The Single Plan for Student Achievement

School: Pioneer Elementary School

CDS Code: 57726786056279

District: Davis Joint Unified School District

Principal: Matthew Duffy

Revision Date: May 31, 2017

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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The District Governing Board approved this revision of the SPSA on .

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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 2-3 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 and a Full Inclusion program of just under 20.. A large focus of the Pioneer community is on being inclusive and kind. Programs and events in 2016-2017 that supported this cause were: an anti-bullying program coordinated by our school counselor in grades 4-6; continuing our structured lunchtime game program; "A Touch of Understanding" disability awareness workshop for our fifth graders along with a short assembly on the same topic for grades 1-4; monthly recognition assemblies recognizing students for exhibiting the character traits from our monthly "Life Skills; weekly "class chats" by the principal to connect with students; and weekly recognition of positive acts through a positive referral program. Pioneer welcomes students and families coming to school from a local domestic violence shelter and has continued the "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 promote parent engagement by connecting with all new families joining our community and pairing them with a "buddy family" to help them become part of our 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 Pioneer participated in the Youth Truth student survey sponsored by DJUSD.   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. Students also participated in a "Mindset" Survey to measure the extent to which they are applying these ideas to their class work and school experiences.

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 restorative practices. 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.

Frequent walk-throughs and observations were completed this year by administration. When visiting classrooms, engaging, student-centered strategies were observed frequently. In addition to these informal visits, administration began scheduled weekly visits to classrooms called "class chats". This gave the principal a chance to share with students, answer questions, and make better connections with students.

<u>**Analysis of Current Instructional Program**</u>

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.

<u>Standards, Assessment, and Accountability</u>

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. Grade levels developed common assessments in math and writing this year and we look forward to full implementation in 2017-18.

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

   A standard based report card for grades K-6 was fully implemented for the 2nd year.

<u>Staffing and Professional Development</u>

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 ELA curriculum will occur over the summer and fall 2017. Teachers are participating in district-wide professional development in areas ranging from social-emotional well being (Restorative Practices), and implementing CCSS. Several teachers and grade levels worked on collaboration grants this last year. Topics ranged from Mindfullness, math curriculum alignment, and Zones of Regulation.

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

   - A continued 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, math tasks, read-alouds for primary grades, integrated EL instruction, and increasing use of academic vocabulary.
   - Teachers received training on how to administer the Smarter Balanced Interim assessments. 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 common assessments this year. This work was led by teachers and the buy-in/ enthusiasm for these assessments feels positive.
   - 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)

   A Reading specialist and Math coach 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 coach works in several classrooms supporting differentiation and helping teachers with CCSS based lesson planning. Openness to this coaching in math has increased this year.

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 each grade level had a day in the fall to evaluate individual student progress and discuss potential challenges students are facing. Data was collected and referenced during the year as SST and support meetings were scheduled.

Teaching and Learning

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

   CCSS aligned math curriculum was fully implemented this year. With the support of our math specialist, teachers learned more and more about the program with each unit. Teachers were also supported in implementing the mathematical practices that push students to think critically and defend their mathematical reasoning. ELA curriculum, Benchmark, will be adopted in 2017-18 with training over the summer and throughout the year.

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. Our 4th grade team began some flexible grouping for math instruction based on pre-unit assessments. This practice increased differentiation and produced great results with some of our students struggling in math showing gains upward of 70%.

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)

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

<u>Opportunity and Equal Educational Access</u>

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
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 3 days/week for grades 2-3
HW support program after school 2 days/week for grades 4-6
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: Students receiving small group pull-out support; EL aides pushing into classes to support students in core curriculum and integrated EL instruction.

<u>Parental Involvement</u>

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

Our school counselor has provided great assistance to our increasing number of families from the Empower Yolo women's 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 is offered for students in these families and our counselor continues to check in to support and connect to resources.

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 volunteer frequently to support our reading exchange program and for small group reading groups at all levels.

<u>Funding</u>

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 $30,000 to support classroom intervention programs and materials as well as developing a strong community through climate programs and communication with our parent population.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	75	88	71	83	70	83	94.7	94.3
Grade 4	79	83	78	78	76	78	98.7	92.9
Grade 5	91	85	88	82	88	82	96.7	96.5
Grade 6	91	90	88	86	87	86	96.7	95.6
All Grades	336	346	325	329	321	329	96.7	94.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2439.0	2481.0	28	48	17	25	41	20	13	6
Grade 4	2522.8	2530.9	51	46	22	31	9	17	15	6
Grade 5	2562.7	2542.8	44	39	35	27	14	20	7	15
Grade 6	2586.5	2590.9	36	37	40	47	15	10	8	6
All Grades	N/A	N/A	40	43	29	33	19	17	10	8

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	30	37	40	51	23	12
Grade 4	47	37	37	56	13	6
Grade 5	42	40	44	37	14	23
Grade 6	41	41	52	49	7	10
All Grades	40	39	44	48	14	13

Writing Producing clear and purposeful writing						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	24	39	56	47	13	14
Grade 4	46	51	38	41	13	8
Grade 5	50	38	40	46	10	16
Grade 6	49	42	39	52	11	6
All Grades	43	42	43	47	12	11

Listening Demonstrating effective communication skills					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	29	41	59	55	7	4
Grade 4	33	31	61	64	5	5
Grade 5	30	34	59	52	11	13
Grade 6	43	31	51	66	7	2
All Grades	34	34	57	60	8	6

Research/Inquiry Investigating, analyzing, and presenting information					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	23	46	59	49	10	5
Grade 4	54	49	30	47	13	4
Grade 5	61	50	35	43	3	7
Grade 6	44	48	51	49	6	3
All Grades	46	48	43	47	8	5

Conclusions based on this data:

1. Nice growth in lower grades

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	75	88	71	85	70	84	94.7	95.5
Grade 4	79	83	76	78	74	77	96.2	92.9
Grade 5	91	85	88	83	87	83	96.7	97.6
Grade 6	91	90	86	88	85	88	94.5	97.8
All Grades	336	346	321	334	316	332	95.5	96

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2464.1	2493.2	30	54	41	25	15	13	13	8
Grade 4	2529.1	2526.4	49	44	22	19	20	32	7	4
Grade 5	2565.1	2546.8	44	42	23	19	20	19	11	19
Grade 6	2624.6	2616.8	63	52	19	28	12	14	6	6
All Grades	N/A	N/A	47	48	26	23	17	19	9	9

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	46	68	36	21	16	11
Grade 4	61	55	22	26	18	19
Grade 5	54	49	30	27	16	24
Grade 6	72	61	16	26	12	13
All Grades	59	58	26	25	15	17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	41	51	43	40	13	8
Grade 4	42	45	43	45	15	9
Grade 5	43	42	44	36	14	22
Grade 6	61	57	32	38	7	6
All Grades	47	49	40	40	12	11

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	41	54	41	43	13	4
Grade 4	51	49	34	40	15	10
Grade 5	44	37	44	39	13	24
Grade 6	61	51	32	39	7	10
All Grades	50	48	38	40	12	12

Conclusions based on this data:

1. 4th grade SED: 100 % met standards in Reading, Writing, Listening

2. Research and Inquiry claim: ALL grade levels at 93% met standards or above!!

3. 3rd grade EL students strong performance in the Listening & Research and Inquiry Claims: 92% met standards or above

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1	75	18		25	45			36							
2				33			33	***			***		33	***	
3		14			29		80	43		20				14	
4				100	67			33							
5		25		75	50			25		25					
6	25			25	25			75					50		
Total	15	11		41	40		22	40		7	3		15	6	

Conclusions based on this data:

1. There is a stagnant percentage of ELA proficiency (is this because of a changing student population?)

2. More frequent data (like reading program) would help in making assessment of program or conclusions.

3. Questions arose about the merits of push-in v. pull-out; and how much service is proportionally provided to higher CELDT level students.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				11	22		33	22		44	33		11	22	
1	27	15		36	38		9	31		9			18	15	
2				33			33	10			30		33	60	
3		12			24		67	24		17	6		17	35	
4				100	67			33							
5		11		50	22		33	33		17	11			22	
6	25			25	50			50					50		
Total	8	7		33	29		27	28		14	11		18	25	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	16	27	36
Percent with Prior Year Data	93.8%	100%	97.2%
Number in Cohort	15	27	35
Number Met	--	17	26
Percent Met	--	63.0%	74.3%
NCLB Target	59.0	60.5	62.0%
Met Target	**--**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	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	23	1	37	3	50	7
Number Met	--	--	11	--	15	--
Percent Met	--	--	29.7%	--	30.0%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**--**	**--**	**Yes**	**--**	**Yes**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
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. Pioneer's EL population is growing

2. A larger percentage of EL Students are residents (staying from year to year) as opposed to visiting for 1-2 years.

3. 3rd grade EL students strong performance in Overall score: 84% met standard or above

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	670	649	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**Yes**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	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	649	218	673	203	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	**No**		**N/A**

Conclusions based on this data:

1.

Planned Improvements in Student Performance

<u>School Goal #1</u>

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:
All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners.
SCHOOL GOAL #1:
Create a positve, 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:
YouthTruth student survey Discipline data Mindset Survey 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. Students reported that relevance of educational experiences to their lives was significantly lower than the district average.
How the School will Evaluate the Progress of this Goal:
Future Climate data Future parent surveys Future Mindset surveys Discipline data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fully implement "luncha-palooza" (lunchtime activity program.	September 2017-June 2018	PE Teacher	Coordination time (VSA)		Parent-Teacher Association (PTA/O)	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue teaching Kelso's choice curriculum in grades K-3 and counselor coordinated classroom lessons in 4-6 . Continue support groups for small groups of students on topics such as friendship, anger management, social skills	September 2017-June 2018	Counselor	Counselor, .5 FTE		District Funded	37,500
A Touch of Understanding disability awareness program with 5th grade, using program as a catalyst to engage 5/6 grade students in creating and promoting positive school engagement	Fall 2017	Principal / intermediate teachers	Program cost - funded directly by PTA			
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 2017-June 2018	Principal Program coordinator/tutor School counselor	Coordination time, Counselor time, Technology, Basic office and family supplies		District Funded	4,000
			After-School math support, primary grades VSA		District Funded	2,000
			After-school homework support, intermediate grades VSA		District Funded	2,000
			Summer "book in a bag" reading program		District Funded	2,000
Various assemblies are done throughout the year on topics ranging from safety, art education, drama/music, and patriotic events.	September 2017-June 2018	Principal PTA VP of Enrichment	Assembly funded directly by PTA			
Continue implementation of Restorative Practices and Trauma informed schools	September 2017-June 2018	Principal, Counselor, Psychologist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus on Growth Mindset in classrooms. Teachers implement practices to help students learn about Growth Mindset as appropriate to each individual class. Students develop skills and behaviors that support student learning.	September 2017-June 2018	Classroom teachers				
Character trait of the month is used by teachers to focus on character development. Monthly Life Skills assemblies for primary students individually recognize character development.	September 2017-June 2018	Principal, Classroom teachers				
Annual awards ceremony recognizes student achievement in areas of academic progress, fitness, positive citizenship and other areas.	June 2018	Principal, teachers, other staff				
ELAC parent committee meets quarterly to address needs of English learner families. Buddy families will be assigned for EL families to answer questions and help families integrate into Pioneer.	September 2017-June 2018	Principal, ELD specialist, teacher rep.				
Buddy families for families new to Davis will be assigned so new families can be integrated quickly and easily.	September 2017-June 2018	counselor				

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:
All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners.
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	September 2017-June 2018	Music Teachers Classroom Teachers				
Implement art enrichment programs in cooperation with YoloArts to include art instruction in each classroom.	September 2017-June 2018	Classroom teachers Artists from YoloArts	Art specialist Assembly costs Funded directly by PTA			
Produce a musical performance involving intermediate students	September 2017-June 2018	PTA Drama teacher	Drama stipend funded directly by PTA			

Planned Improvements in Student Performance

<u>**School Goal #3**</u>

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:
All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap.
SCHOOL GOAL #3:
• All students demonstrate proficiency in the mathematical domains identified as critical area standards identified in the CA frameworks at each grade level as measured by the district benchmark assessments. Mathematically proficient students will be able to decode, explain and defend their solutions using evidence and mathematical reasoning. • Our socio-economically disadvantaged students are at a current status of LOW (-27.8 below meeting standard), which was a decline of 22.1 from the previous year. Our goal for SED students is to increase by 15 points on the CAASPP math assessment, moving this subgroup to a status of MEDIUM with a significant increase.
Data Used to Form this Goal:
District Math common assessments Illuminate benchmarks Classroom unit assessments Standard based report cards
Findings from the Analysis of this Data:
Observation findings: Students have improved their ability to explain their reasoning with the use of number talks and rich mathematical tasks. There is still room for growth.
How the School will Evaluate the Progress of this Goal:
District benchmarks that are tied to CCSS and the Envision curriculum. Measurement of proficiency on identified standards on report card.

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.	September 2017-June 2018	Classroom Teachers Math coach/aide Principal				
Align Envision Math curriculum with CCSS. Determine math tasks that will support differentiation and increase proficiency in mathematical practices.	September 2017-June 2018	Math coach Math aide Classroom teachers				
Increase instructional coaching of grade level teachers	September 2017-June 2018	Math coach Classroom teachers				
Use identified critical areas from the CA framework (and articulated on our standard based report card) to determine areas of math focus and support. Supports and interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.	September 2017-June 2018	Math aide Math coach Teachers Principal	Math Aide Math Aide		LCFF - Base Parent-Teacher Association (PTA/O)	6,419 10,000
Increase implementation in classroom and home use of "MobyMax" on-line math support program; training on the program by math staff.	September 2017-June 2018	Classroom teachers Math aide Paid for 2 year contract last year - no cost this year				

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:
All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap.
SCHOOL GOAL #4:
All English Learners serviced in the ELD Program will improve on site level reading assessments by 1.5 grade levels from their initial status during the course of the school year. Our English Learners were a status of 30.1 points above the mean, which was a significant increase from the previous. Our goal for our English Learners is to continue that progress and increase by 15-20% in 2018.
Data Used to Form this Goal:
• Site level reading data (Letter names and sounds, BPST, IRI)   • ELPAC (English Language Proficiency Assessments for California) data   • 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.   English Learners performed very well on CAASPP ELA assessments last year, increasing significantly their performance.   Reclassication: 6 students were reclassified "fully English proficient" this year - 12% 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   ELPAC will be administered this Spring to serve as a baseline and to determine needs and groupings for the following year,   Site level reading assessments will be given in the fall to determine the needs and reading levels of the students and then again in the winter and spring to monitor growth.   CELDT scores for initial ELs will be used this fall to determine the needs of the students (this will be the last year of CELDT since we will be shifting to the ELPAC).

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 Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.	September 2017-June 2018	EL Specialist, classroom teachers	EL Specialist, .20 FTE		District Funded	15,000
			EL Para-educator III		District Funded	10,000
			EL Para-educators		LCFF - Supplemental	16,286
			EL Para-educators		LCFF - Base	1,314
Conduct site level reading assessment in fall, winter and spring to track progress of students over the course of the academic year and make adjustments to meet individual student needs. Classroom teachers will share district Benchmark writing assessments with the EL support team.	September 2017-June 2018	EL Specialist, Para educators, Reading Support Team, Classroom Teachers				
Professional development and instructional coaching to implement integrated EL supports in mainstream classroom using new Benchmark ELA/ELD curriculum	September 2017-June 2018	Principal, EL specialist				

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:
All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap.
SCHOOL GOAL #5:
All students will demonstrate benchmark proficiency in phonetic/phonemic awareness, decoding, and reading comprehension. The current status of our socioeconomically disadvantaged students is MEDIUM (4.6 pionts below meeting the standard), which was an increase of 10.1 points from the previous year. Our goal for this group is to increase by 15.1 points on the CAASPP ELA assessment, moving this subgroup to a status of HIGH.
Data Used to Form this Goal:
District ELA assessments or the Gates-McGinitie are used three times a year to measure reading and writing progress and need for intervention. CAASP scores are used annually to assess student growth in grades 3-6.
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 reading intervention and providing appropriate interventions.
How the School will Evaluate the Progress of this Goal:
We will review district ELA assessments, report card scores and district benchmark data to determine whether students are achieving grade level standards. CAASP scores will be evaluated for student growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Individual students who are performing below district established grade level proficiency in writing will be identified using grade level common writing assessments.	September 2017- June 2018	Grade level teams Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer, score and/or review assessment results for students. (Gates McGinitie, SRI, District Assessments)	September 2017-June 2018	School Teaching Staff Reading Specialist Principal				
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 2017-June 2018	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 2017-June 2018	Reading Specialist Reading Para-educators Special Education Para-educators Classroom Teachers Principal	Para-educator (also funded through Parcel Tax funds)		LCFF - Base	11,299
			3rd Grade Reading Para-educator, .1 FTE per 3rd grade class		District Funded	9,000
			Para-educator		LCFF - Supplemental	7,426
Increase library of available texts for students to access and provide for classroom reading assessment tool	September 2017-June 2018	Reading specialist Librarian	Reading room and library books Funded directly by PTA			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 analyze district benchmark data and use the time to strengthen their programs, using formative assessment tools in a collaborative manner with the focus always on learning.	September 2017- June 2018	All teaching staff members	Release days for PLC / Academic Conferencing		District Funded	6,000
Teachers will receive training and implement the Benchmark ELA adoption to best serve the needs of students.	September 2017- June 2018	Reading specialist and all teaching staff members				
Reading and writing assessment data on English learners will be shared with the English Learner teachers.	September 2017- June 2018	All teaching staff members				

Planned Improvements in Student Performance

<u>School Goal #6</u>

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, support technology instruction in the classroom, and promote technological proficiency in students grades K-6
Data Used to Form this Goal:
Feedback from teaching staff Completion rate of submitted work requests
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:
•   Monitor student keyboarding skill progression from grade to grade Monitor completion rate of submitted work requests

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. Maintain hardware and software systems. Support classroom teachers in promoting access of chrome books for all grade students. Promote digital citizenship.	September 2017-June 2018	ITS Support, Principal	Instructional Technology Specialist, .50 FTE		District Funded	25,500

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	19,314	282.00
LCFF - Supplemental	23,920	208.00
District Funded	113,000	0.00
Parent-Teacher Association (PTA/O)	16000	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	113,000.00
LCFF - Base	19,032.00
LCFF - Supplemental	23,712.00
Parent-Teacher Association (PTA/O)	16,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	148,144.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	6,000.00
	District Funded	107,000.00
	LCFF - Base	1,314.00
	LCFF - Base	17,718.00
	LCFF - Supplemental	16,286.00
	LCFF - Supplemental	7,426.00
	Parent-Teacher Association (PTA/O)	16,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,500.00
Goal 3	16,419.00
Goal 4	42,600.00
Goal 5	33,725.00
Goal 6	25,500.00

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
Heema Govindjee-Merchant				X	
Jennifer Ermoian				X	
Winnie Desai				X	
Sue Viguie		X			
Matthew Duffy	X				
Patricia Smith			X		
Tiffany Yost				X	
Tara Johnson		X			
Dana Sodergren		X			
Kimberly Wright			X		
Numbers of members of each category:	**1**	**3**	**1**	**4**	

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)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 5/30/17.

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

Budget By Expenditures

Pioneer Elementary School

Funding Source: District Funded   **$113,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Counselor, .5 FTE		$37,500.00	School Climate	Continue teaching Kelso's choice curriculum in grades K-3 and counselor coordinated classroom lessons in 4-6 . Continue support groups for small groups of students on topics such as friendship, anger management, social skills
Coordination time, Counselor time, Technology, Basic office and family supplies		$4,000.00	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 families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.
After-School math support, primary grades VSA		$2,000.00	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 families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.
After-school homework support, intermediate grades VSA		$2,000.00	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 families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.
Summer "book in a bag" reading program		$2,000.00	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 families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.

Pioneer Elementary School

EL Specialist, .20 FTE	$15,000.00	English Language Development	EL Specialist and Para-educators willprovide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oralcomprehension, speaking, reading and writing. This will be provided through varied means including the use of Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.
EL Para-educator III	$10,000.00	English Language Development	EL Specialist and Para-educators willprovide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oralcomprehension, speaking, reading and writing. This will be provided through varied means including the use of Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.
3rd Grade Reading Para-educator, .1 FTE per 3rd grade class	$9,000.00	Reading/Language Arts	All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers andin the classrooms.
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 arereceiving the instruction and interventions they need to be successful. Teachers will analyze district benchmark data and use the time to strengthen their programs, usingformative assessment tools in a collaborative manner with the focus always on learning.
Instructional Technology Specialist, .50 FTE	$25,500.00	Technology Literacy	Evaluate and maintain campus technology hardware and software. Assist teachers in choosing the best software to meet student needs. Maintain hardware and software systems. Support classroom teachers in promoting access of chrome books for all grade students.Promote digital citizenship.

District Funded Total Expenditures: $113,000.00

District Funded Allocation Balance: $0.00

Pioneer Elementary School

Funding Source: LCFF - Base   **$19,314.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Para-educators		$1,314.00	English Language Development	EL Specialist and Para-educators willprovide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oralcomprehension, speaking, reading and writing. This will be provided through varied means including the use of Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.
Para-educator (also funded through Parcel Tax funds)		$11,299.00	Reading/Language Arts	All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers andin the classrooms.
Math Aide		$6,419.00	Mathematics	Use identified critical areas from the CA framework (and articulated on our standard based report card) to determine areas of math focus and support. Supports and interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.

LCFF - Base Total Expenditures: $19,032.00

LCFF - Base Allocation Balance: $282.00

Funding Source: LCFF - Supplemental   **$23,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Para-educators		$16,286.00	English Language Development	EL Specialist and Para-educators willprovide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oralcomprehension, speaking, reading and writing. This will be provided through varied means including the use of Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.
Para-educator		$7,426.00	Reading/Language Arts	All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers andin the classrooms.

Pioneer Elementary School

LCFF - Supplemental Total Expenditures:	$23,712.00
LCFF - Supplemental Allocation Balance:	$208.00

Funding Source: Parent-Teacher Association (PTA/O) **$16,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Coordination time (VSA)		$6,000.00	School Climate	Fully implement "luncha-palooza" (lunchtime activity program.
Math Aide		$10,000.00	Mathematics	Use identified critical areas from the CA framework (and articulated on our standard based report card) to determine areas of math focus and support. Supports and interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.

Parent-Teacher Association (PTA/O) Total Expenditures:	$16,000.00
Parent-Teacher Association (PTA/O) Allocation Balance:	$0.00
Pioneer Elementary School Total Expenditures:	$171,744.00