

Planning Year 2017-2018  
Implementation September 2018-June 2021  
*(with 2 year extension for 2021-2023)*

*Pioneer Elementary School*  
School Improvement Plan



School Improvement Plan Adopted by the Auburn School Board of Directors on  
*insert school board approval date here.*

September 2017-June 2020  
Auburn School District Strategic Plan

***Aspiration:***

The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

***District Goal 1: Student Achievement***

All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

***District Goal 2: Community Engagements***

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

***District Goal 3: Policies and Resource Management***

Auburn School District policies and resources are aligned to the strategic plan.

School			
Pioneer Elementary			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Andersen, Ken	Powell, Rod		
Andrews, Christine	Rutledge, Jordan		
Cacatian, Sue	Hartness, Adriane		
Carey, Katie			
Doughton, Corinne			
Hill, Angela			
Mattioli, Steve			

SIP Template

Morrison, Crystal			
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<b>School Improvement Team Signatures 2017-2018</b>			
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<b>Date Submitted:</b>		<b>Date of School Board Approval:</b>	
<b>Name</b>	<b>Title/Position</b>	<b>Signature</b>	
Adriane Hartness	Principal		
Jordan Rutledge	Parent		
Sue Cacatian	Title		
Crystal Morrison	Community Member		
Christine Andrews	Staff		
Katie Carey	Staff		
Sue Cacatian	Staff		
Corinne Doughton	Staff		
Angela Hill	Staff		
Ken Anderson	Staff		
Rod Powell	Staff		

**Each team must include staff, students, families, parents, and community members.**

<b>Date Submitted:</b>		<b>Date of School Board Approval:</b>	
<b>Name</b>	<b>Title/Position</b>	<b>Signature</b>	

## SIP Template

Adriane Hartness	Principal	
Jordan Rutledge	Parent	
Sue Cacatian	Title	
Crystal Morrison	Community Member	
Christine Andrews	Staff	
Katie Carey	Staff	
Sue Cacatian	Staff	
Corinne Doughton	Staff	
Angela Hill	Staff	
Ken Anderson	Staff	
Rod Powell	Staff	

**Each team must include staff, students, families, parents, and community members.**

*Signatures for Approval*

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Department of Student Learning		
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post-Secondary Programs	
Vicki Bates	Assistant Superintendent Technology	
Department of School Programs		
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
Anne Baunach	School Board	
Carol Seng	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

## **Auburn School District Mission**

In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.

## **Auburn School District Vision**

As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

## **School Mission**

*Write your school Mission here.*

At Pioneer, we dedicate ourselves to students and their families, to inspire and empower children to achieve their greatest academic and social potential.

*NOTE: For purposes of this Fully Revised SIP, the Mission Statement was not reviewed or revised.*

## **School Vision**

*Write your school Vision here.*

“Touch their hearts, teach their minds, change their lives.”

*NOTE: The School Vision was not reviewed or revised during this Fully revised SIP process.*

## **Background Information**

WAC 180-16-220

### **Requirements for School Improvement Plan**

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and “At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.” School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

## **Stakeholder Input**

*Write a description of your SIP team’s background (when did you begin this process, how often did you meet, what you will find in this document). Be sure to describe how all staff were involved in the process.*

All teachers engaged in data review during this SIP revision in three 1 hour sessions after school with additional staff meeting times. The SIP Leadership Team is comprised of both certificated and classified, with

## SIP Template

representation from primary, intermediate, ELL, Special Education, Title, Behavior Interventionist and Instructional Specialist. The Team met 4 times for an hour after school and then one full day of release time. Deep Equity Cohorts 1 and 2 also met to contribute to the development of Goal 3. Members of both Cohorts have taken responsibility for presenting to staff. The SIP Team collaborated on developing the Action Plans and the Implementation and PD Calendar based on input from all teachers. Both the Action Plans and the Implementation/PD Calendar were approved by all teachers in June. This was combined with the required vote on use of Building Hours.

## Highly Qualified Staff – SWT 2 & 3/LAP

*Write a description of meeting the highly qualified requirements for staff hired before December 10, 2015.*

All teachers at Pioneer meet the highly qualified requirements.

## High Quality, Highly Qualified Teachers – SWT 2 & 3/LAP

*Write a description of how you provide support for teacher growth and retention, i.e. strategies to bring new teachers “on board” as well as ongoing support to enhance the classroom practice of all teachers.*

New teachers are provided mentors. The Implementation and PD Calendar specifies ongoing professional development and support for teachers to build capacity for the identified improvement efforts. This includes hours in August dedicated to launching Goals 1, 2, and 3. Monthly one hour sessions after school will focus on professional development to enhance teacher skills in support of each SIP Goal. These one hour sessions are aligned with the morning staff meeting; thereby, increasing the monthly professional development to 90 minutes. Additionally, staff meeting dates/times have been designated for teacher book study *Teaching Literacy in the Visible learning Classroom*. Three teachers will be positioned to lead the book study sessions after attending the Visible learning Conference in Chicago in July.

## COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

### Executive Summary

*Include all Needs Assessment Data documents used to write each Executive Summary.*

### Demographic data

*Write an analysis of changing demographics in your building. This analysis should include data for at least 5 years in order to identify trends.*

Enrollment at Pioneer Elementary School has steadily increased over the past 4 years from 487 students in 2013-14 to 499 students in 2016-17. White and Hispanic are the two largest groups comprising just around 80% of the student population. The percent of students in each represented ethnic group has remained about the same over the past 4 years. The percent of students qualifying for free/reduced lunch has remained around 85% over the past 4 years. There has been a 17% increase in ELL students from 42% in 2013-14 to 59% in 2016-17. The percent of Special Education students has remained at or near 9% over the course of 4 years.

## Discipline

*Write an analysis of your school discipline trends. Disaggregate your data by ethnicity and other subgroups in your school. Include multiple years to identify trends over time.*

Discipline data has not been collected at Pioneer, other than the few suspensions that have been recorded. Overall there are limited discipline issues. New leadership may want to institute a tracking system for office referrals.

## Attendance

*Write an analysis of your school attendance trends. Disaggregate your data by ethnicity and other subgroups in your school. Include multiple years to look for trends over time.*

Attendance by ethnicity subgroups for the past 3 years 2015 – 2017 was included in the staff comprehensive data review. One notable trend was the decrease by 11% in attendance across our African American population from 93% in 2015 down to 82% in 2017. Our Hispanic population in 2015 began with 299 students with an average of 92% attendance, in 2017 we have grown to 301 students and decreased to 91% average attendance. Over the past 3 years our Pacific Island and Native Hawaiian population has remained at or near 87% average attendance with under 109 days present. Furthermore, our 2nd largest group of students has not only decreased by 24 students from 100 students in 2015 to 76 in 2017, but also decreased by 2% average attendance from 2015 to 2017.

## Data Analysis- DIBELS

*Write a summary of the analysis of your school's DIBELS data. Disaggregate your data by subgroups. Include multiple years to identify trends over time.*

DIBELS by grade level from beginning of the year to the end of the school year over the past 4 years 2013-2017 was included in the staff comprehensive data review. One notable trend was the increase of intensive students in 5th grade by 14.4% from 2013-2014 of 9.4% to 23.8% in 2016-17. Third grade also increased intensive students by 18.3% from 13.8% in 2013-2014 to 32.1% in 2016-2017. Another notable trend was the decrease of 19.5% of 5th grade students meeting benchmark by the end of the school year from 2013 at 71.9% to 52.4% in 2016-17. In second grade there was a substantial drop of students meeting benchmark by the end of the year from 70.8% in 2013-14 to 48.8% in 2016-17, a 22% decrease. Furthermore, 2nd grade also had a large increase of 19.7% of students at the intensive level from 10.8% for 2013-14 to 30.5% in 2016-17.

## Data Analysis- MAP (Reading and Math)

*Write a summary of the analysis of your school's MAP Data. Disaggregate your data by ethnicity. Include multiple years to identify trends over time.*

Staff did not analyze MAP data for multiple years. Historical data is only available for one previous year. Additionally, results of MAP data have not been shared with teachers. There has not been an emphasis on the administration or use of MAP data.



## Data Analysis- ELPA21 (ELL Data)

*Write a summary of the analysis of your school's ELL data. Include achievement over time of AMAO Targets 1(students making Language progress) and 2(students transitioning out of service).*

Staff reviewed 4 years of language proficiency data, 2014 through 2017. For the years 2014 and 2015 Pioneer had less than 5% of students at proficient compared to 11.7% and 15.5% respectively at the District level. In 2016 Pioneer had 7.3% proficient compared to 11.3% at the District and 12.9% at the State level. In 2017 Pioneer had 8.5% proficient compared to 14.4% at the District and 13.6% at the State level. This data indicates a significant gap between the language growth of Pioneer ELL students and ELL students across the both the District and State.

## Data Analysis- CEE Perceptual Survey

*Write a summary of the analysis of your school's CEE Perceptual Survey data. Include data from all three surveys: staff, parent and student. Include comparisons of multiple years.*

Staff analyzed EES survey data comparing 2012, 2014 and 2016 school years. Staff focused on the following areas; Focused Professional Development, Cultural Responsiveness, and Parent and Community Involvement. Within the staff survey, overall positive staff perception has decreased from 2012 to the 2016 school year. Positive staff perception of "Curriculum we teach reflects the diversity of the community we serve" decreased by 27% from 76% in 2012 to 49% in 2016. "School encourages parent involvement" staff perception decreased by 26% from 67% in 2012 to 41% in 2016.

Staff analyzed 2016 student EES student survey. The student data analyzed included: Supportive Learning Environment, Parent and Community Involvement, Frequent Monitoring of Teaching and Learning, Custom questions: Equity Potential. On the 2016 EES survey, 14% of students perceived that there was not one "adult who knows or cares about me". "Student success is celebrated in this school" had 20% of student surveyed perceive it is sometimes true with a 44% positive perception.

The prioritized challenge narratives are under Goal 3 in this document. Staff identified correlations between EES data analysis and Gary Howard's Principles of Cultural Responsive Teaching

## SBA ELA (SBA)

*Write a summary of the analysis of your school's SBA data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.*

The percent of students meeting/exceeding standard at each grade level for the years 2013 to 2017 were compared across grade levels, district averages, cohorts and the ELL/Hispanic subgroups.

Challenges:

An increase by 28% of ELL students in 3rd grade are considered basic or below grade level from 34% in 2013 to 62% in 2017. Another significant trend was the decrease by roughly 23% of ELL students at levels 3 or 4 from 68% in 2013 down to around 45% in 2017. The gap in 5th grade between all students compared to our

## SIP Template

ELL students has nearly tripled from roughly 15% in 2013 to almost 40% in 2017. Also, in 5th grade our ELL students below grade level has increased by 28% from less than 40% in 2013 to 68% not meeting grade level in 2017. Furthermore, in 3rd grade our Hispanic population had a significant decrease by 37% of Hispanic students passing the SBA from 82% passing in 2013 down to 45% passing in 2017. In comparison, the gap between all students compared to our Hispanic population has almost doubled from nearly 5% in 2013 to over 10% in 2017.

Across cohort for years 2015-2017 Pioneer has consistently been above district averages for students at level 4 anywhere from 1% in 2017 up to 34% in 2016.

Disaggregation of the data by ethnicity, grade levels, cohorts, subgroups, ELL indicates the need to focus on the achievement of ELL and our Hispanic population of students. There are significant gaps between Hispanic students and our ELL population in comparison to all students at Pioneer.

## SBA Math (SBA)

*Write a summary of the analysis of your school's SBA data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance Gaps. Include multiple years to look for trends over time.*

Staff analyzed Math SBA data for 5 years from 2013 to 2017 by performance levels 1, 2, 3, and 4 across cohorts, grad levels, and a variety of subgroups compared to the district averages. The staff also reviewed the gap between the Hispanic and ELL population in comparison to non-Hispanic and non-ELL students for all 5 years.

### Challenge:

The percentage of students not meeting grade level on SBA at Pioneer has doubled from 15% in 2013 to 30% in 2017. In 3rd grade 88% of non-ELL students in 2017 met either levels 3 or 4 compared to only 77% of ELL students that met either a level 3 or 4 in 2017. Another discovery was in 4th grade, 92% of non-ELL students in 2017 met grade level compared to 62% of ELL students that met grade level on the math SBA in 2017. Furthermore, 84% of non-ELL students met grade level in 2017 compared to 49% of ELL students that met grade level in 2017. In addition, in 3rd grade the academic math gap has tripled from -10% in 2013 to nearly 20% in 2017 of non-Hispanic students in comparison to the Hispanic population of students. In 2017 in 4th grade 100% of non-Hispanic or Latino students passed with a level 3 or 4 compared to only 71% of Hispanic or Latino students passing with a 3 or 4. Also in 5th grade the year of 2017 showed that 90% of non-Hispanic/Latino students passed the math SBA in comparison to the 85% of Hispanic/Latino students.

The data shows significant growth in the academic gaps between non-ELL or Hispanic students compared to ELL and Hispanic students on the math SBA from 2013 to 2017 in all grade levels.

### MSP Science/EOC Biology

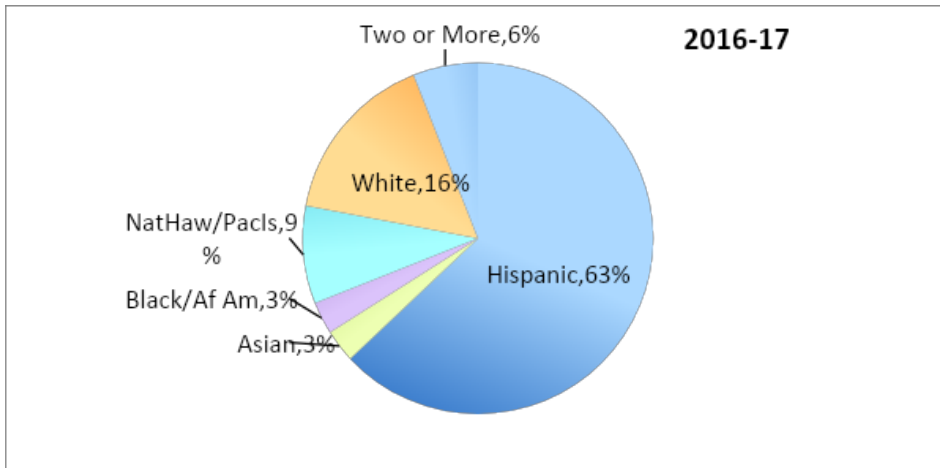
Write a summary of the analysis of your school's SBA data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

State science data was not reviewed by staff. Science has not been a focus of instruction until the current school year 2017-18; therefore, results going forward will be used for program review and improvement efforts.

### Credit Attainment/F Data, Honors/AP Enrollment

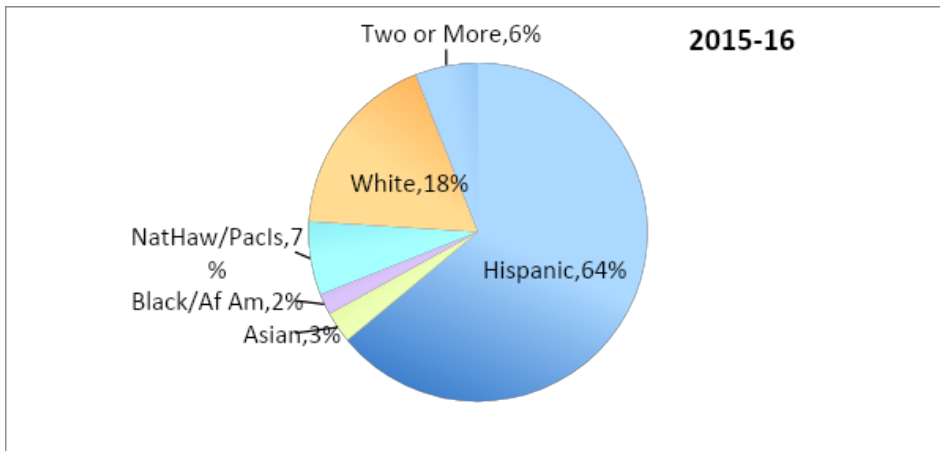
Write a summary of the analysis of your school's Credit Attainment, Honors/AP data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

Pioneer Elementary  
Enrollment by Ethnicity



Total Enrollment

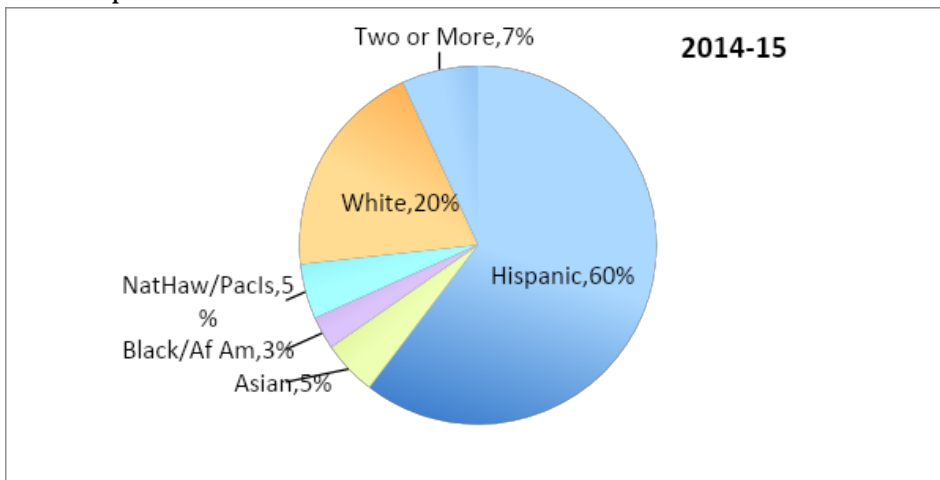
October 499  
May 478



Total Enrollment

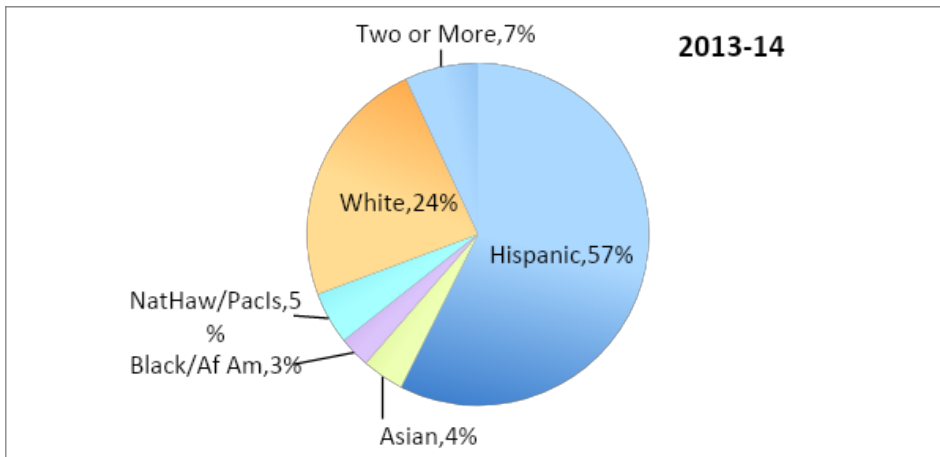
October 492  
May 513

SIP Template



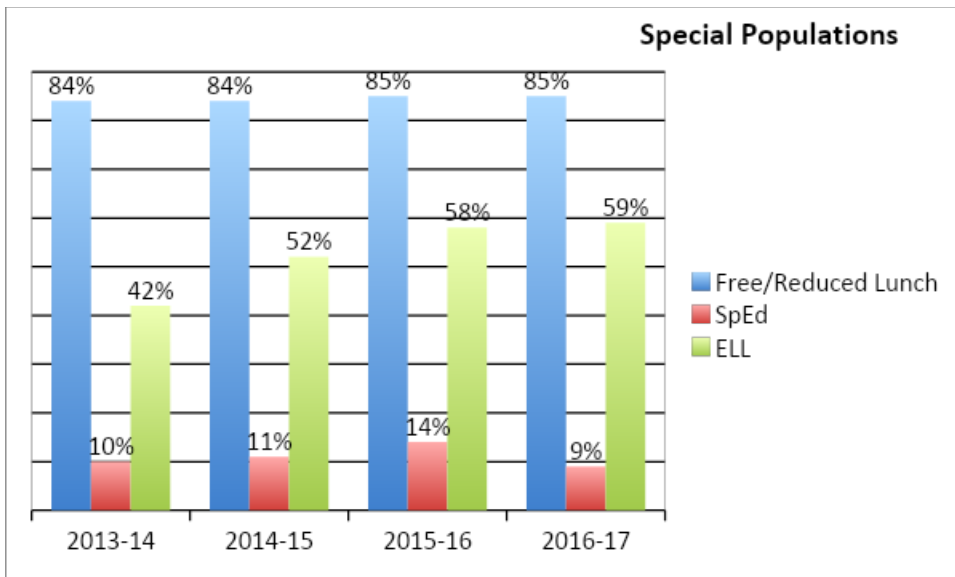
Total Enrollment

October 494  
May 498

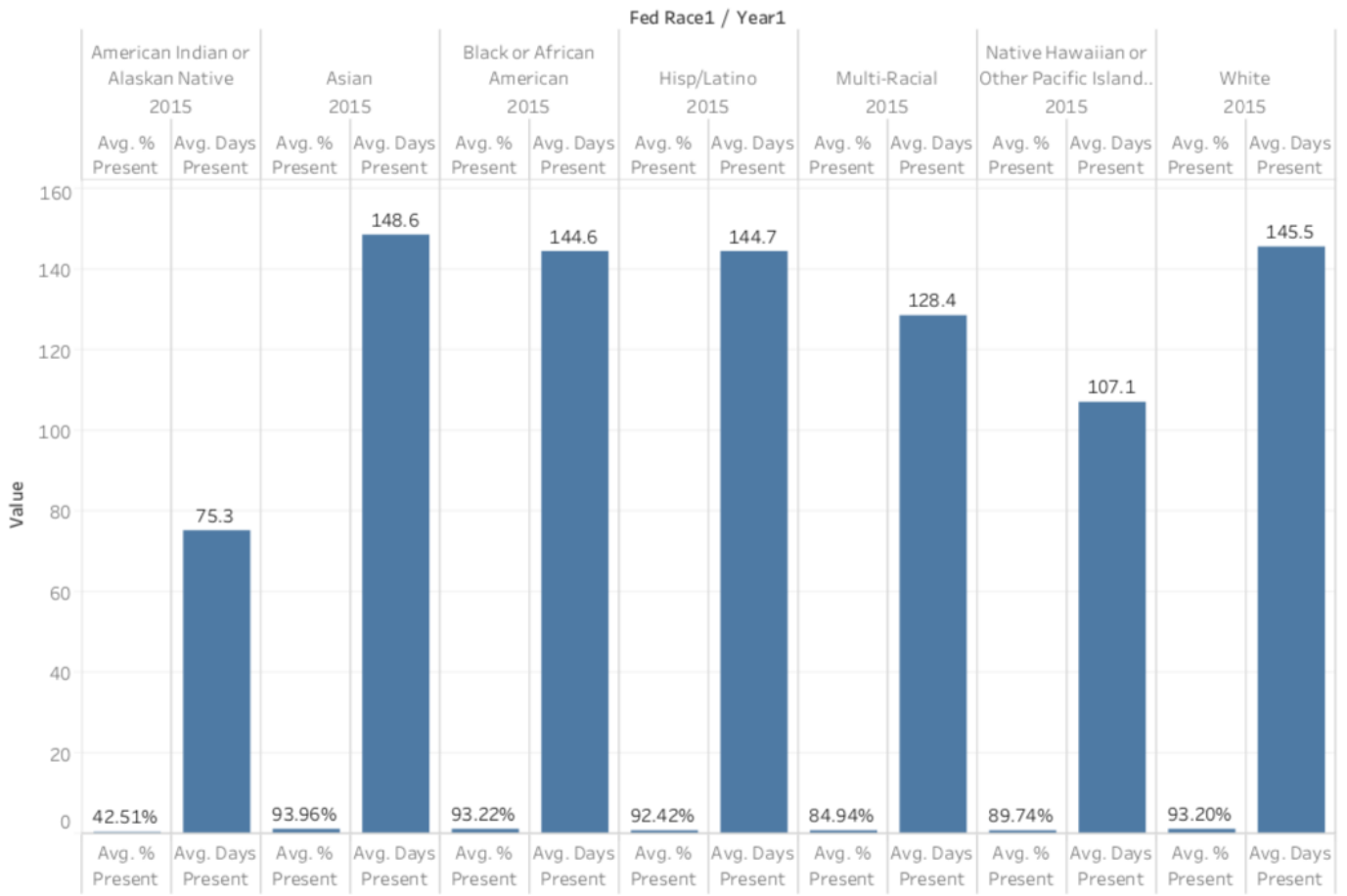


Total Enrollment

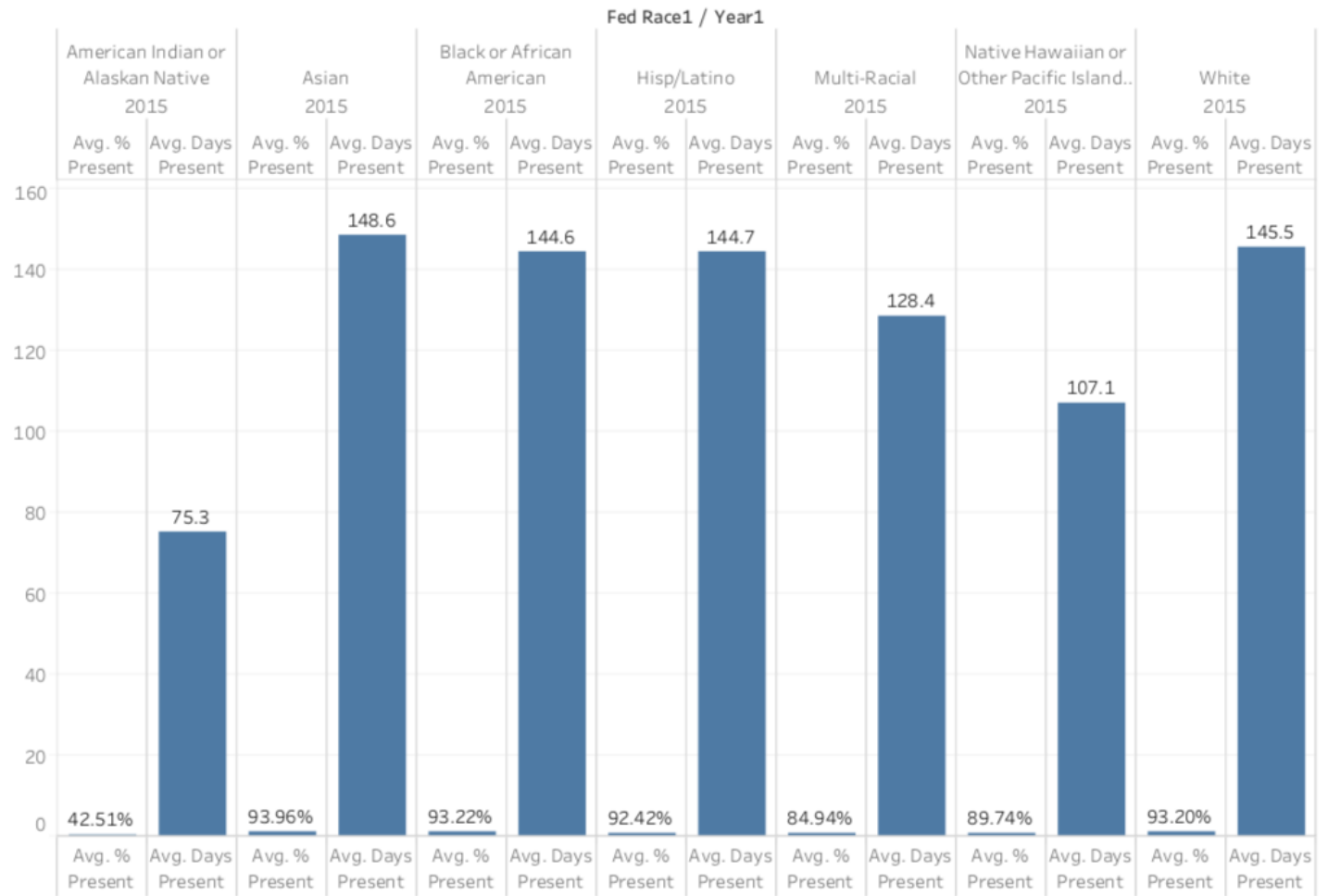
October 487  
May 489



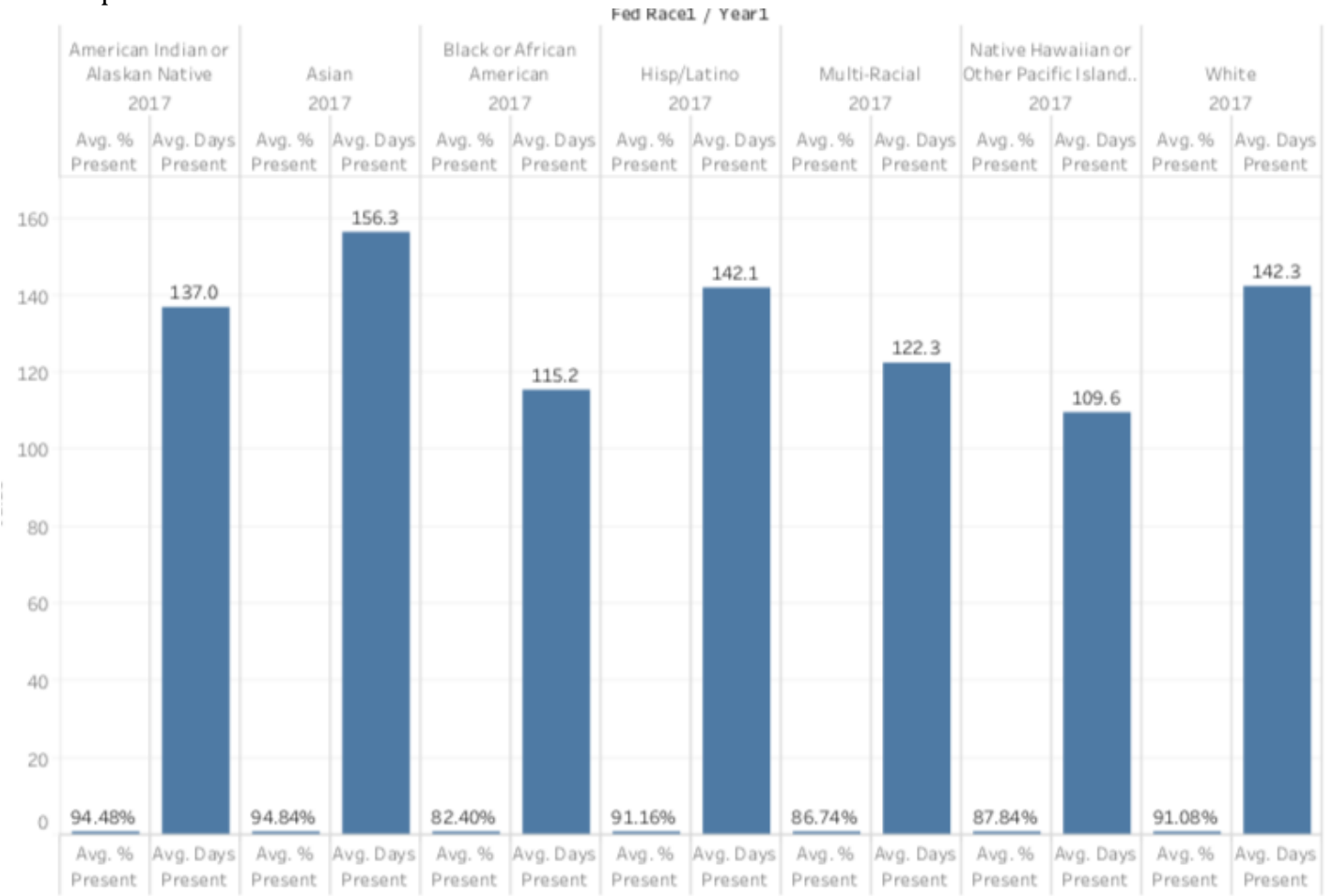
SIP Template



SIP Template



SIP Template



SIP Template  
 DIBELS Data  
 Summary of Effectiveness

	Intensive	Strategic	Core (Benchmark)
<b>Kindergarten</b>			
2016 - 2017			
Beginning of K FSF	63 / 84%	4 / 5.3%	8 / 10.7%
End of K NWF	35 / 46.9%	11 / 14.7%	29 / 38.7%
2015 - 2016			
Beginning of K FSF	70 / 81.4%	12 / 14%	4 / 4.7%
End of K NWF	35 / 40.7%	10 / 10.5%	43 / 48.8%
2014 - 2015			
Beginning of K FSF	59 / 66.3%	19 / 21.3%	11 / 12.4%
End of K NWF	43 / 48.3%	9 / 10.1%	37 / 41.6%
2013 - 2104			
Beginning of K FSF	61 / 70.1%	15 / 17.2%	11 / 12.6%
End of K NWF	37 / 42.5%	15 / 17.2%	35 / 40.2%
<b>1<sup>st</sup> Grade</b>			
2016 - 2017			
Beginning of 1 <sup>st</sup> NWF	40 / 50%	17 / 21.3%	23 / 28.8%
End of 1 <sup>st</sup> DORF	21 / 26.3%	24 / 30%	35 / 43.8%
2015 -2016			
Beginning of 1st NWF	48 / 60.8%	11 / 13.9%	20 / 25.3%
End of 1 <sup>st</sup> DORF	35 / 44.3%	30 / 38%	14 / 17.7%
2014 - 2015			
Beginning of 1st NWF	42 / 55.3%	17 / 22.4%	17 / 22.4%
End of 1 <sup>st</sup> DORF	23 / 30.3%	34 / 44.7%	19 / 25%
2013 - 2014			
Beginning of 1st NWF	58 / 65.2%	16 / 18%	15 / 16.9%
End of 1 <sup>st</sup> DORF	41 / 46.1%	30 / 33.7%	18 / 20.2%
<b>2<sup>nd</sup> Grade</b>			
2016 - 2017			
Beginning of 2 <sup>nd</sup> ORF	28 / 34.1%	16 / 19.5%	38 / 46.3%
End of 2 <sup>nd</sup> ORF	25 / 30.5%	17 / 20.7%	40 / 48.8%
2015 -2016			
Beginning of 2 <sup>nd</sup> ORF	18 / 22.8%	26 / 32.9%	35 / 44.3%
End of 2 <sup>nd</sup> ORF	19 / 24.1%	27 / 34.2%	33 / 41.8%
2014 - 2015			
Beginning of 2 <sup>nd</sup> ORF	28 / 34/1%	26 / 31.7%	28 / 34.1%
End of 2 <sup>nd</sup> ORF	29 / 35.4%	17 / 20.7%	36 / 43.9%
2013 - 2014			
Beginning of 2 <sup>nd</sup> ORF	9 / 13.8%	24 / 36.9%	32 / 49.2%
End of 2 <sup>nd</sup> ORF	7 / 10.8%	12 / 18.5%	46 / 70.8%

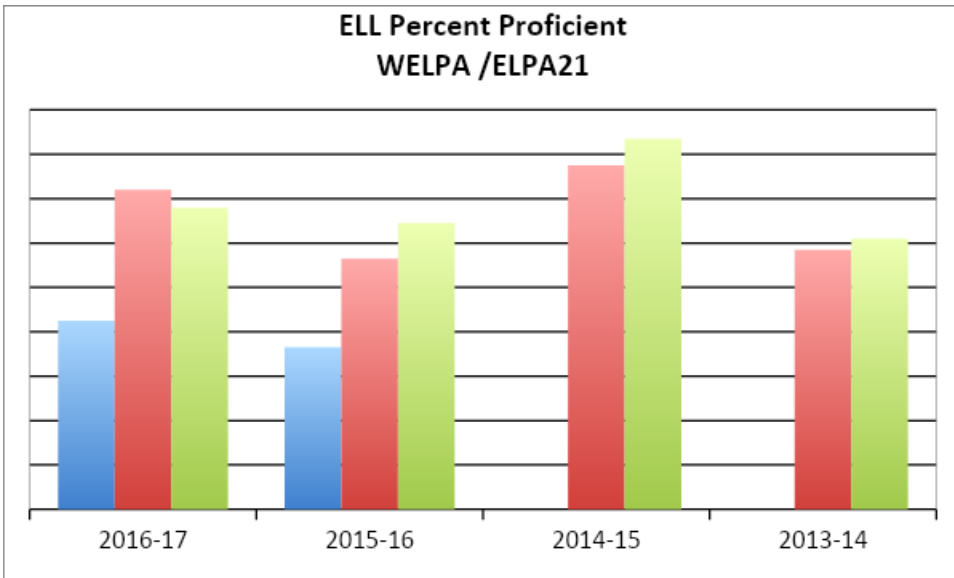


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Summary of Effectiveness

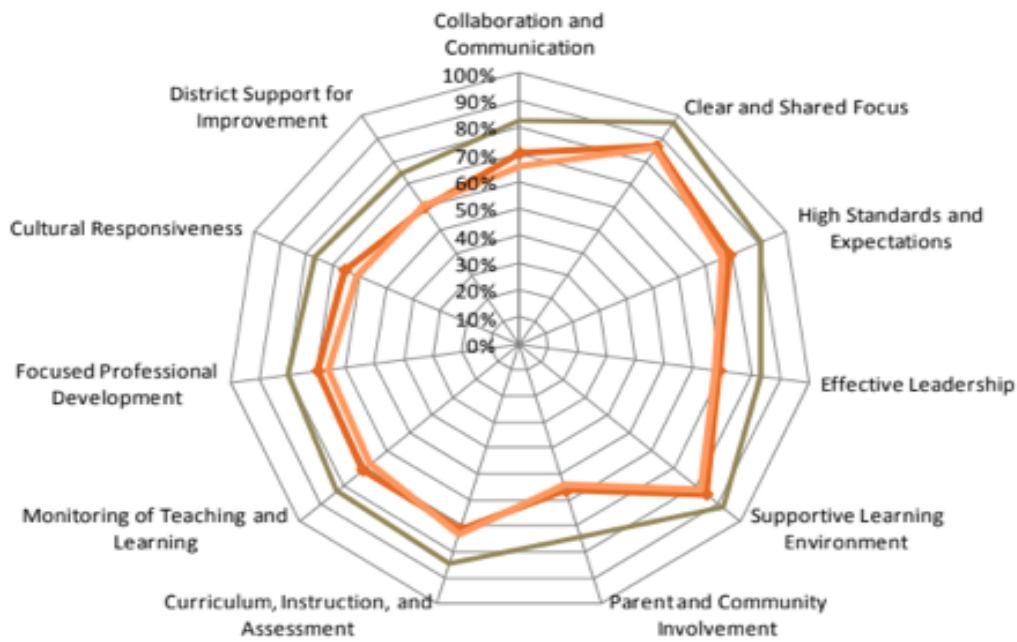
	Intensive	Strategic	Core (Benchmark)
<b>3<sup>rd</sup> Grade</b>			
2016 - 2017			
Beginning of 3 <sup>rd</sup> ORF	17 / 21.8%	15 / 19.2%	46 / 59%
End of 3 <sup>rd</sup> ORF	25 / 32.1%	18 / 23.1%	35 / 44.9%
2015 -2016			
Beginning of 3 <sup>rd</sup> ORF	29 / 39.2%	13 / 17.6%	32 / 43.2%
End of 3 <sup>rd</sup> ORF	22 / 29.7%	14 / 18.9%	38 / 51.4%
2014 - 2015			
Beginning of 3 <sup>rd</sup> ORF	18 / 28.1%	7 / 10.9%	39 / 60.9%
End of 3 <sup>rd</sup> ORF	15 / 23.4%	12 / 18.8%	37 / 57.8%
2013 - 2014			
Beginning of 3 <sup>rd</sup> ORF	16 / 27.6%	16 / 27.6%	26 / 44.8%
End of 3 <sup>rd</sup> ORF	8 / 13.8%	22 / 37.9%	28 / 48.3%
<b>4<sup>th</sup> Grade</b>			
2016 - 2017			
Beginning of 4 <sup>th</sup> ORF	26 / 39.4%	10 / 15.2%	30 / 45.5%
End of 4 <sup>th</sup> ORF	22 / 33.3%	13 / 19.7%	31 / 47%
2015 -2016			
Beginning of 4 <sup>th</sup> ORF	15 / 22.4%	16 / 23.9%	36 / 53.7%
End of 4 <sup>th</sup> ORF	14 / 20.9%	14 / 20.9%	39 / 58.2%
2014 - 2015			
Beginning of 4 <sup>th</sup> ORF	20 / 33.3%	8 / 13.3%	32 / 53.3%
End of 4 <sup>th</sup> ORF	19 / 31.7%	10 / 16.7%	31 / 51.7%
2013 - 2014			
Beginning of 4 <sup>th</sup> ORF	23 / 29.5%	17 / 21.8%	38 / 48.7%
End of 4 <sup>th</sup> ORF	18 / 23.1%	19 / 24.4%	41 / 52.6%
<b>5<sup>th</sup> Grade</b>			
2016 - 2017			
Beginning of 5 <sup>th</sup> ORF	16 / 25.4%	13 / 20.6%	34 / 54%
End of 5 <sup>th</sup> ORF	15 / 23.8%	15 / 23.8%	33 / 52.4%
2015 -2016			
Beginning of 5 <sup>th</sup> ORF	18 / 29%	15 / 24.2%	29 / 46.8%
End of 5 <sup>th</sup> ORF	17 / 27.4%	18 / 29%	29 / 43.5%
2014 - 2015			
Beginning of 5 <sup>th</sup> ORF	22 / 27.2%	21 / 25.9%	38 / 46.9%
End of 5 <sup>th</sup> ORF	24 / 25.9%	21 / 25.9%	36 / 44.4%
2013 - 2014			
Beginning of 5 <sup>th</sup> ORF	11 / 17.2%	11 / 17.2%	42 / 65.6%
End of 5 <sup>th</sup> ORF	6 / 9.4%	12 / 18.8%	46 / 71.9%

**NOTE:**  
2014-15 and 2103-14  
indicates 0 Proficient  
because it was less than 5%



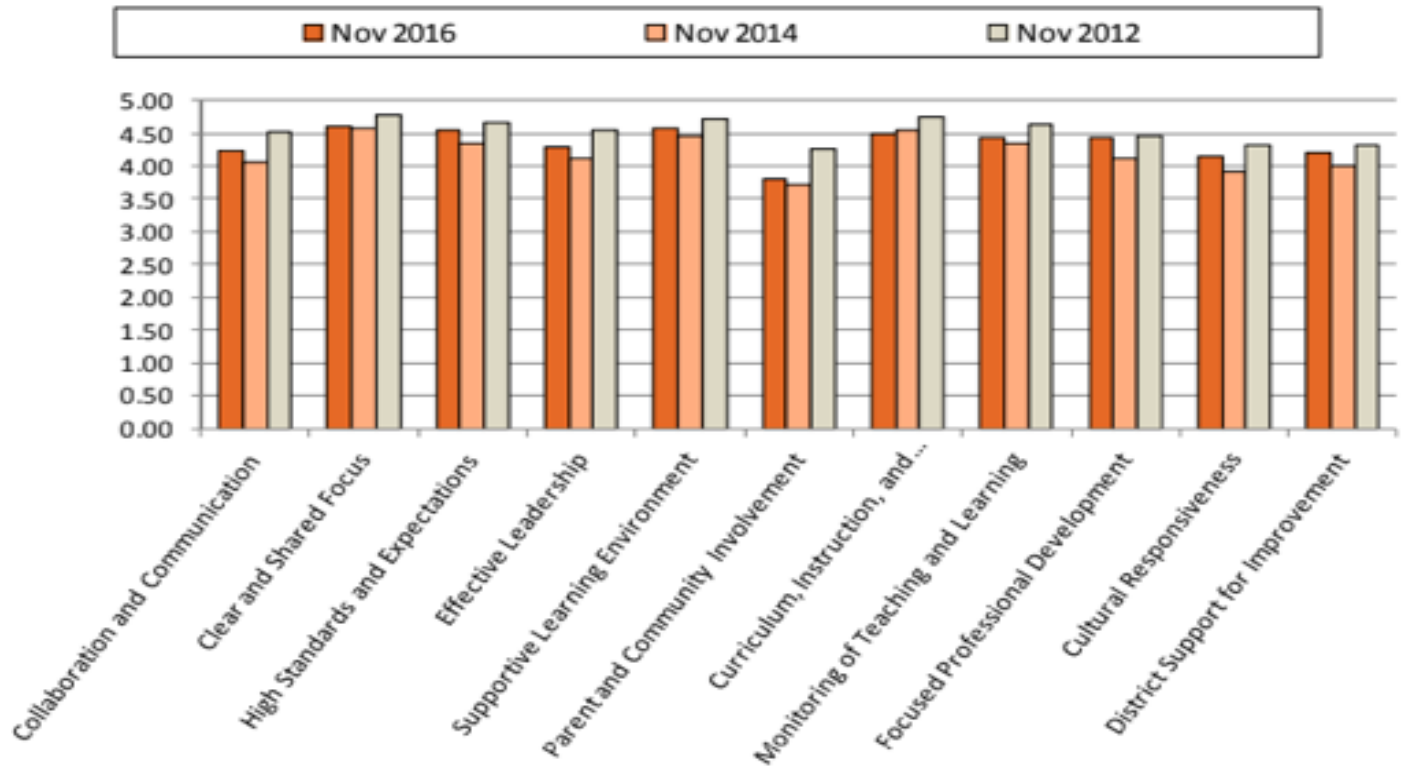
**EES Staff**

### Comparison Perspective: Percent Positive



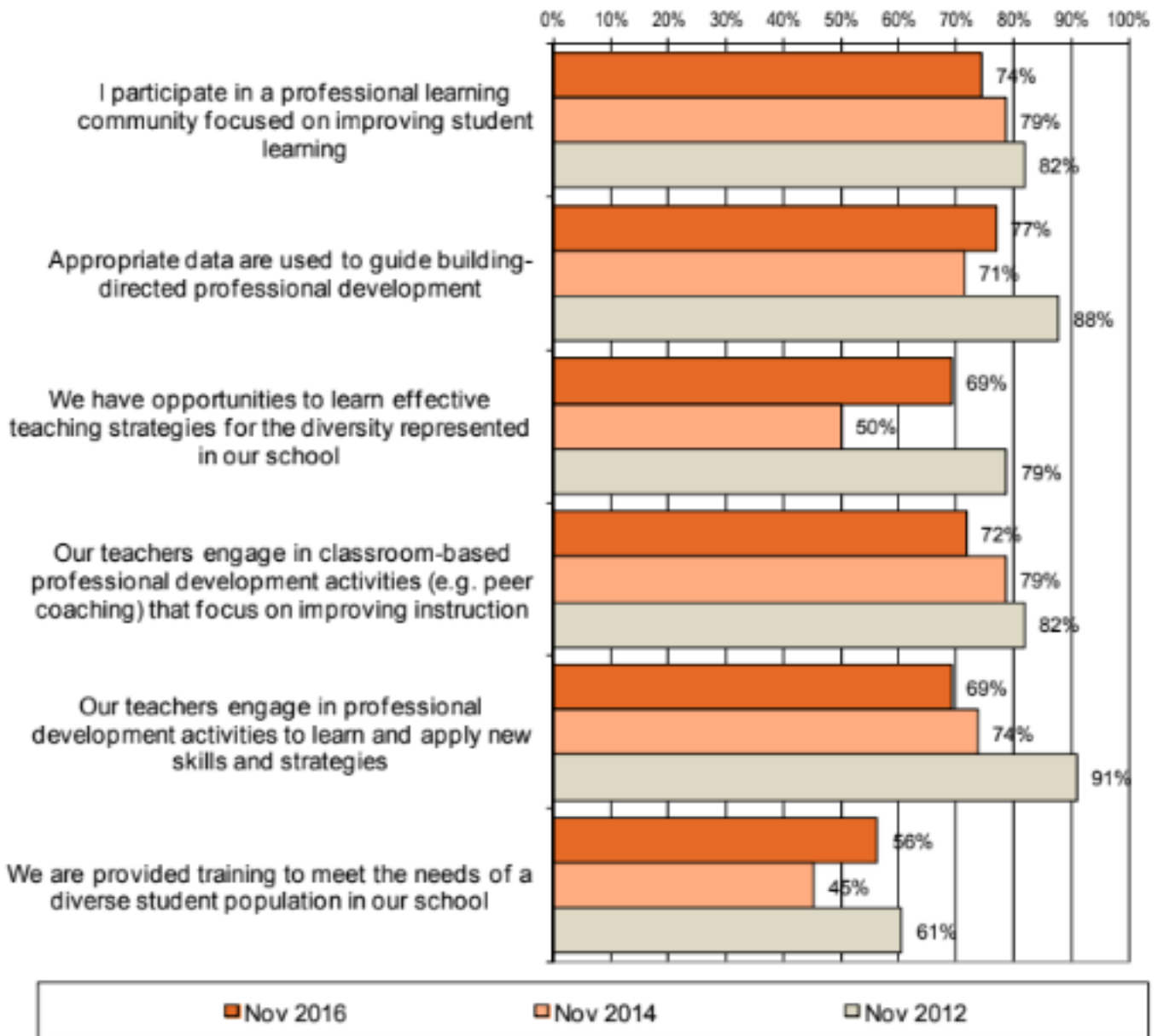
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### Comparison Perspective: Mean Scores



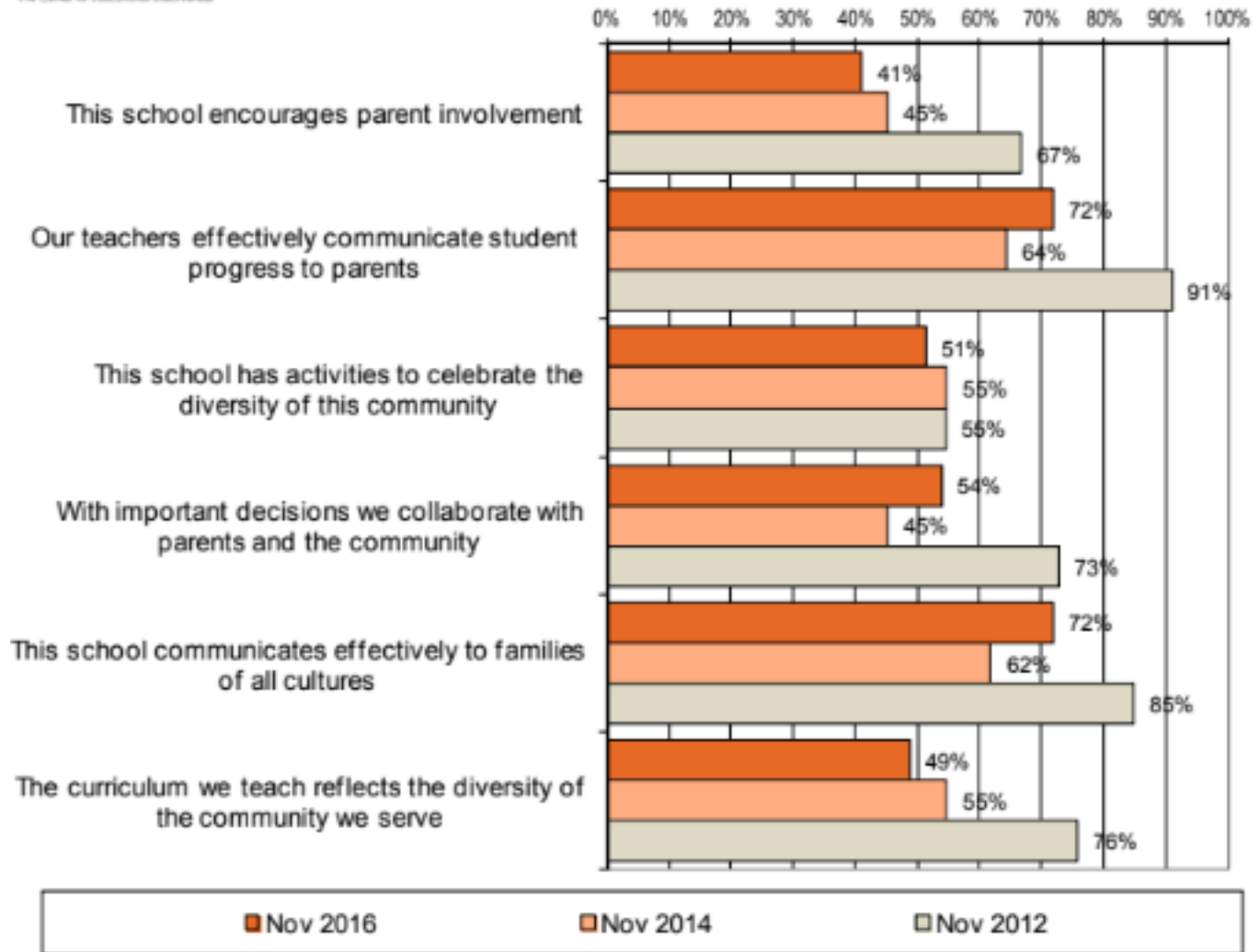
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### Focused Professional Development



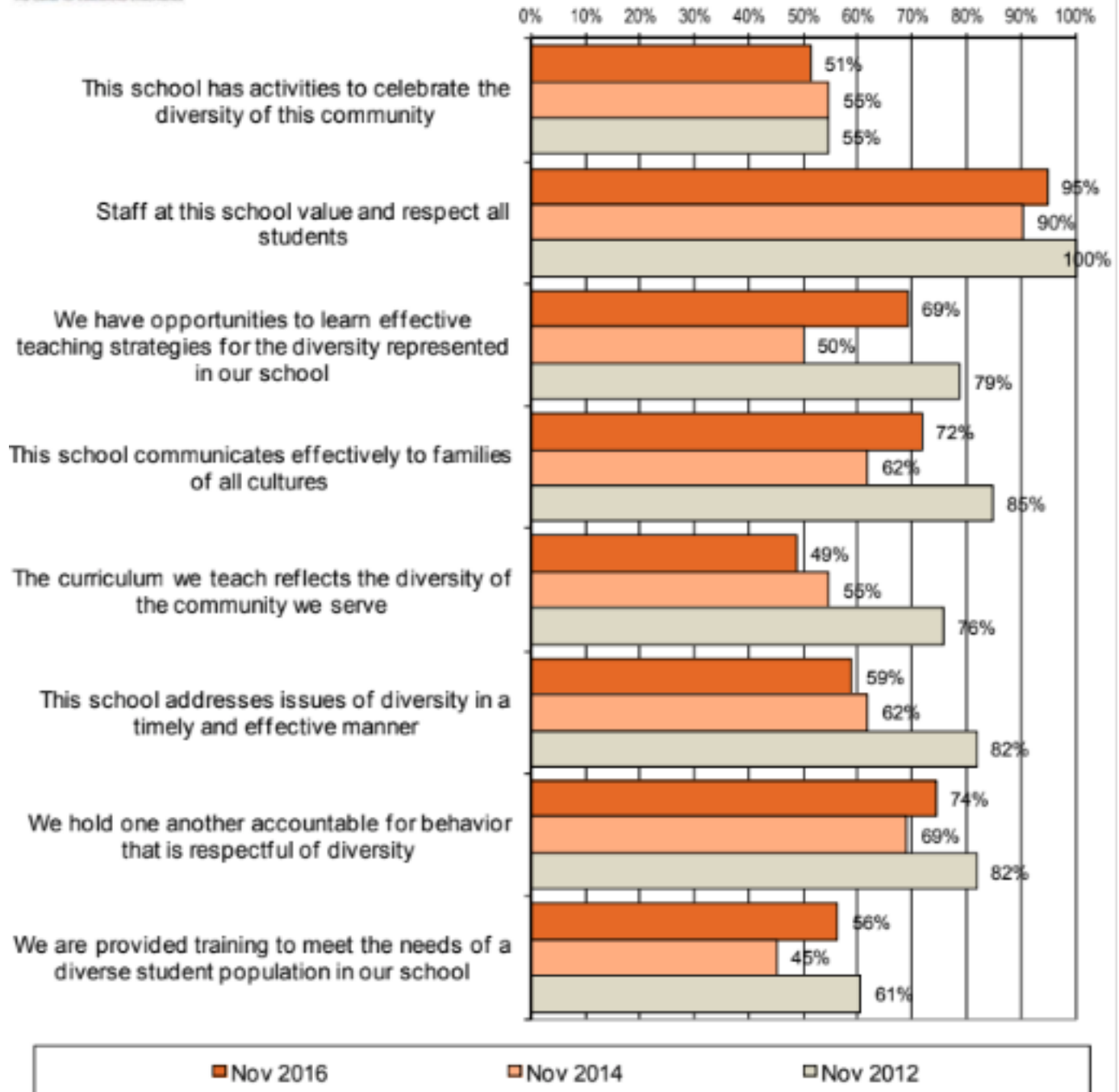
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### Parent and Community Involvement





### Cultural Responsiveness



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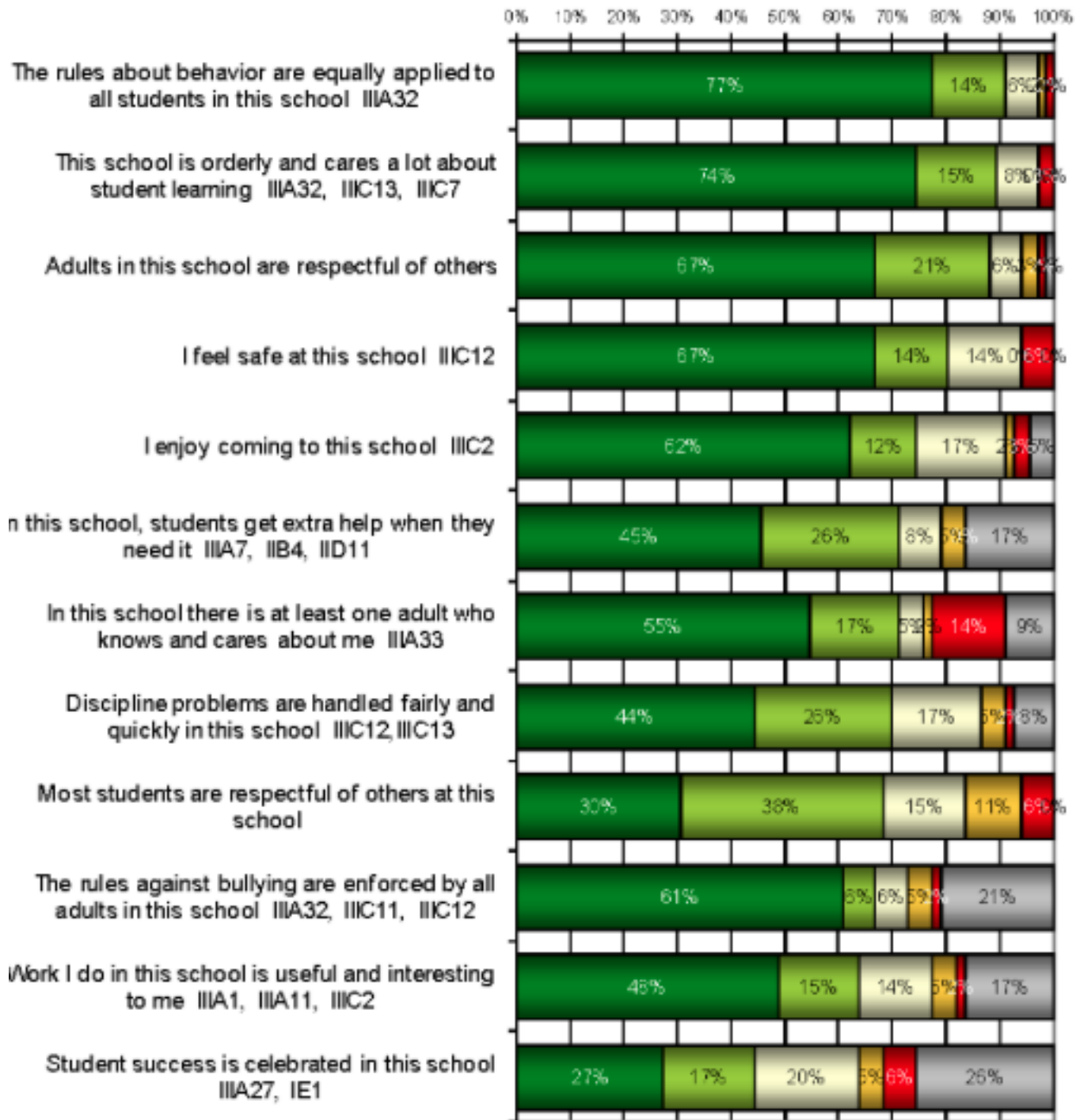
SIP Template

**EES – Student 2016**





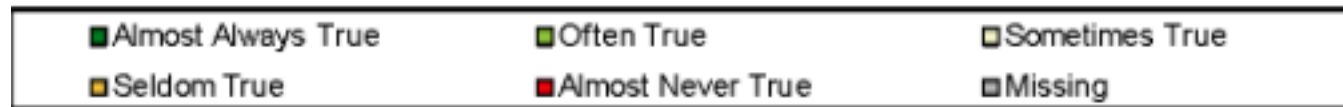
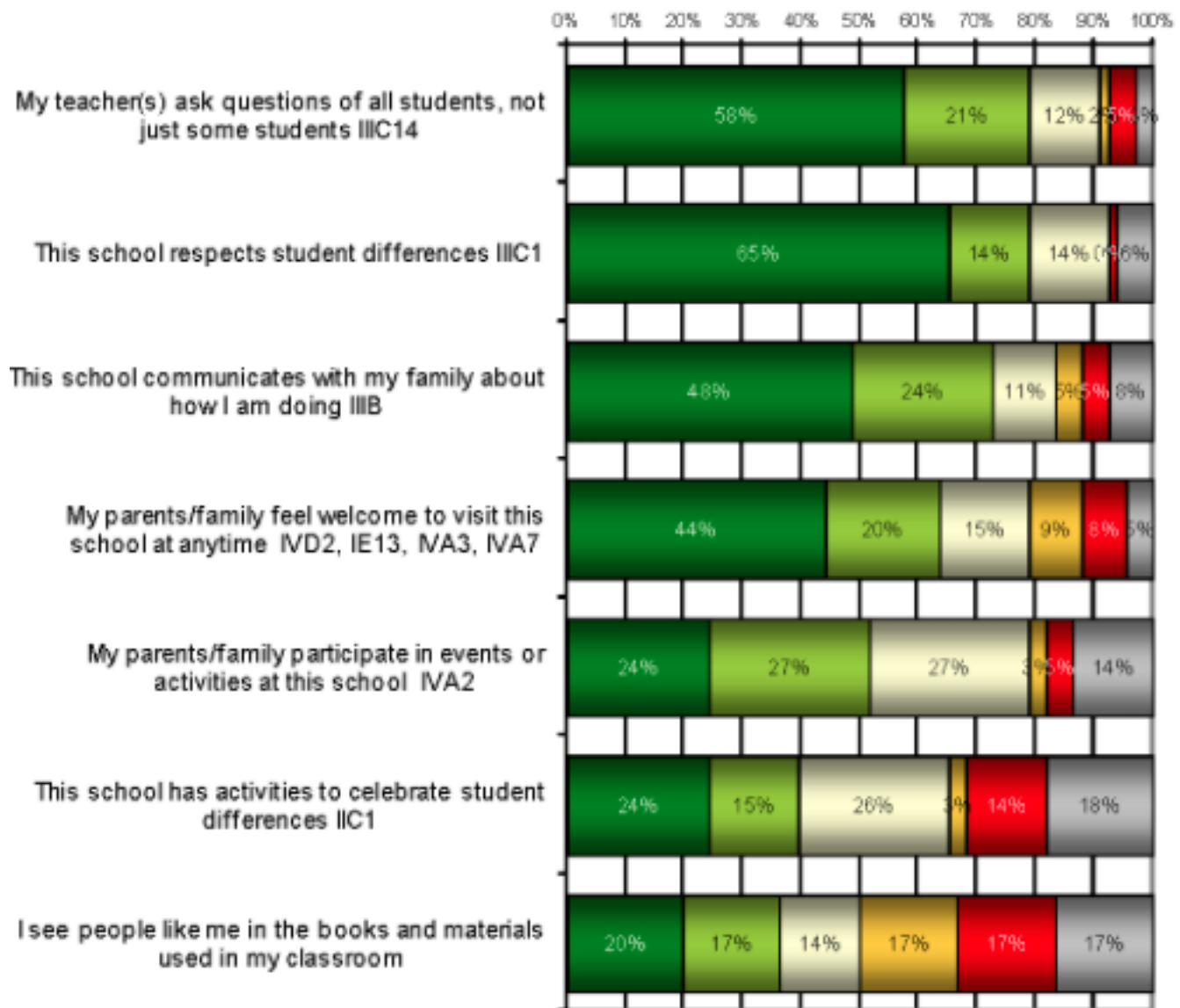
## Supportive Learning Environment



■ Almost Always True     
 ■ Often True     
 ■ Sometimes True  
■ Seldom True     
 ■ Almost Never True     
 ■ Missing

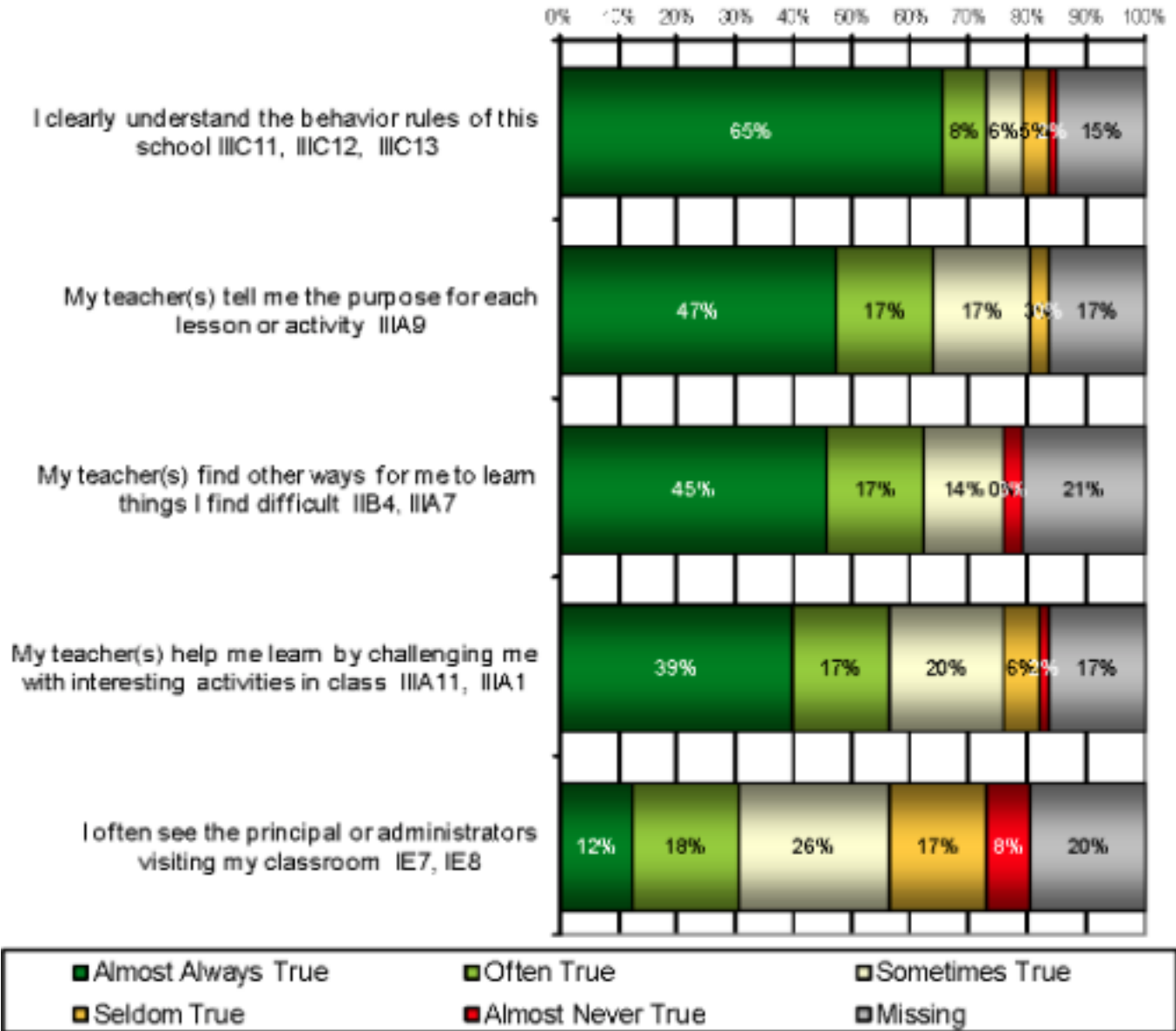
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### Parent and Community Involvement



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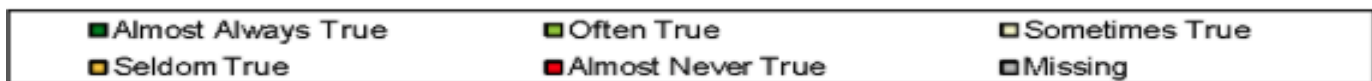
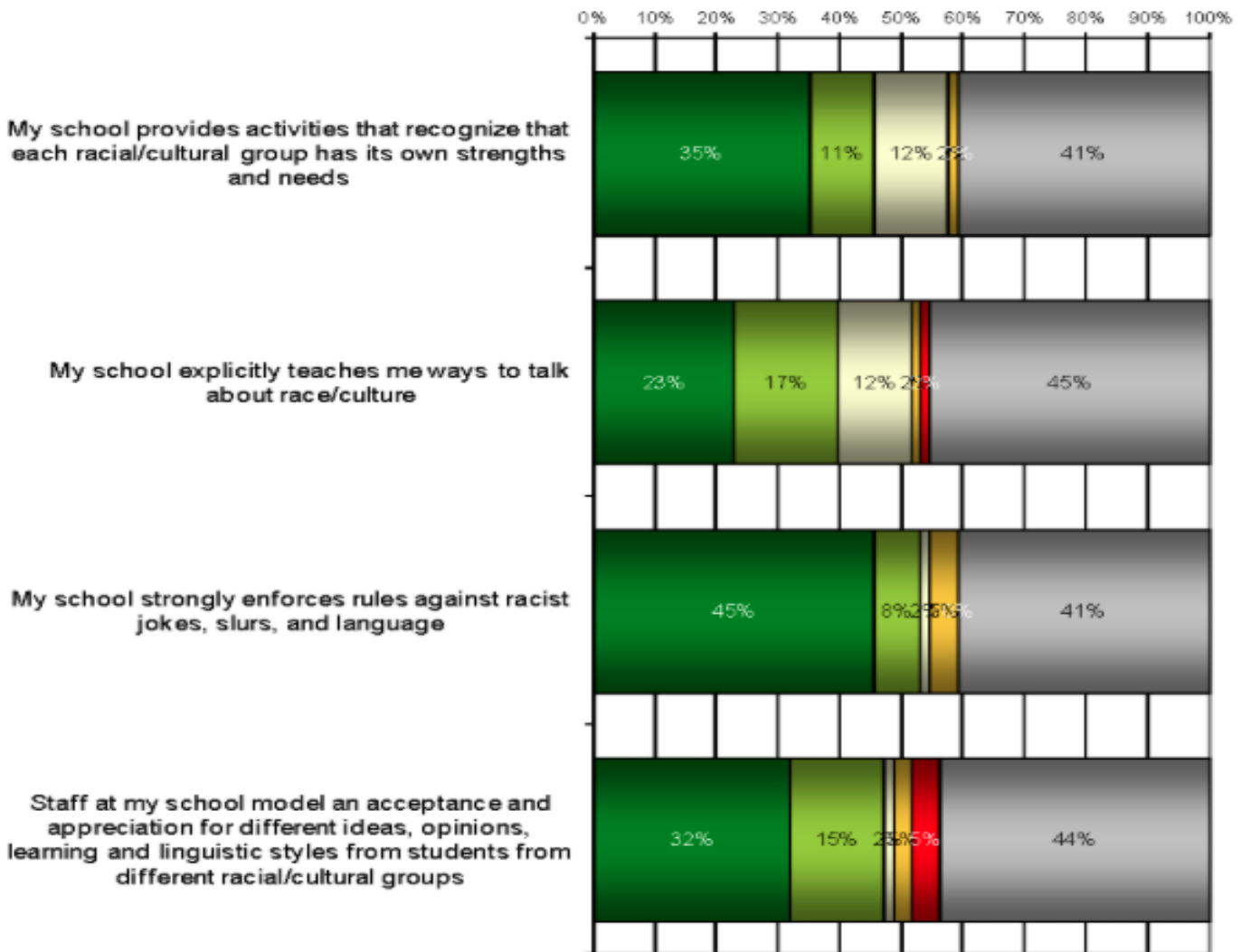
## Monitoring of Teaching and Learning



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### Custom Questions: Equity Potential



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# SIP Template

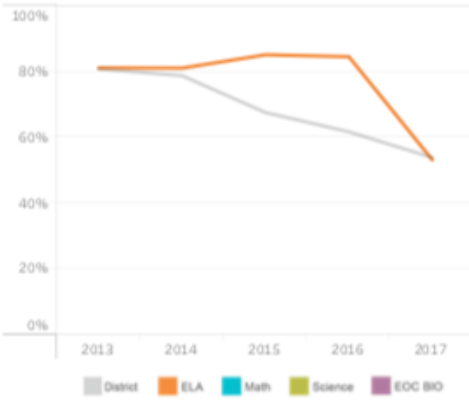
Instrument  
Pioneer Elementary School

Measure  
Grade 3

Task  
ELA

Assessment Summary  
10th Grade Results are showing College and Career Ready cut score

## ELA



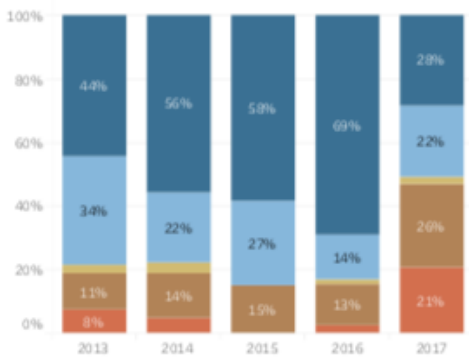
## Program



## Gender



## Levels



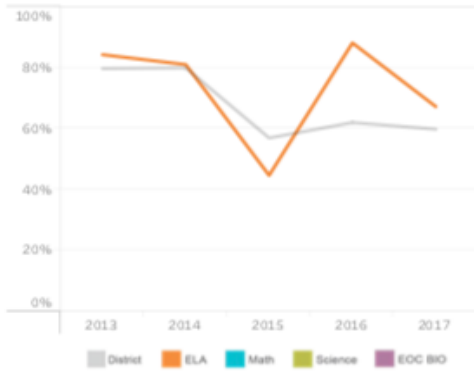
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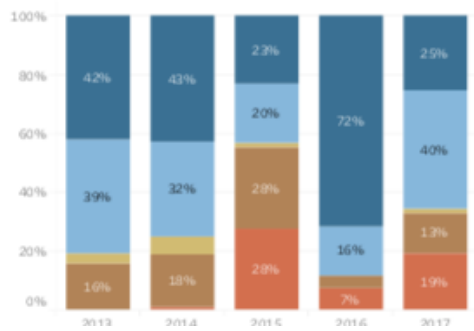
# SIP Template

School  
Pioneer Elementary School

## ELA



## School Levels



Grade  
Grade 4

Test  
ELA

Diploma Control

10th Grade Results are showing College and Career Ready cut score

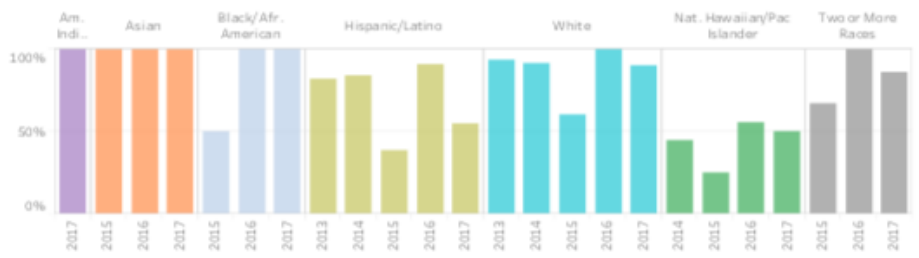
## Program



## Gender



## Ethnicity



# SIP Template

SCHOOL  
Pioneer Elementary School

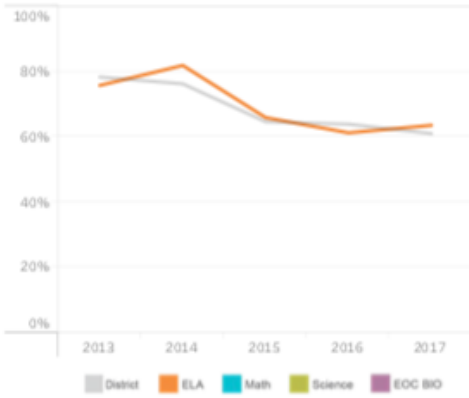
Grade  
Grade 5

Test  
ELA

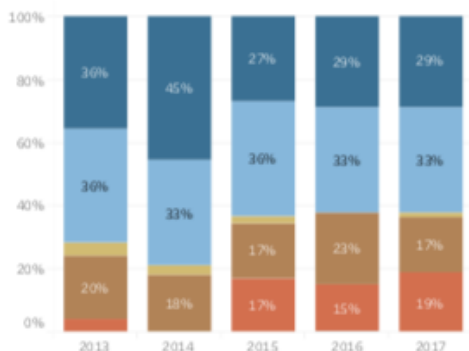
Diploma Control

10th Grade Results are showing College and Career Ready cut score

## ELA



## School Levels



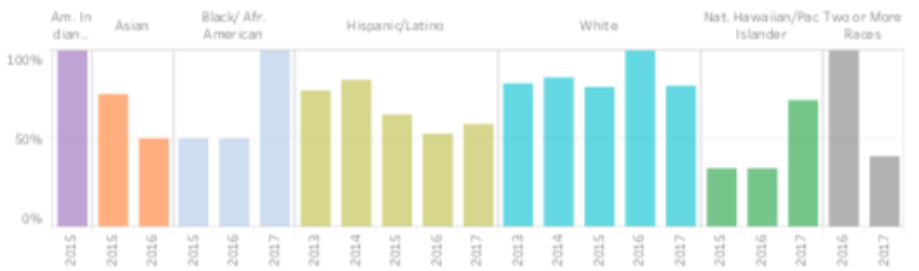
## Program



## Gender



## Ethnicity



# SIP Template

## Compare Group A - Pioneer Elementary Sc..

Pioneer Elementary School Grade 3 ELA

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

**Total Absences**  
Contact CEE to enable this filter

## Compare Group B - Pioneer Elementary Sc..

Pioneer Elementary School Grade 3 ELA

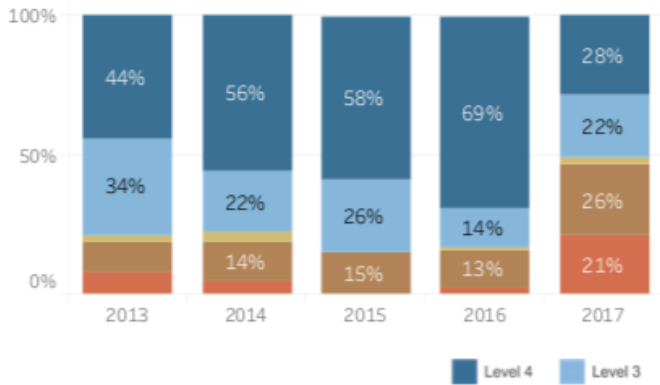
Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

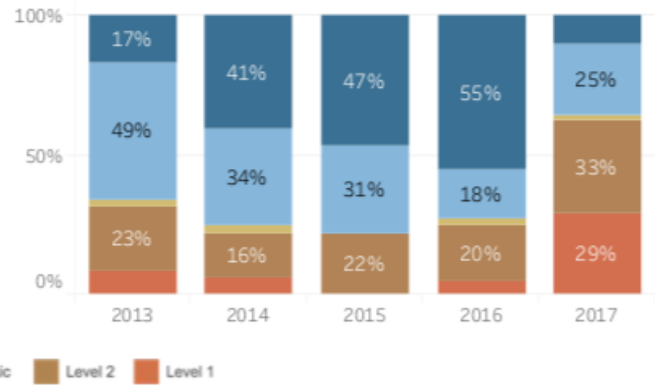
EL	SWD	Migrant	LAP Reading	LAP Math	504
Y	All	All	All	All	All

**Total Absences**  
Contact CEE to enable this filter

### Levels



### Levels





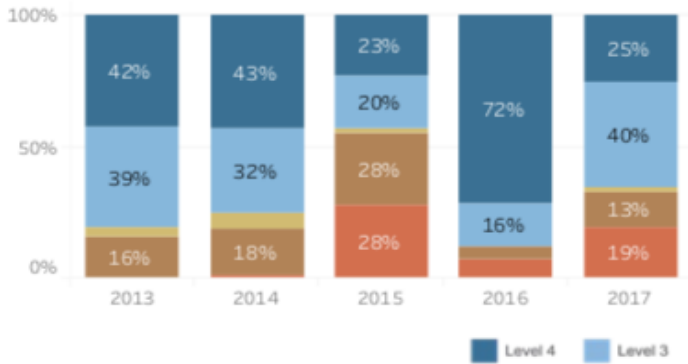
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Pioneer Elementary School Grade 4 ELA

**Ethnicity** All  
**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** All  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

**Total Absences**  
Contact CEE to enable this filter

#### Levels



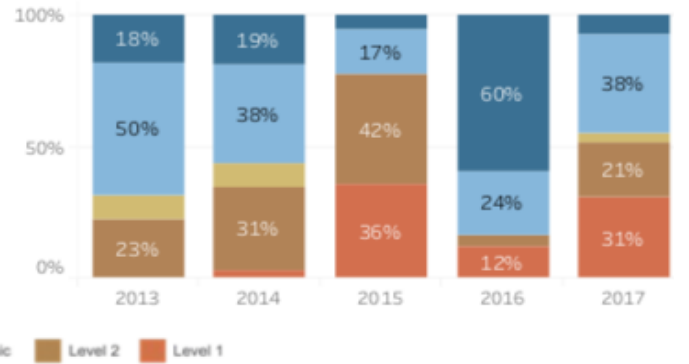
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Pioneer Elementary School Grade 4 ELA

**Ethnicity** All  
**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** Y  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

**Total Absences**  
Contact CEE to enable this filter

#### Levels



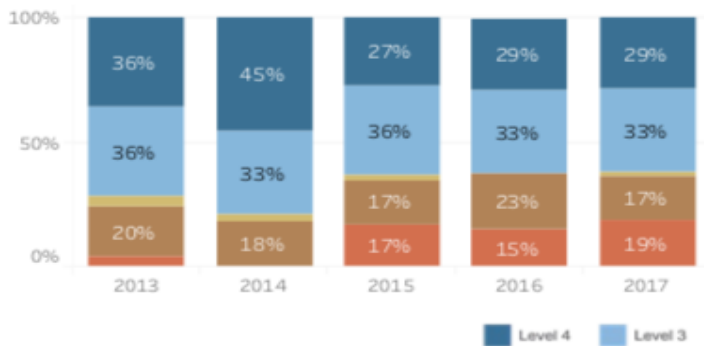
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Pioneer Elementary School Grade 5 ELA

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**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** All  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

**Total Absences**  
Contact CEE to enable this filter

#### Levels



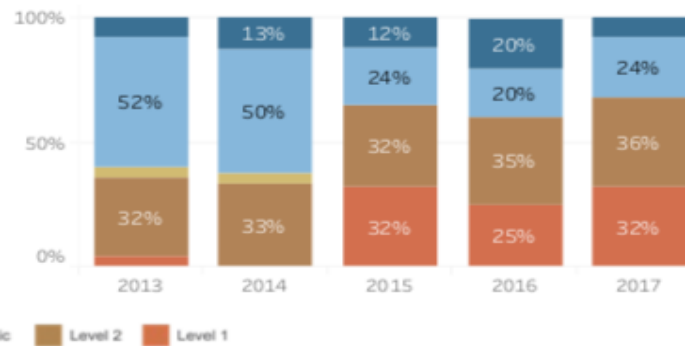
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Pioneer Elementary School Grade 5 ELA

**Ethnicity** All  
**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** Y  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

**Total Absences**  
Contact CEE to enable this filter

#### Levels



### Compare Group A - Pioneer Elementary Sc..

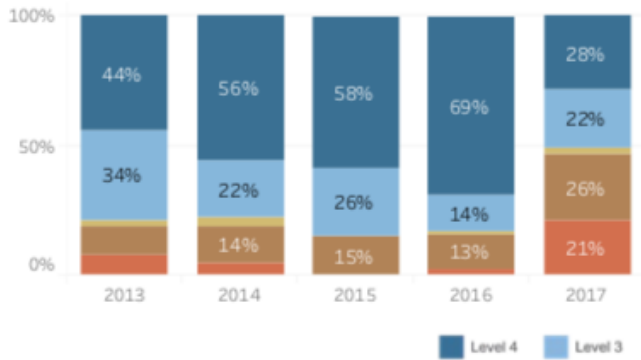
Pioneer Elementary School Grade 3 ELA

Ethnicity: All  
 Low Income: All  
 Gender: All Genders  
 HiCap: All

EL: All  
 SWD: All  
 Migrant: All  
 LAP Reading: All  
 LAP Math: All  
 504: All

**Total Absences**  
 Contact CEE to enable this filter

#### Levels



### Compare Group B - Pioneer Elementary Sc..

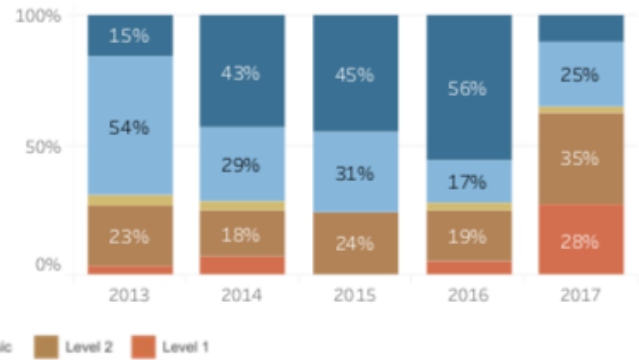
Pioneer Elementary School Grade 3 ELA

Ethnicity: Hispanic or Latino  
 Low Income: All  
 Gender: All Genders  
 HiCap: All

EL: Y  
 SWD: All  
 Migrant: All  
 LAP Reading: All  
 LAP Math: All  
 504: All

**Total Absences**  
 Contact CEE to enable this filter

#### Levels



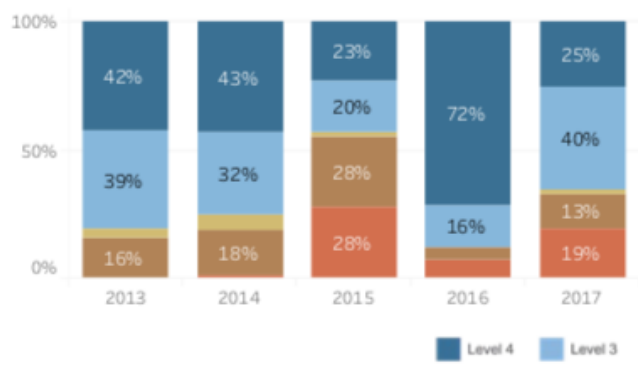
### Compare Group A - Pioneer Elementary Sc..

Pioneer Elementary School Grade 4 ELA

**Ethnicity** All **Low Income** All **Gender** All Genders **HiCap** All  
**EL** All **SWD** All **Migrant** All **LAP Reading** All **LAP Math** All **504** All

**Total Absences**  
Contact CEE to enable this filter

#### Levels



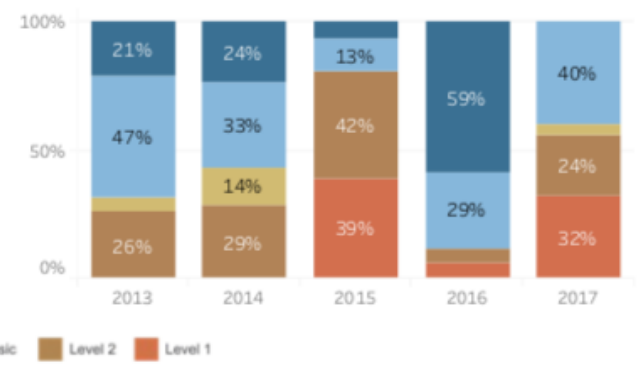
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Pioneer Elementary School Grade 4 ELA

**Ethnicity** Hispanic or Latino **Low Income** All **Gender** All Genders **HiCap** All  
**EL** Y **SWD** All **Migrant** All **LAP Reading** All **LAP Math** All **504** All

**Total Absences**  
Contact CEE to enable this filter

#### Levels



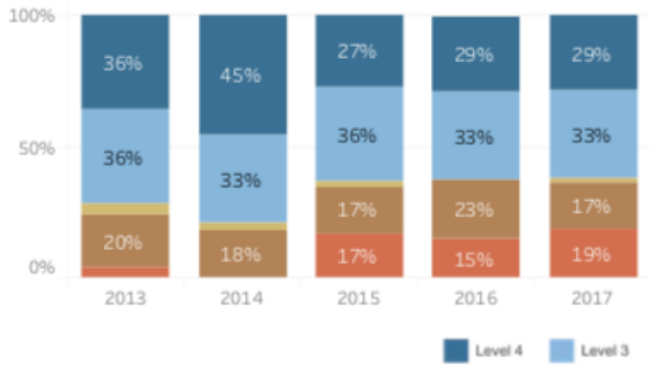
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Pioneer Elementary School Grade 5 ELA

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**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** All  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

**Total Absences**  
Contact CEE to enable this filter

### Levels



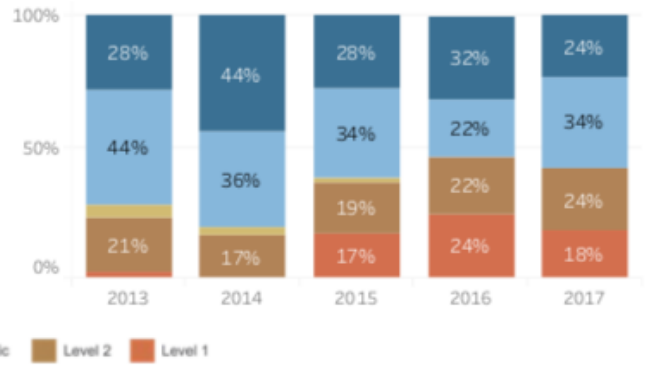
### Compare Group B - Pioneer Elementary Sc..

Pioneer Elementary School Grade 5 ELA

**Ethnicity** Hispanic or Latino  
**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** All  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

**Total Absences**  
Contact CEE to enable this filter

### Levels



# SIP Template

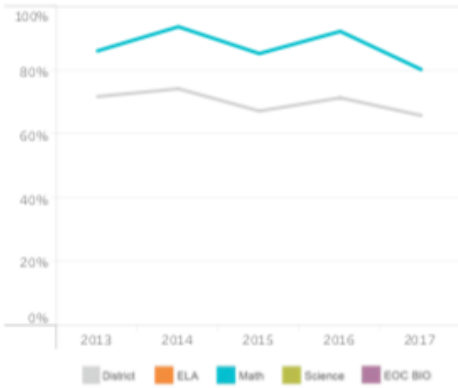
School  
Pioneer Elementary School

Grade  
Grade 3

Test  
Math

Diploma Control  
10th Grade Results are showing College and Career Ready cut score

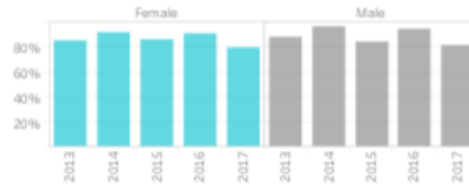
## MATH



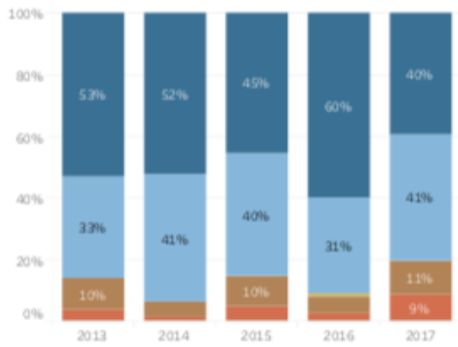
## Program



## Gender



## School Levels



## Ethnicity



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Counts < 5 not displayed

# SIP Template

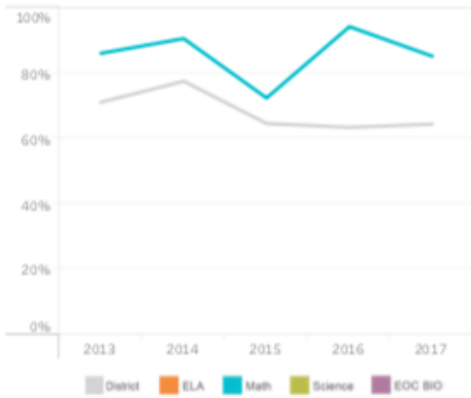
School  
Pioneer Elementary School

Grade  
Grade 4

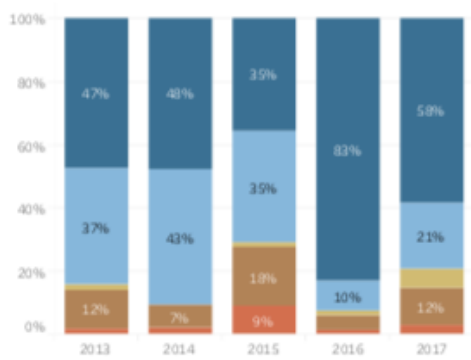
Test  
Math

Diploma Control  
10th Grade Results are showing College and Career Ready cut score

## MATH



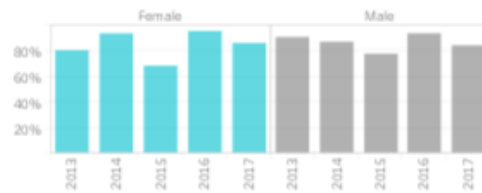
## School Levels



## Program



## Gender



## Ethnicity

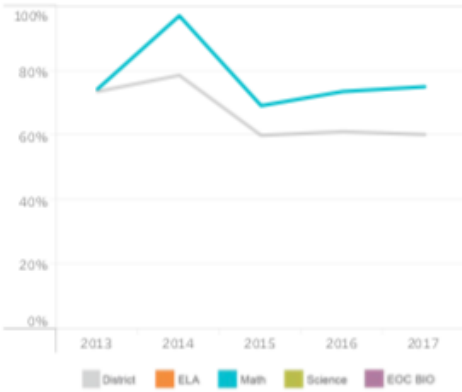


# SIP Template

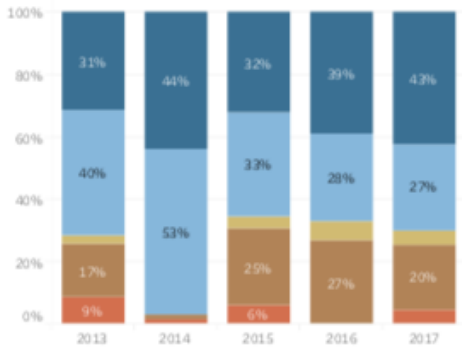
School  
Pioneer Elementary School

Grade  
Grade 5  
Test  
Math  
Diploma Control  
10th Grade Results are showing College and Career Ready cut score

## MATH



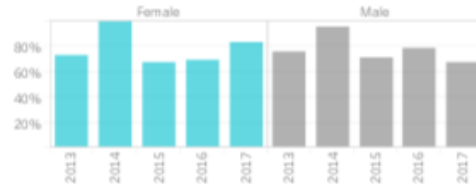
## School Levels



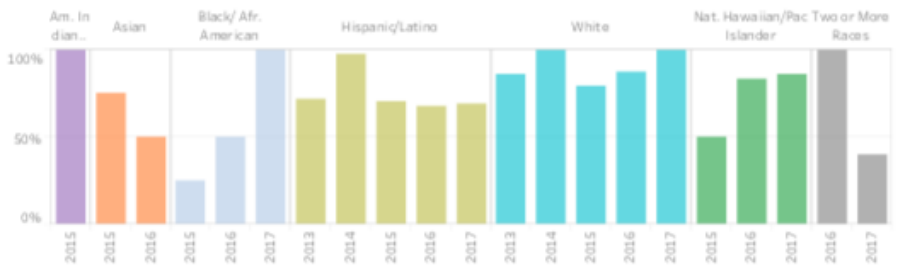
## Program



## Gender



## Ethnicity



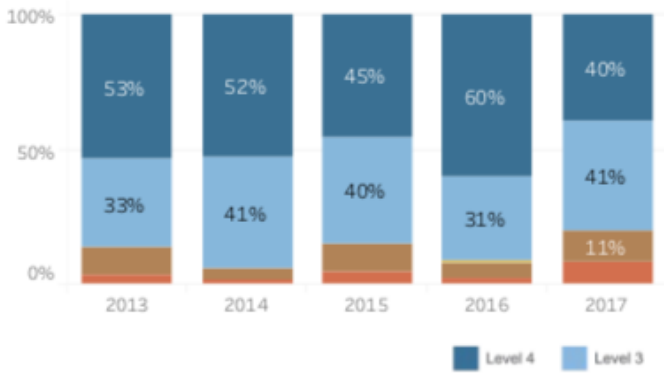
### Compare Group A - Pioneer Elementary Sc..

Pioneer Elementary School Grade 3 Math

Ethnicity		Low Income		Gender		HiCap	
All		All		All	Gender	All	
EL	SWD	Migrant	LAP Reading	LAP Math	504		
All	All	All	All	All	All	All	All

**Total Absences**  
Contact CEE to enable this filter

#### Levels



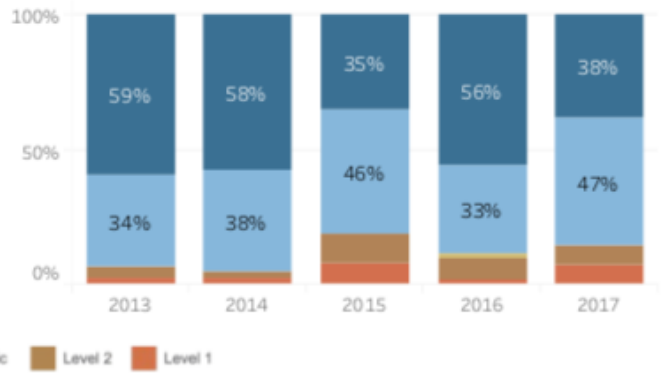
### Compare Group B - Pioneer Elementary Sc..

Pioneer Elementary School Grade 3 Math

Ethnicity		Low Income		Gender		HiCap	
Hispanic or Latino		All		All	Gender	All	
EL	SWD	Migrant	LAP Reading	LAP Math	504		
All	All	All	All	All	All	All	All

**Total Absences**  
Contact CEE to enable this filter

#### Levels





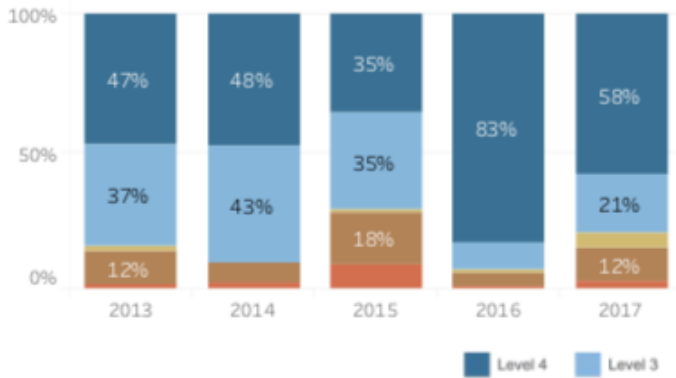
### Compare Group A - Pioneer Elementary Sc..

Pioneer Elementary School Grade 4 Math

Ethnicity		Low Income	Gender		HiCap
All		All	All	Gender	All
EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

**Total Absences**  
Contact CEE to enable this filter

### Levels



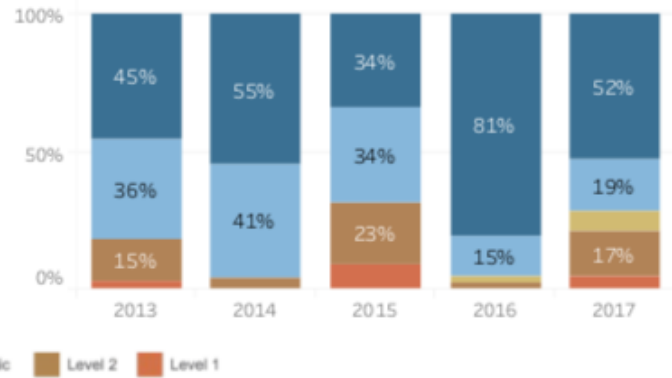
### Compare Group B - Pioneer Elementary Sc..

Pioneer Elementary School Grade 4 Math

Ethnicity		Low Income	Gender		HiCap
Hispanic or Latino		All	All	Gender	All
EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

**Total Absences**  
Contact CEE to enable this filter

### Levels



### Compare Group A - Pioneer Elementary Sc..

Pioneer Elementary School Grade 5 Math

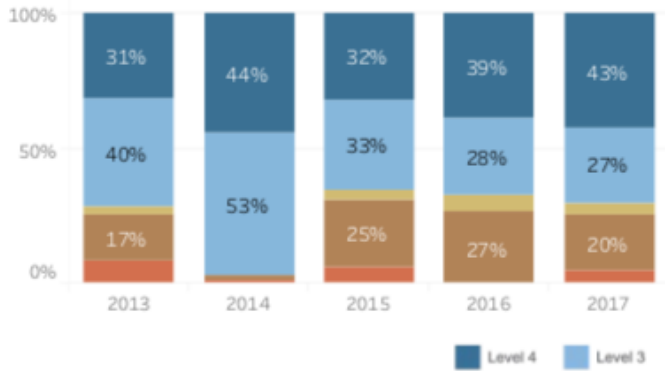
Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

**Total Absences**  
Contact CEE to enable this filter

### Levels



### Compare Group B - Pioneer Elementary Sc..

Pioneer Elementary School Grade 5 Math

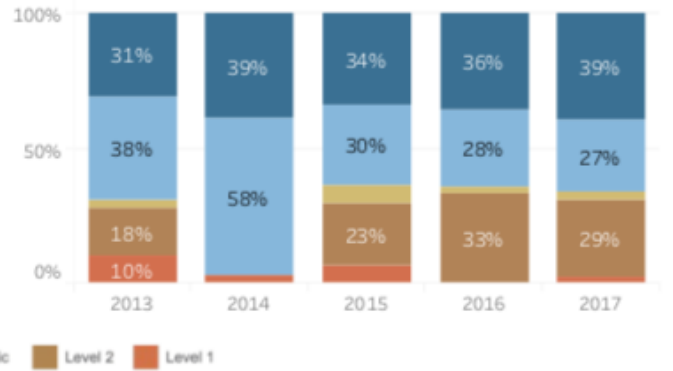
Ethnicity	Low Income	Gender	HiCap
Hispanic or Latino	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

**Total Absences**  
Contact CEE to enable this filter

### Levels



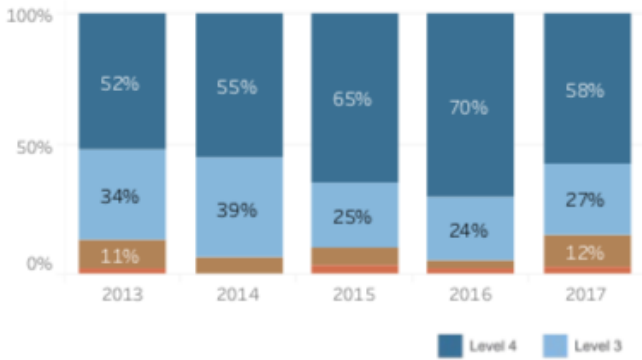
### Compare Group A - Pioneer Elementary Sc..

Pioneer Elementary School Grade 3 Math

**Ethnicity** All  
**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** N  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

**Total Absences**  
Contact CEE to enable this filter

#### Levels



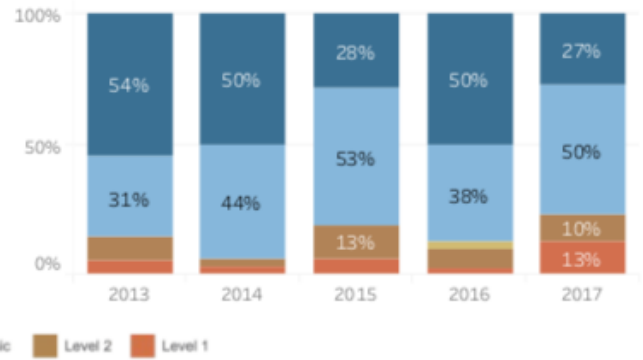
### Compare Group B - Pioneer Elementary Sc..

Pioneer Elementary School Grade 3 Math

**Ethnicity** All  
**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** Y  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

**Total Absences**  
Contact CEE to enable this filter

#### Levels



### Compare Group A - Pioneer Elementary Sc..

Pioneer Elementary School Grade 4 Math

**Ethnicity** All  
**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** N  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

**Total Absences**  
Contact CEE to enable this filter

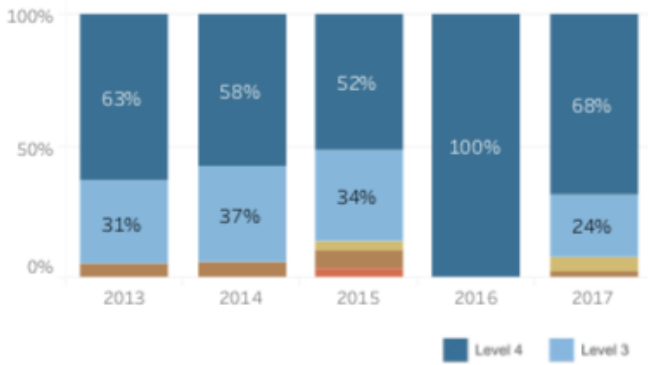
### Compare Group B - Pioneer Elementary Sc..

Pioneer Elementary School Grade 4 Math

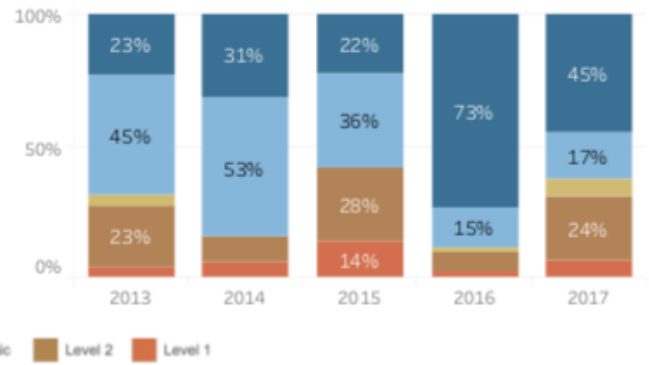
**Ethnicity** All  
**Low Income** All  
**Gender** All Genders  
**HiCap** All  
**EL** Y  
**SWD** All  
**Migrant** All  
**LAP Reading** All  
**LAP Math** All  
**504** All

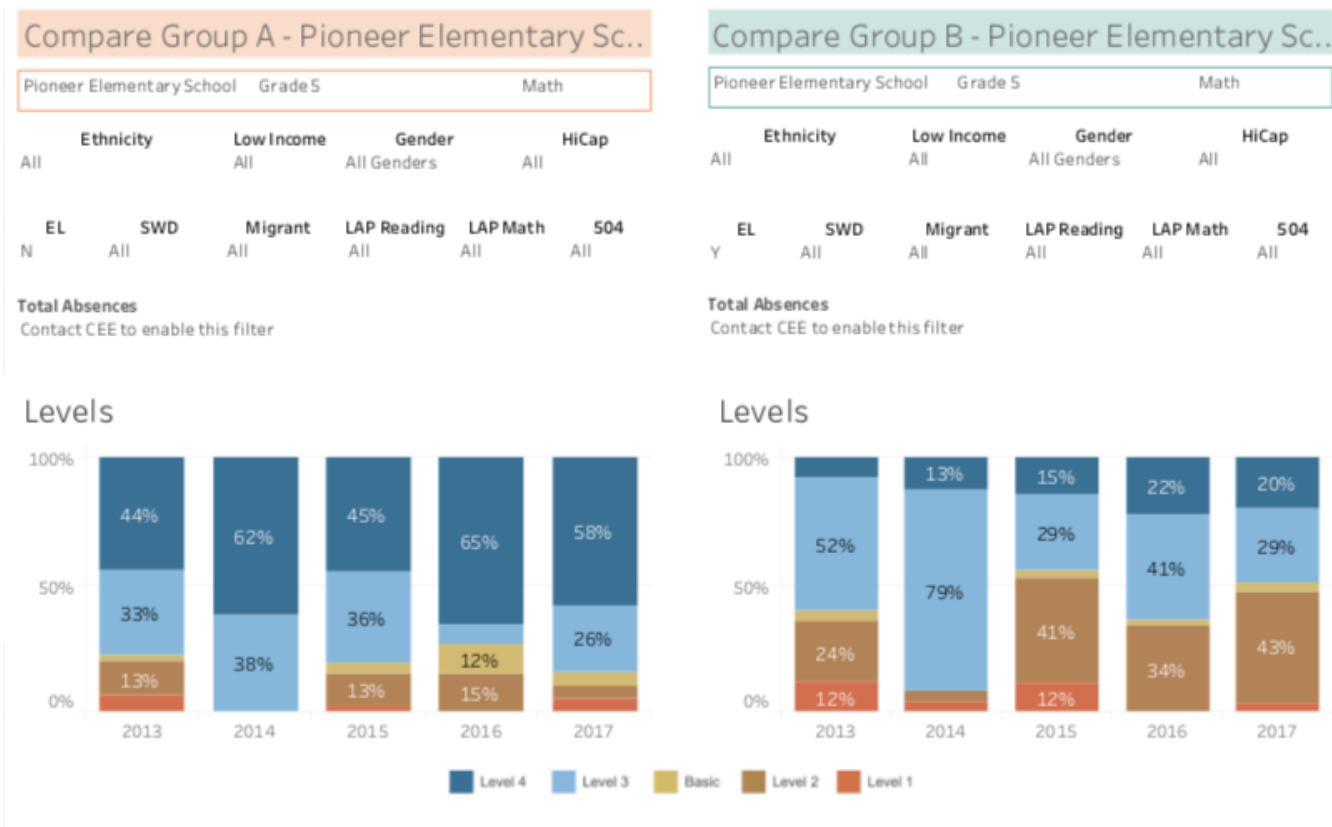
**Total Absences**  
Contact CEE to enable this filter

#### Levels



#### Levels





### Parent Engagement – SWT 2/LAP

*Write a summary of strategies you use to engage parents in the education of their students.*

Open House the day before school includes an ice cream social and the opportunity to meet with teachers. Conferences in November give parents another opportunity to engage with their student and the teacher. Additionally, most classroom teachers communicate learning goals through a monthly or weekly written format, often with a return parent signature.

During the current school year 2017-18, we organized and invited families to a Family Reading Night. Parents were given a brief presentation of ways to support their children’s reading development at home. A video of students engaged in reading at school looped for families to view while eating their pizza. A local author and musician gave an interactive performance. At the conclusion, there was a raffle drawing with prizes geared for both children and adults. Each child picked up a free book on their way out. Books had been purchased to accommodate all reading levels from preschool through early adolescence, including some titles in Spanish.

This newly initiated effort will continue moving forward. Additional opportunities to engage parents and families are under discussion and will continue to be developed by the Building leadership Team in coordination with all staff.

### Student Transitions – SWT 2 & 3/LAP

*Describe transition strategies from pre-K to K, 5<sup>th</sup> to 6<sup>th</sup>, 8<sup>th</sup> to 9<sup>th</sup> as well as within school grade spans.*

## SIP Template

- Olympic Middle School counselors visit 5th grade classrooms to introduce middle school procedures, expectations and class selections.
- Olympic Middle School Band, Choir and Orchestra perform for 4th and 5th grade classrooms with an explanation of middle school music program opportunities and encouragement to participate.
- Learning Resource Teacher accompanies 5th grade students with IEP's to Olympic Middle School. Each student is paired with a middle school "buddy" to attend one class session and lunch. Learning Resource Teacher collaborates with Middle School Resource Teacher during this time.
- In building grade level transition activity: students at each grade level spend 40 minutes with a teacher in a classroom of the next level, i.e. all kindergarteners engage in 1st grade activities, all first graders engage in 2nd grade activities, etc. 5th grade students spend their transition time in kindergarten classrooms with former Pioneer students who are now at Olympic Middle School. The middle school students share their 6th grade experiences and answered questions from 5th graders. Middle school Principal also visits each classroom to engage 5<sup>th</sup> grade students.

## Assessment Decisions – SWT 3/LAP

*Describe teacher involvement in analyzing assessment data to make instructional decisions for students not meeting standard in literacy and math.*

Use of PLC time and staff meetings are used to analyze data (DIBELS, iReady and classroom based assessments) in order to make instructional decisions. With the new literacy adoption *Wonders*, data will be analyzed to determine small group instructional needs. Each grade team has common planning 5 days a week which will facilitate the ability to collaborate in using assessment to guide instruction and meet the needs of students.

## Effective, Timely Assistance – SWT 2 &3/LAP

*Describe systematic response to student needs using rank order lists. How are at risk students identified, served, and progress monitored? How are services across programs (Core, ELL, Title I/LAP, SpEd) aligned?*

Redesign of ELL and Title I services for the 2018-19 school year will allow specialist to address the needs of students at a designated time each day for each grade level. These services will be Tier 3 intervention for students at risk in reading based on either language proficiency and/or other skill gaps. ELL student needs are identified based on ELPA21 and SBA (Grades 3-5) results. Title I students are identified using a rank order roster based on either SBA (Grades 3-5) or DIBELS (K-2). DIBELS is also used to identify specific skill gaps in Grades 3-5. Title I uses appropriate materials (e.g. ERI and Read Well or Read Naturally) to address the gaps for students. DIBELS is used for progress monitoring. ELL certificated specialists support the development of speaking, listening, reading, and writing skills through use of extensions/reinforcement to the core curriculum *Wonders*. Para educators support ELL in tutoring 2/3 students with learning tasks developed by certificated teachers.

Tier 2 intervention is administered by classroom teachers during small group instruction with para educator support.

## SIP Template

Students in grades 3-5 receive additional support in math 4 days a week through the Extended Day Math Program from January through April.

### **Prioritized Challenges**

*List the top 4 - 6 challenges from your data review for each of your SMART Goals. Explain how all staff were involved in prioritizing challenges in each of the three SMART Goals.*

*Your SMART Goals and Action Steps must address your prioritized Challenge Narratives from this section.*

#### **ELA**

The percent of 5<sup>th</sup> grade ELL students scoring at Level 3 on the State assessment has decreased from 79% in 2014 to 29% in 2017.

The percent of 4<sup>th</sup> grade ELL students scoring a Level 1 on the ELA State assessment has increased from less than 10% in 2013 to 31% in 2017.

From 2103 to 2017, the achievement gap between all students and ELL students on the 5<sup>th</sup> grade State assessment has increased from 12% to 35%.

At Grade 3 the percent of students scoring at level 1 on the State assessment in Reading has increased from less than 10% in 2013 to 21% in 2017.

DIBELS data from 2013 – 2017 indicates that students in grades 3, 4, and 5 who are Intensive in the beginning of the year are still Intensive at the end of 5<sup>th</sup> grade.

As measured by DIBELS, the percentage of 3<sup>rd</sup> graders who are Intensive has increased from 13% in 2013 to 32% in 2017.

#### **Math**

In the domain of Problem Solving and Modeling/Data Analysis for both ELL and Non ELL the percentage of students who met standard decreased from 70% to 25%

On the 5<sup>th</sup> Grade State Math assessment, the achievement gap between White and Hispanic students has doubled each year from 4% in 2014 to 35% in 2017.

In 2014 10% more Hispanic students met standard on the State Math assessment than White students compared to 2017 when 29% more White students met standard than Hispanic students, indicating a change in the performance gap from -8% to 20%.

The per cent of students in the 3<sup>rd</sup> grade cohort who met standard on the State math assessment in 2015 decreased from 85% in 2015 to 70% in 2017 as 5<sup>th</sup> graders.

SIP Template

**Supportive Learning Environment**

**Staff CEE Survey:**

Positive staff perception of “engage in professional development to learn and apply new skills” decreased 22% from 91% in 2012 to 69% in 2016.

Positive staff perception that “the school implements activities to celebrate community diversity” was less than 55% in 2012 and 2016.

Positive staff perception of “opportunities to learn effective teaching strategies for the diversity represented in our school” decreased from 79% in 2012 to 69% in 2016.

**Student CEE Survey:**

On the 2016 EES survey student positive perception that “my parents/family participate in events at this school” was 51% with 27% area of opportunity.

Student positive perception of “my school explicitly teaches me ways to talk about race/culture” was 40% in 2016.

Student positive perception of “my school provides activities that recognize that each racial/cultural group has its own strengths and needs” was 46% in 2016.

Positive student perception of “the school has activities to celebrate student differences” was 39% in 2016 with a 26% area of opportunity (sometimes true).

**SMART Goal 1:**

The per cent of Pioneer 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students meeting standard on the State assessment in ELA will increase 8% each year from 2018 to 2021.

**SMART Goal 2:**

The percent of Pioneer 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students meeting standard on the State assessment in math will increase 8% each year from 2019 to 2021.

**SMART Goal 3:**



SIP Template

Increase culturally responsive practices with a focus on CRT 5&7 as measured by specific EES items on the student, staff and parent survey by 20% in 2020: Focused Professional Development and Equity Potential. (See Baseline data above)

SMART Goal 1	
Subject Area: Literacy	
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	All students, with particular focus on ELL and Special education
Our Reality: <i>(based on assessment data analysis)</i>	2016 3 <sup>rd</sup> - 83%    4 <sup>th</sup> - 88%    5 <sup>th</sup> - 61%    2017 3 <sup>rd</sup> - 53%    4 <sup>th</sup> - 67%    5 <sup>th</sup> - 63% 2018 3 <sup>rd</sup> 4 <sup>th</sup> 5 <sup>th</sup>
Our SMART Goal: <i>(based on target population and your reality)</i>	The per cent of Pioneer 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade students meeting standard on the State assessment in ELA will increase 8% each year from 2019 to 2021.

Action Plan			
Action Step 1 <b>SWT 2 &amp; 3/LAP</b>	Every lesson will include Learning Targets and Success Criteria (Teacher Clarity ES 0.75)		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i> Launch</p> <ul style="list-style-type: none"> <li>• Rationale for clear Learning Targets and Success Criteria.</li> <li>• Clarify difference between Learning Targets and Success Criteria (Examples/non-examples).</li> <li>• From Standard to Learning Target to Success Criteria</li> </ul>		Admin Consultant IS BLT	3.5 hours- August 27, 2018
<p><i>September-Mid-November</i></p> <ul style="list-style-type: none"> <li>• Clear Learning Targets and Success Criteria aligned with CCSS are communicated visually and verbally to students.</li> <li>• Students are able to articulate what they are learning and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Fall DIBELS at PLC on 10/15</li> <li>• (iReady?)</li> <li>• Wonders assessments</li> <li>• Kindergarten Tri-skills</li> <li>• 2nd Grade Trimester Skills Comprehension test</li> <li>• IABs</li> </ul>	Admin Consultant IS BLT	Staff Mtg + 1 hour after school October 11, 2018
<p><i>Mid-November- January</i></p> <ul style="list-style-type: none"> <li>• Clear Learning Targets and Success Criteria aligned with CCSS are communicated visually and verbally to students.</li> <li>• Students are able to articulate what they are learning and why.</li> <li>• Learning Targets and Success Criteria are referenced multiple times throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders assessments</li> <li>• IABs</li> </ul>		Staff Mtg + 1 hour after school January 24, 2019
<p><i>February-April</i></p> <ul style="list-style-type: none"> <li>• Teachers check for understanding frequently during the lesson.</li> <li>• Teacher makes explicit connection between Learning Targets and Success Criteria and student work.</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Tri-skills</li> <li>• Analyze Winter DIBELS at on 2/11</li> <li>• (iReady?)</li> <li>• Wonders assessments</li> <li>• IABs</li> </ul>	Classroom Teachers Admin IS	

SIP Template

<p><i>April-June</i></p> <ul style="list-style-type: none"> <li>• Continue with previous Evidence Implementation.</li> <li>• Review, reflect and plan for year 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders assessments</li> <li>• SBA</li> <li>• Kindergarten Tri-skills</li> <li>• Analyze Spring DIBELS at PLC on 5/13</li> <li>• (iReady?)</li> <li>• ELPA 21</li> <li>• 2nd Grade Trimester Skills Comprehension test</li> </ul>		<p>1.5 hours- June 6th, 2019 (after school)</p>
<p><b>Action Step 2</b> <b>SWT 2 &amp; 3/LAP</b></p>	<p>Teachers will engage students in goal setting and self-assessment</p>		
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i> Launch</p> <ul style="list-style-type: none"> <li>• Consensus on common format for goal setting based on grade spans K-2 and 3-5</li> <li>• Examples/Non-Examples of quality self assessment ideas</li> </ul>		<p>Admin IS Consultant BLT</p>	<p>2 hours- August 30, 2018</p>
<p><i>September-Mid-November</i></p> <ul style="list-style-type: none"> <li>• Students set goals using DIBELS and iReady data at every grade level</li> <li>• Every lesson includes a student self assessment</li> <li>• Students track their own progress toward goals</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS</li> <li>• (iReady?)</li> <li>• Wonders assessments</li> <li>• Kindergarten Tri-skills</li> <li>• 2nd Grade Trimester Skills Comprehension test</li> <li>• IABs</li> </ul>	<p>Teachers Admin IS</p>	
<p><i>Mid-November- January</i></p> <ul style="list-style-type: none"> <li>• Students set goals using DIBELS and iReady data at every grade level</li> <li>• Every lesson includes a student self assessment</li> <li>• Students track their own progress toward goals</li> <li>• Students are able to articulate where they are in their learning and what they need to do to meet standard</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders assessments</li> <li>• IABs</li> </ul>		<p>Staff Mtg + 1 hour after school for Goal Setting and Self Assessment- December 13, 2018</p>

SIP Template

<p><i>February-April</i></p> <ul style="list-style-type: none"> <li>• Students revisit goals using DIBELS and iReady data at every grade level</li> <li>• Every lesson includes a student self assessment</li> <li>• Students track their own progress toward goals</li> <li>• Students are able to articulate where they are in their learning and what they need to do to meet standard</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Tri-skills</li> <li>• DIBELS</li> <li>• (iReady?)</li> <li>• Wonders assessments</li> <li>• IABs</li> </ul>		<p>Staff Mtg + 1 hour after school for Goal Setting and Self Assessment- February 7, 2019</p>
<p><i>April-June</i></p> <ul style="list-style-type: none"> <li>• Continue practices as stated above.</li> <li>• Review, reflect and plan for year 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders assessments</li> <li>• SBA</li> <li>• Kindergarten Tri-skills</li> <li>• DIBELS</li> <li>• (iReady?)</li> <li>• ELPA 21</li> <li>• 2nd Grade Trimester Skills Comprehension test</li> </ul>		<p>1.5 hours- June 6th, 2019 (after school)</p>
<p><b>Alignment to District Improvement:</b> ENGAGE: 3. Involve students in establishing ownership for their learning          EDUCATE: 3.Ensure equitable access to learning opportunities</p>			

<h2 style="text-align: center;">SMART Goal 2</h2>	
<p>Subject Area: Math</p>	
<p>Target Population: <i>(based on demographic, discipline and attendance data analysis)</i></p>	<p>All students, with particular focus on ELL and Special education</p>
<p>Our Reality: <i>(based on assessment data analysis)</i></p>	<p>2016 3<sup>rd</sup> – 92% 4<sup>th</sup> – 94% 5<sup>th</sup> – 73%      2017 3<sup>rd</sup> – 80% 4<sup>th</sup> – 85%          5<sup>th</sup> – 75%          2018 3<sup>rd</sup> – 52% 4<sup>th</sup> – 72% 5<sup>th</sup> – 43%</p>
<p>Our SMART Goal: <i>(based on target population and your reality)</i></p>	<p>The percent of Pioneer 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students meeting standard on the State assessment in math will increase 8% each year from 2019 to 2021.</p>
<h2 style="text-align: center;">Action Plan</h2>	

SIP Template

Action Step 1 <b>SWT 2 &amp; 3/LAP</b>		Every lesson will include Learning Targets and Success Criteria (Teacher Clarity ES 0.75)	
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i> Launch</p> <ul style="list-style-type: none"> <li>• Consensus on common format for goal setting based on grade spans K-2 and 3-5</li> <li>• Examples/Non-Examples of quality self-assessment ideas</li> </ul>		Admin IS Consultant BLT	3.5 hours, August 30, 2018
<p><i>September-Mid-November</i></p> <ul style="list-style-type: none"> <li>• Clear Learning Targets and Success Criteria aligned with CCSS are communicated visually and verbally to students.</li> <li>• Students are able to articulate what they are learning and why.</li> </ul>	<p>Analyze Fall iReady at PLC on 10/1</p> <p>Classroom Observation</p> <p>IABs</p>	Admin IS BLT	
<p><i>Mid-November- January</i></p> <ul style="list-style-type: none"> <li>• Clear Learning Targets and Success Criteria aligned with CCSS are communicated visually and verbally to students.</li> <li>• Students are able to articulate what they are learning and why.</li> <li>• Learning Targets and Success Criteria are referenced multiple times throughout the lesson.</li> </ul>	<p>Analyze iReady Winter Data at PLC on 1/28</p> <p>IABs</p>	Admin IS BLT	Staff Mtg + 1 hour after school for Goal Setting and Self-Assessment- December 13, 2018

SIP Template

<p><i>February-April</i></p> <ul style="list-style-type: none"> <li>Teachers check for understanding frequently during the lesson.</li> <li>Teacher makes explicit connection between Learning Targets and Success Criteria and student work.</li> </ul>	<p>Classroom Observation IABs</p>	<p>Admin IS BLT</p>	
<p><i>April-June</i></p> <ul style="list-style-type: none"> <li>Continue practices as stated above.</li> <li>Review, reflect and plan for year 2.</li> </ul>	<p>DIBELS Fall to Spring iReady Fall to Spring SBA</p>		<p>1.5 hours- June 6th, 2019 (after school)</p>
<p><b>Action Step 2 <span style="color: red;">SWT 2 &amp; 3/LAP</span></b></p>		<p>Teachers will engage students in goal setting and self-assessment</p>	
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i> Launch</p> <ul style="list-style-type: none"> <li>Consensus on common format for goal setting based on grade spans K-2 and 3-5</li> <li>Examples/Non-Examples of quality self-assessment ideas</li> </ul>			
<p><i>September-Mid-November</i></p> <ul style="list-style-type: none"> <li>Students set goals using iReady data at every grade level</li> <li>Every lesson includes a student self-assessment</li> <li>Students track their own progress toward goals</li> </ul>	<p>Analyze Fall iReady at PLC 10/1 Classroom Observation IABs</p>	<p>Teachers IS Admin</p>	
<p><i>Mid-November- January</i></p> <ul style="list-style-type: none"> <li>Students revisit goals using iReady data at every grade level</li> <li>Every lesson includes a student self-assessment</li> <li>Students track their own progress toward goals</li> </ul>	<p>Analyze iReady Winter Data at PLC on 1/28 IABs</p>	<p>Teachers IS Admin</p>	<p>Staff Mtg + 1 hour after school for Goal Setting and Self-Assessment- December 13, 2018</p>

SIP Template

<ul style="list-style-type: none"> <li>Students are able to articulate where they are in their learning and what they need to do to meet standard</li> </ul>			
<i>February-April</i> <ul style="list-style-type: none"> <li>Students revisit goals using iReady data at every grade level</li> <li>Every lesson includes a student self-assessment</li> <li>Students track their own progress toward goals</li> <li>Students are able to articulate where they are in their learning and what they need to do to meet standard</li> </ul>	Classroom Observation IABs Teacher and Student Assessment of Goal Setting and Self-Assessment	Teachers IS Admin BLT	
<i>April-June</i> <ul style="list-style-type: none"> <li>Continue practices as stated above.</li> <li>Review, reflect and plan for year 2.</li> </ul>	Fall to Spring: iReady DIBELS  SBA Grades 3-5		1.5 hours- June 6th, 2019 (after school)
Alignment to District Improvement: ENGAGE: 3. Involve students in establishing ownership for their learning EDUCATE: 3.Ensure equitable access to learning opportunities			

SMART Goal 3	
Subject Area:	
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	All students and staff
Our Reality: <i>(based on assessment data analysis)</i>	<b>Staff Survey:</b> “engage in professional development to apply new skills” 69% in 2016

SIP Template

	<p>“opportunities to learn effective learning strategies for the diversity represented in our school” 69%</p> <p>“school implements activities to celebrate community diversity” 51% in 2016</p> <p><b>Student Survey:</b></p> <p>“my school provides activities that recognize that each racial/cultural group has its own strengths and needs” 46% in 2016</p> <p>“this school has activities to celebrate student differences” 39% in 2016</p>
<p>Our SMART Goal: <i>(based on target population and your reality)</i></p>	<p>Increase culturally responsive practices with a focus on CRT 5&amp;7 as measured by specific EES items on the student, staff and parent survey by 20% in 2020: Focused Professional Development and Equity Potential. (See Baseline data above)</p>

**Action Plan**

<b>Action Step</b> <b>SWT 2 &amp; 3/LAP</b>	Implement practices in support of CRT 5		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Launch: Deep Equity work</p> <ul style="list-style-type: none"> <li>• Culture Toss</li> <li>• We the People</li> <li>• CRT 5 &amp; 7.</li> </ul>	<p>2018 &amp; 2020 Educational Effectiveness Survey</p>	<p>Dave and Laurel</p> <p>Ken and DeAnn</p> <p>Katie and Corinne</p>	<p>1 hour for Culture Toss- August 27th</p> <p>1.5 hours for We the People and CRT 5 and 7- August 30th</p>
<p><i>September-Mid-November</i></p> <p>Deep Equity</p> <ul style="list-style-type: none"> <li>• <i>I Am From</i> poem</li> <li>• Classroom practice intentionally acknowledges and values student differences</li> </ul>	<p>*Parent survey to elicit parent feedback on conferences and <i>I Am From</i> poem</p>	<p>IS/Admin</p> <p>BLT</p>	<p>9/20 Staff Mtg + 1 hr after school (Deepen understanding of CRT5; prepare teachers for <i>I am from Poem</i>)</p>
<p><i>Mid-November- January</i></p> <ul style="list-style-type: none"> <li>• Continue to acknowledge and value student differences.</li> <li>• Integrate open-ended questions and opportunities for students to explain/justify their thinking.</li> <li>• Assessments are used to differentiate core instruction to meet the needs of students.</li> </ul>	<p>Observation of PLCs and PLC Agendas and Notes</p> <p>Classroom observations</p> <p>Teacher Self-Assessment</p>	<p>Admin</p> <p>IS</p>	<p>11/29 Staff Mtg/CRT5</p>



SIP Template

<p><i>February-April</i></p> <ul style="list-style-type: none"> <li>• Continue to acknowledge and value student differences.</li> <li>• Integrate open-ended questions and opportunities for students to explain/justify their thinking.</li> <li>• Assessments are used to differentiate core instruction to meet the needs of students.</li> </ul>	<p>Observation of PLCs and PLC Agendas and Notes</p> <p>Classroom observations</p> <p>Teacher Self-Assessment</p>	<p>Admin IS</p>	<p>Staff Mtg +1 hour after school- March 21, 2019</p>
<p><i>April-June</i></p> <ul style="list-style-type: none"> <li>• Continue practices as stated above.</li> <li>• Review, reflect and plan for year 2.</li> </ul>	<p>Observation of PLCs and PLC Agendas and Notes</p> <p>Classroom observations</p>	<p>Admin IS BLT</p>	<p>1.5 hours- June 6, 2019 (review, reflect, plan)</p>
<p><b>Action Step <span style="color: red;">SWT 2 &amp; 3/LAP</span> Implement practices in support of CRT 7</b></p>			
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i></p> <p>Launch: Deep Equity work</p> <ul style="list-style-type: none"> <li>• Culture Toss</li> <li>• We the People</li> </ul> <p>CRT 5 &amp; 7.</p>		<p>Dave and Laurel</p> <p>Ken and DeAnn</p> <p>Katie and Corinne</p>	<p>1 hour for Culture Toss- August 27</p> <p>1.5 hours for We the People and CRT 5 and 7- August 30</p>
<p><i>September-Mid-November</i></p> <ul style="list-style-type: none"> <li>• Explicitly teach skills for partner and small group collaboration.</li> </ul>	<p>Classroom observation</p>	<p>Admin IS Deep Equity Cohorts 1,2,3</p>	<p>Staff Mtg + 1 hour after school CRT 7- November 1, 2018</p>
<p><i>Mid-November- January</i></p> <ul style="list-style-type: none"> <li>• Integrate partner and small group collaboration into core practices.</li> </ul>	<p>Classroom observation</p> <p>Teacher Self-Assessment</p>	<p>Admin IS BLT</p>	

SIP Template

<ul style="list-style-type: none"> <li>• <i>February-Mid April</i></li> <li>• Integrate partner and small group collaboration into core practices.</li> </ul>	<p>Classroom observation</p> <p>Teacher Self-Assessment</p>	<p>Admin IS BLT Deep Equity Cohorts 1,2,3</p>	<p>Staff Mtg + 1 hour after school February 28, 2019 CRT 7</p>
<p><i>April-June</i></p> <ul style="list-style-type: none"> <li>• Continue practices as stated above.</li> <li>• Review, reflect and plan for year 2.</li> </ul>			<p>1.5 hours- June 6th, 2019 (after school)</p>
<p>Alignment to District Improvement: EDUCATE: 1. Hold ourselves accountable for each student’s learning and graduation</p> <p>2. Ensure all students experience relevant and rigorous instruction</p>			

**Planning and Implementation Calendar – SWT 2 & 3/LAP**

**Planning and Implementation Calendar for 2018- 19**

Month	Building 28+6 principal’s hours	Staff Meetings	SLT Meetings	District/Waiver Days	Title extra hours
June			6/1/18	6/28 Wonders Training	

SIP Template

August	<p><b>8/27 7.0 hrs</b> 3.5- Launch literacy goal 1.0- Culture Toss 2.0- Fall Data Review 0.5</p> <p><b>8/29 7.0 hrs</b> 3.5- District Day 3.5- Nuts and Bolts</p> <p><b>8/30 7.0 hrs</b> 3.5- Launch Math Goal 1.5- CRT 5&amp;7, We the People 2- Launch Goal Setting</p> <p><b>8/31 7.0 hrs</b> 3.5- SIP/Grade Level Planning 3.5- Wonders Grade Level Planning</p>		<p><b>8/13</b> 12:00-3:30</p>	<p><b>8/21</b> Anita Archer Training <b>8/22</b> Wonders Training Day K-2 <b>8/23</b> Wonders Training Day 3-5</p>	
September	<p><b>9/20 1.0 hr</b> after school- CRT 5</p>	<p><b>9/6</b> <b>9/13</b> <b>9/20</b> CRT5 <b>9/27</b> BS, Ch1</p>	<p><b>9/11</b> BLT + <b>Deep Equity Cohorts 1,2,3</b> Develop CRT 5 PD for 9/20</p>		
October	<p><b>10/11 1.0 hr</b> after school- Learning Targets &amp; Success Criteria</p>	<p><b>10/4</b> <b>10/11</b> LT &amp; SC <b>10/18</b> <b>10/25</b> BS, Ch2</p>	<p><b>10/9</b> Finalize PD for 10/11  <b>10/18</b> BLT + <b>Deep Equity Cohorts 1,2,3</b> Plan for 11/1 PD</p>	<p><b>10/12</b> Wonders Training(K/2 Half day, 3/5 half day)</p>	
November	<p><b>11/1 1.0 hr</b> after school-CRT 7</p>	<p><b>11/1</b> CRT 7 <b>11/8</b> <b>11/29</b> CRT 5</p>	<p><b>11/13</b> Develop teacher self-assessment for CRT 5 &amp; 7</p>		
December	<p><b>12/13 1.0 hr</b> after school- Goal Setting &amp; Self-Assessment</p>	<p><b>12/6</b> <b>12/13</b> Goal Setting &amp; Self Assessment <b>12/20</b> Administer Self-assessment for CRT 5 &amp; 7</p>	<p><b>12/11</b> Finalize PD for 12/13 Finalize teacher self-assessment for CRT 5 &amp; 7</p>		
January	<p><b>1/24 1.0 hr</b> after school-Learning Targets &amp; Success Criteria</p>	<p><b>1/10</b> BS, Ch3 <b>1/17</b> <b>1/24</b> Learning Targets &amp; Success Criteria <b>1/31</b> BS, Ch4</p>	<p><b>1/8</b> Mid-year SIP Check In; Plan for 1/24 PD  <b>1/29</b> Plan for 2/7 PD</p>		

SIP Template

February	<p><b>2/7 1.0 hr</b> after school- Goal Setting &amp; Self Assessment</p> <p><b>2/28 1.0 hr</b> after school- CRT 7</p>	<p><b>2/7</b> Goal Setting &amp; Self Assessment</p> <p><b>2/14</b></p> <p><b>2/28</b> CRT 7</p>	<p><b>2/12 BLT + Deep Equity Cohorts 1,2,3</b></p> <p>Plan for 2/28 PD</p>		
March	<p><b>3/21 1.0 hr</b> after school- CRT 5</p>	<p><b>3/7</b> BS, Ch 5</p> <p><b>3/14</b></p> <p><b>3/21</b> CRT 5</p> <p><b>3/28</b></p>	<p><b>3/12 BLT + Deep Equity Cohorts 1,2,3</b></p> <p>Plan for CRT 5 PD on 3/21</p>	<p><b>3/11</b> Wonders Training (K/2 Half day, 3/5 half day)</p>	
April		<p><b>4/4</b></p> <p><b>4/18</b> BS, Ch 6</p> <p><b>4/25</b></p>	<p><b>4/16</b> Begin</p> <p>Plan for June 6</p>		
May		<p><b>5/2</b> BS, Ch 7</p> <p><b>5/9</b></p> <p><b>5/16</b></p> <p><b>5/23</b></p> <p><b>5/30</b></p>	<p><b>5/14</b> Continue</p> <p>Plan for June 6</p>	<p><b>5/6</b> Wonders Training (K/2 Half day, 3/5 half day)</p>	
June	<p><b>6/6 1.5 hrs</b> after school- Data Review Review, Reflect, Plan Year 2</p>	<p><b>6/6</b> Check in w/staff on Implementation</p> <p><b>6/13</b></p>	<p><b>6/11</b> Finalize Revisions for Year 2 and Complete new Planning and Implementation Calendar</p>		

**Budget – SWT- 4/LAP**

*Insert Budget Page here.*

