district-wide assessment system aligned with the CCSS to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.
SCHOOL GOAL #3:
All students will demonstrate mastery of grade level mathematical concepts measured by their ability to explain and defend their solutions using evidence and mathematical practices.
Data Used to Form this Goal:
District Math benchmark testing Classroom unit assessments Classroom observations (see attached notes)
Findings from the Analysis of this Data:
Observation findings: Students need to be physically, mentally, and verbally engaged in math instruction.
How the School will Evaluate the Progress of this Goal:
District benchmarks that are tied to CCSS will be conducted three times per year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review benchmark data, report card review, unit pretests and/or end-of-year math assessments to determine levels of student skills and abilities in mathematical strands and practices.	Sept.2015 - June 2016	Classroom Teachers Principal				
Develop diagnostic math assessments for grades 1-6 with goal of aligning math intervention to learning needs and math curriculum.	Implementation: Spring 2015	Math Specialist, Math aide			None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase coaching of grade level teachers by math specialist. Change schedule to allow for 1-2 week intensive instruction coaching within a grade level at Pioneer.	Sept 2015-June 2016	Math Specialist Principal				
Identify students performing below grade level, group by ability and provide additional instructional time with appropriate staff, volunteers, Math para educator or District Specialists in classrooms and math learning center. Use District benchmarks for identification during collaborative Academic conferencing time. Interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.	Sept 2015-June 2016	Math aide District Math specialist Teachers Principal	Math Aide		LCFF - Base Parent-Teacher Association (PTA/O)	9942 5696

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LCAP Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.
SCHOOL GOAL #4:
Improve the ability of our English Learners to comprehend, speak, read, and write English so that they can learn in the mainstream classroom. Increase our understanding of who our EL students are so that we can meet their unique needs.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT testing results over time and current results• ADEPT (A Developmental English Proficiency Test) in Fall, Spring• RFEP (EL Reclassification data)
Findings from the Analysis of this Data:
High turnover of our EL population makes using annual assessments to measure our program difficult. ADEPT testing: Growth was greatest in first grade; In comparing reading and ADEPT data for 4th grade; all but one of EA students made little/no growth in reading Reclassification: 4 students were reclassified "fully English proficient" this year - 13% of our EL population
How the School will Evaluate the Progress of this Goal:
We will review our EL reclassification data and monitor RFEP students in classroom ADEPT scores will be used to adjust program and services provided. CELDT scores will be used each fall to determine the needs of that year's student cohort.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Specialist and Para-educators will provide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oral comprehension, speaking, reading and writing. This will be provided through varied means including the use of HM Reading programs (K-5), Prentice Hall Reading (grade 6), On Our Way to English, Rosetta Stone Software, Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.	Sept. 2015-June 2016	EL Specialist, classroom teachers	EL Para-educator III EL Para-educators		District Funded LCFF - Base	10000 16,286
Conduct ADEPT assessment in fall, winter, spring to track progress of students over the course of the academic year and make adjustments to meet individual student needs	Fall and Spring 2015-2016	EL Specialist, Para educators				
Professional development on increasing student opportunities to speak and collaborate effectively and in an academic format in the classroom.	Sept 2015-June 2016	Principal, PD/liaison team				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading/Language Arts
LEA GOAL:
LCAP Goal 3: Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards
SCHOOL GOAL #5:
Continue to support students in their efforts to reach reading and comprehension literacy at grade level using an early intervention model.
Data Used to Form this Goal:
District ELA assessments are used three times a year to measure reading progress and need for intervention.
Findings from the Analysis of this Data:
Based on the data on reading test scores and student progress, the current program is successful in identifying students needing intervention and providing appropriate interventions. In this transition to Common Core, data has not been compiled for this school year.
How the School will Evaluate the Progress of this Goal:
We will review report card scores to determine whether students are achieving grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identification of individual students at each grade level who are performing below the district established level of proficiency in writing.	September 2015- June 2016	Grade level teams and principal				
Administer, score and/or review assessment results for students. (Gates McGinitie, SRI, District Assessments)	September 2015- June 2016	School Teaching Staff Reading Specialist Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide differentiated instruction based on the information provided by the assessment of each individual student. Differentiated instruction will include a focus on low achievers, English Learners, high achievers, gifted students, special education and students on grade level.	September 2015- June 2016	Librarian Classroom teachers Principal Reading Specialist/Para-Educators				
All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers and in the classrooms.	September 2015- June 2016	Reading Specialist Reading Para-educators Special Education Para-educators Classroom Teachers Principal	Para-educator (also funded through Parcel Tax funds)		LCFF - Base	18,417
Increase library of available texts for students to access and provide for classroom reading assessment tool	September 2015- June 2016	Reading specialist, classroom teachers			None Specified	
			Reading Counts		Parent-Teacher Association (PTA/O)	775
			Reading room books		Parent-Teacher Association (PTA/O)	500
Staff will participate in Academic Conferencing. A total of at least 2-3 release days per year per teacher based on assigned FTE teachers to site. The 1/2 or full days will be used to meet, collaborate and discuss each child to ensure that all students are receiving the instruction and interventions they need to be successful. Teachers will use the time to strengthen their programs, formative assessment tools in a collaborative manner with the focus always on learning.	August 2014-June 2015	All teaching staff members	Release days for PLC / Academic Conferencing		District Funded	6,000

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology Literacy
LEA GOAL:
LCAP Goal 2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission
SCHOOL GOAL #6:
Maintain updated technology resources for students and promote technological proficiency in students grades K-6
Data Used to Form this Goal:
Student performance on SBAC assessment (anecdotal from teacher observations because results of the assessment were not publicized)
Findings from the Analysis of this Data:
Students fall short of the keyboarding and technology skills needed for success on the SBAC on-line assessment
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> • Monitor student keyboarding skill progression from grade to grade • Evaluate SBAC performance data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evaluate and maintain campus technology hardware and software. Assist teachers in choosing the best software to meet student needs. Support classroom teachers in promoting access of chrome books for all grade students.	September 2015- June 2016	IT Support, Principal	Instructional Technology Specialist		Parent-Teacher Association (PTA/O) Site Based Gifts and Donations	4304 1700

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	44,645	0.00
District Funded	26,000	0.00
Parent-Teacher Association (PTA/O)	45,875	15,300.00
Site Based Gifts and Donations	1,700	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	26,000.00
LCFF - Base	44,645.00
Parent-Teacher Association (PTA/O)	30,575.00
Site Based Gifts and Donations	1,700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,300.00
Goal 2	7,000.00
Goal 3	15,638.00
Goal 4	26,286.00
Goal 5	25,692.00
Goal 6	6,004.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Eric Hays				X	
Jennifer Ermoian				X	
Cammy Reiger				X	
Bev Batha		X			
Matthew Duffy	X				
Susan Viguie		X			
Lauralee Boyle				X	
Tara Johnson			X		
Dana Sodergren		X			
Numbers of members of each category:	1	3	1	6	

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

School Climate Committee

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on 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 SPSA was adopted by the SSC at a public meeting on .

Attested:

Matthew Duffy

Typed Name of School Principal

Signature of School Principal

Date

Jennifer Ermoian

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Pioneer Elementary School

Math Site Study – Observations 2014-2015

Observation Team:

Bev Batha-3rd Grade Teacher

Eric Hays - Parent

Tara Johnson – Reading specialist

Cammie Rieger - Parent

Dana Sodergren – Kindergarten Teacher

Jennifer Ermoian - Parent

Sue Viguie – 5th Grade Teacher

Lauralee Boyle – Parent

Differentiation/Support	
Themes	Points
Organization/strategies	<ul style="list-style-type: none"> -Would like to see more transfer of kids between classes for leveled learning -Knowing how to take steps, process, direction to solve problems -idea to group students by ability level in math lab with adult help (grades 1-3 together is too large) -Positive structures in the class that the math specialist could help develop; eg. use of video, shoulder and table groups, students explaining their process
Resources	<ul style="list-style-type: none"> -RSP room; tons of helpful anchor charts/visuals around room for all levels -Loved the use of individual white boards held up for teacher to see. Easy way to see who is getting it and who needs more help. -math journals -math bulletin boards -use of manipulatives to develop concrete representations and build conceptual understanding -video the teachers teaching to share w/ colleagues
Math Aide	<ul style="list-style-type: none"> -1:1 or pairs of students -Need for curriculum -way to group according to needs -an instant math resource to teacher as well as students

Challenge Enrichment	
Themes	Points
Organization/strategies	<ul style="list-style-type: none"> -provide advanced options for students who catch on to lesson early -activities that allow broad range of ability (1st grade game – well) -some teachers asking questions and setting up norms to make thinking visible -teacher trying to use fewer problems to allow more time and attention to go deeper -questioning strategies -loved the “thumbs up/thumbs down” voting on agreeing with a process. An easy way to see if people are getting it. -done early? Show other ways to solve problem -students critiquing Teacher’s incorrect responses
Ideas	<ul style="list-style-type: none"> School wide squads -organized by grade level? -1 week/month? -how would groups be formed?
General	<ul style="list-style-type: none"> -classroom set up is conducive to collaboration, small groups, horseshoe tb -6th grade students switch classrooms: ability leveling; high group seemed self-motivated -Independent high group in center room (complaint from 6th grade girls: “it’s all boys”)

Needs	
Themes	Points
Facilities/supplies	<p>Different groups in 6th grade have different versions of the text</p> <ul style="list-style-type: none"> -fresh black and blue eraser board pens
Intervention	<ul style="list-style-type: none"> -Role of math specialist and para vague and unclear to many -After school support: need a way to assess students and group according to need, curriculum scope and sequence -after school: no evidence of teaching a lesson – just going over math problems (may have just been day) -connection/continuity between classroom math and after school math -Parent HW assistance/Parent ed. (multiplication/basic math skills)
Strategies/PD	<ul style="list-style-type: none"> -6th grade math program not aligned w/ K-5, JH offerings -Teacher support in: <ul style="list-style-type: none"> -strategies for conducting and facilitating productive student discussions/collaboration -what do we do with student thinking in multiple methods -questioning and response strategies to elicit, clarify and connect student thinking -how to create questions/tasks that are worthy of deeper thinking, perseverance etc.. -What makes you say that? Where did number come from? What did you/he/she mean by _____? Why does that make sense? What do you think that might work?

Observations /Ah-ha's / questions??

- Learning about mindset
- Impressed with first graders explaining thinking and verbalizing equations
- Mat is scheduled at the same time for 5 2/3 of our 7 grades
- A wide variety of activities during lesson
- who is getting served by math aide?
- some classrooms were heavily decorated with class materials but completely devoid of math decorations. Fear this makes math appear less important?
- Coherency of math program
- focus on process, not answer
- Idea: Math buddies
- range of students in one 2nd grade class
- RSP model; different materials for remediation – possibility of using this within classroom
- keep track develop pre and post tests and organized way to determine who needs most help and where
- scheduling coordination so children who need math get class math plus extra help

Findings/Actions:

- Partner with Math specialist and aide to create beginning of the year diagnostic assessments
 - Preview assessments with teachers during spring Academic Conferences
 - Pilot assessments with students prior to end of 2014-15 school year
 - Implement assessments Fall 2015
- Use results of diagnostic assessments to determine target students for intervention/support
- Coordinate intervention/support by grade level
 - Team findings that common math time could help in scheduling this support
- Develop/Find effective intervention program/curriculum
 - Check what newly adopted text book can offer
 - Align this support curriculum with use in after school program
- Big Idea....Grade level math squads
 - Eg. 1 week/month to focus on intervention/support and/or enrichment

Budget By Expenditures

Pioneer Elementary School

Funding Source: District Funded

\$26,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Coordination time, Counselor time, Technology, Basic office and family supplies		\$10,000.00	School Climate	Families in Transition support program: After school Homework help; 2 hours additional counselor time; family resource room with technology resources. Plan for counselor to greet all
EL Para-educator III		\$10,000.00	English Language Development	EL Specialist and Para-educators will provide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oral comprehension, speaking, reading and writing. This will be provided through
Release days for PLC / Academic Conferencing		\$6,000.00	Reading/Language Arts	Staff will participate in Academic Conferencing. A total of at least 2-3 release days per year per teacher based on assigned FTE teachers to site. The 1/2 or full days will be used to meet, collaborate and discuss each child to ensure that all students are receiving the instruction and interventions they need to be successful. Teachers will use the time to strengthen their programs, formative assessment tools in a collaborative manner with the focus always on learning.

District Funded Total Expenditures: \$26,000.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$44,645.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Pioneer Elementary School

Math Aide	\$9,942.00	Mathematics	Identify students performing below grade level, group by ability and provide additional instructional time with appropriate staff, volunteers, Math para educator or District Specialists in classrooms and math learning center. Use District benchmarks for identification during collaborative Academic conferencing
EL Para-educators	\$16,286.00	English Language Development	EL Specialist and Para-educators will provide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oral comprehension, speaking, reading and writing. This will be provided through
Para-educator (also funded through Parcel Tax funds)	\$18,417.00	Reading/Language Arts	All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers and in the classrooms.
<hr/>			
LCFF - Base Total Expenditures:	\$44,645.00		
LCFF - Base Allocation Balance:	\$0.00		

Funding Source: Parent-Teacher Association (PTA/O) \$45,875.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Reading Counts		\$775.00	Reading/Language Arts	Increase library of available texts for students to access and provide for classroom reading assessment tool
Reading room books		\$500.00	Reading/Language Arts	Increase library of available texts for students to access and provide for classroom reading assessment tool
Assembly costs		\$5,000.00	School Climate	Various assemblies are done throughout the year on topics ranging from safety, art education, drama/music, and patriotic events.
Art specialist Drama stipend Assembly costs		\$7,000.00	Visual & Performing Arts	Art enrichment programs-Intermediate art specialist-All grades participate in art assembly-School dramatic production-Classroom music/drama productions

Pioneer Elementary School

Coordination time (VSA)	\$5,300.00	School Climate	Continue and expand luncha-palooza
Playground and Games Equipment	\$1,000.00	School Climate	Continue and expand luncha-palooza
Program cost	\$1,000.00	School Climate	A Touch of Understanding disability awareness program with 5th grade, using program as a catalyst to engage 5/6 grade students in creating public service announcements to share with younger grades promoting positive school engagement
	\$5,696.00	Mathematics	Identify students performing below grade level, group by ability and provide additional instructional time with appropriate staff, volunteers, Math para educator or District Specialists in classrooms and math learning center. Use District benchmarks for identification during collaborative Academic conferencing
Instructional Technology Specialist	\$4,304.00	Technology Literacy	Evaluate and maintain campus technology hardware and software. Assist teachers in choosing the best software to meet student needs.Support classroom teachers in promoting access of chrome books for all grade students.
<hr/>			
Parent-Teacher Association (PTA/O) Total Expenditures:	\$30,575.00		
Parent-Teacher Association (PTA/O) Allocation Balance:	\$15,300.00		

Funding Source: Site Based Gifts and Donations

\$1,700.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,700.00	Technology Literacy	Evaluate and maintain campus technology hardware and software. Assist teachers in choosing the best software to meet student needs.Support classroom teachers in promoting access of chrome books for all grade students.
<hr/>				
Site Based Gifts and Donations Total Expenditures:		\$1,700.00		
Site Based Gifts and Donations Allocation Balance:		\$0.00		

Pioneer Elementary School

Pioneer Elementary School Total Expenditures: \$102,920.00