The Single Plan for Student Achievement

Pioneer Elementary School
School Name

16-63990-6010557
CDS Code

Date of this revision: January 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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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Pioneer Union Elementary School District
School District

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The District Governing Board approved this revision of the School Plan on February 18, 2015.

II. School Vision and Mission

Pioneer Union Elementary School District Mission
The Pioneer Union Elementary School District, in partnership with parents and the community, will build the foundation for student academic and social success by ensuring that all students receive rigorous instruction, support and intervention in an enriching environment.

Pioneer Union Elementary School District Vision
In order to challenge all students to learn, achieve and act with purpose and compassion, the Pioneer Union Elementary School District will develop and produce motivated, confident students who will:

1. Meet or exceed grade-level academic standards.
2. Become life-long learners.
3. Effectively communicate.
4. Become contributing citizens of the community.
5. Be prepared for a successful future.

Our Pioneer Elementary School vision is aligned with the District vision and mission.

Pioneer Elementary School will excel at creating an innovative nurturing learning environment where students, staff, and community are inspired to meet the challenges of our rigorous curriculum and work collaboratively to achieve success.

III. School Profile

Pioneer Union Elementary School District (PUESD) is the oldest school district in Kings County. It was approved as the first Charter District in California in January 1994. We have three campuses, Pioneer Elementary, Frontier Elementary, and Pioneer Middle School. The current enrollment of Pioneer Elementary School is 589 students. Our student population is 41% white, 44% Hispanic, 6% African American, 4% Asian, 2% Filipino, and 4% other. Pioneer Elementary School has established a shared vision that assures we will excel at creating an innovative nurturing learning environment where students, staff, and community are inspired to meet the challenges of our rigorous curriculum and work collaboratively to achieve success.

In order to achieve this vision, we offer a strong core academic program with current state textbooks that are Common Core Standards approved.Our curriculum is supported by high quality instruction. Our highly qualified teachers receive ongoing training to ensure knowledge of the standards, subject matter pedagogy, and strategies to engage all students in rigorous learning. We use both formative and summative assessments to inform teaching, monitor student progress, and to identify the needs of our students. A multi-tiered instructional intervention system is in place to provide the appropriate amount of support to each student. This system includes programs to meet the needs of special populations of students. Our Title I, Special Education, Section 504, English Learner, and Migrant programs are all critical parts of our intervention system. Additional strategic interventions are provided to students who are not achieving grade-level standards that includes differentiated small group instruction and after school intervention opportunities in the areas of Mathematics and English Language Arts.

A full range of technology tools are provided in every classroom to enhance instruction and prepare our students to learn in the 21st century environment. Teachers utilize a variety of technology for teaching lessons across content areas such as document cameras, Smart Board and DigiCore Lessons, Google Classroom, and iReady. Technology tools for students also ncludes one to one Chromebooks for students in grades fourth and fifth. These students participate in Google Classroom and incorporate technology across all curricular areas. All grades, kindergarten through fifth, also have opportunities weekly to attend computer lab for directed instruction. In primary classes, there are also computer stations, as well as, roving computer carts with class sets of computers for check out to do whole class instruction with technology.Moving forward in the fall of 2015, Pioneer will be providing one to one Chromebooks for third grade students.

Character education is another deeply embedded element of our curriculum. This includes a focus on the pillars of Citizenship, Caring, Responsibility, Fairness, Respect, and Trustworthiness.We have a monthly pillar focus. During each month's focus we highlight that pillar and educate students on what the pillar means and ways they can exhibit that pillar. We also have incentives that award students when they are demonstrating these character traits. We integrate a bully awareness and prevention program as an important part of our character education and highlight these programs with our positive behavior initiatives. This year we continue with our participation in PBIS, Positive Behavioral Interventions and Supports. This program helps to sustain our positive collaborative school culture and keep our staff and students focused on academic achievement. One focus of this program is to promote our school-wide expectations, PAWS, as a means to promote positive behaviors in both classroom and non-classroom settings. PAWS stands for Be Proud, Be Aware, Be Wise, and Be Safe. Student training for PBIS consists of a full training where students rotate around the campus to learn about how to put their best PAWS forward in non-classroom settings. In addition, there are follow up trimester assemblies and incentives when students show their "PAWS."

In addition to a strong academic and character building programs, Pioneer Elementary also focuses on health and the arts. Pioneer offers Physical Education, as well as, music, art, and band opportunities. Finally, Pioneer has many parent volunteers and an active Parent Teacher Club that has a high participation rate.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Throughout the school year, teachers and administrators collaborate and methodically analyze the academic performance of all student groups, and consider the effectiveness of key elements of our instructional program. Performance data is considered for both whole group and disaggregated by significant subgroups. As a result, areas in need of improvement are identified and a plan of action is developed. The plan is approved by the District Advisory Council and the School Site Council who discuss and review the information to make recommendations and provide input before adopting the Single School Plan for Student Achievement including the school goals, related actions, and expenditures.

Pioneer Union Elementary School District purchased the Illuminate student information system in 2013 and in 2014 began using the iReady program. We use these programs to assist us with organizing and analyzing student performance data to focus our curriculum and instruction. Ongoing training is provided to administrators, to all teachers, and select support staff on these two systems. We have early dismissal on Wednesdays to allow our teachers time to collaborate in their Professional Learning Communities. During that time, teachers utilize Illuminate information as a team analyzing reports, planning for student needs, and discussing the instructional program. We have adopted critical questions that help to focus our efforts: 1. What do we want our students to learn? 2. How will we know if each student has learned? 3. How will we respond when a student does not learn? and 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Current school-wide data shows that PES students continue to make academic progress in both English Language Arts and Mathematics. This year, in the first two trimesters, PES students showed gains in both ELA and Math on our district benchmark iReady assessments.

Data in the area of English Language Arts shows PES students in grade K-5 made academic gains, with 44% of kindergarten students meeting standards with a gain of 18%. In first grade, 44% of students met or exceeded grade level standards (gain of 29%). Second grade students had 39% of students at or above grade level (9% gain), and 54% of third grade students met benchmark (9%).Fourth grade students had 42% percent on grade level (15% gain), and fifth grade students had 54% of students at or above grade level (17% gain). When looking at the PES significant sub-group's scale scores, whites scored consistently higher than the Hispanic sub-group in reading in all grade levels. Hispanics scored posted the smallest gain of 18.4 points in reading. The socio-economically disadvantaged subgroup consistently scored lower than the non socio-economically challenged students in reading. English Language Learners posted the smallest gain of 18.7 in reading compared to the other EL sub-groups. *Refer to Winter 2014 Report Card attachment.

Data in the area of mathematics shows us that between trimester 1 and trimester 2 that kinder students made a gain of 17% (29% at or above), first graders made a gain of 16% (31% at or above), second grade students made a gain of 14% (17% at or above) , third grade students made a 5% gain (21% at or above), followed by fourth grade students with a gain of 26% (52% at or above), and finally in fifth grade with a gain of 24% (55% at or above). PES significant subgroups also made progress. Specifically, White students consistently outperformed the Hispanic subgroup in all grade level areas in mathematics. The socio-economically disadvantaged subgroup consistently scored lower than the non socio-economically challenged students in math. The English Language Learners sub-group improved in math during trimester two with a gain of 14.8 points to their scare scores.*Refer to Winter 2014 Report Card attachment.*

2014 School-wide Benchmark Data Trimester 1 and Trimester 2 Comparison: English Language Arts

% at or above grade level	Trimester 1	Trimester 2
Kinder	26%	44%
First	15%	44%
Second	30%	39%
Third	45%	54%
Fourth	27%	42%
Fifth	37%	54%

2014 School-wide Benchmark Data Trimester 1 and Trimester 2 Comparison: Mathematics

% at or above grade level	Trimester 1	Trimester 2
Kinder	17%	29%
First	15%	31%
Second	3%	17%
Third	16%	21%
Fourth	26%	52%
Fifth	31%	55%

Professional development in technology is provided continually throughout the school year. We cover the Illuminate program, iReady, Google Classroom, as well as effective use of the many technology tools in the classroom such as: document cameras, projectors, student response devices, mimios, wireless tablets, and the use of online supplemental programs. These technology resources help to enhance our core instructional programs in science, social studies, English language arts, and mathematics. Our teachers are also continuing to participate in training on the Common Core State Standards with instructional strategies.

In 2012-2013, our school met all growth targets for API (Academic Performance Index) and earned a score of 900. We met 17 of the 17 AYP (Annual Yearly Progress) criteria. During the 2012-2013 school year we concentrated our efforts and added an after school support program for those struggling students as well as focused on our subgroups (English Learners, Hispanics, and Socio-economically Disadvantaged) We were happy to celebrate a great increase in our 2013 accountability progress. Our 2012-2013 growth was 32 points. During the 2013-2014 school year, Pioneer participated in the new state-wide Common Core Assessment called the SBAC. It was a pilot year. Hence, there were no performance results provided to individuals students or to school sites. In 2014-2015, we will be participating again in the SBAC and results will be provided to the site levels and families. In the Spring of 2014, Pioneer Elementary was awarded the California Distinguished Schools Award.

In addition to academics, attendance is a key factor that contributes to student success academically. Pioneer Elementary has consistently met all attendance goals and the benchmark of 97% attendance rate.

**Refer to attached Data Documents for school-wide benchmark iReady Data for ELA and Math, as well as, the Pioneer Elementary School Winter 2014 Report Card.

B. Analysis of Current Instructional Program (See Appendix B)
Administration, teachers, and other staff carefully study the results of District Benchmark i-Ready Diagnostic Assessments and mini iReady assessments, Fountas & Pinnell reading levels, STAR Reading Program, curriculum based measures, and in class formative and summative assessments as a means to progress monitor data. The data is then used in our Professional Learning Communities to inform teachers and the principal on student placement, support services, progress, response to interventions, and the effectiveness of instruction. This data is also used for our staff to make decisions regarding pacing and the need and use of supplemental programs. This year we will also participate in the pilot Smarter Balanced assessment.

V. Description of Barriers and Related School Goals

Pioneer's demographic changes has presented barriers to overcome as we continue to ensure our students are achieving. We have an increasing number of students whose families are struggling to make ends meet. Many of those families find it difficult to focus on providing homework support and basic skills practice to their children. The parents of our English Learner students often have limited English skills and therefore need additional support in assisting their children with being successful in school. Our special education student population has increased and we continue to be challenged with meeting the varied needs of those special learners. Additionally, our caseloads and class sizes continue to be larger as we take advantage of class size reduction flexibility during the fiscal crisis. These class sizes require teachers and staff to distribute their limited resources, time, and attention to more students and families. We are providing on-going training and support to our teachers as we are fully implementing the new California Common Core State Standards. This has been a significant change for our staff. Last, we continue to be challenged by the high targets for our school to meet state and federal growth targets.

VI. Planned Improvements in Student Performance

SCHOOL GOAL #1
(Based on conclusions from Analysis of Program Components and Student Data pages)
The percentage of all students school-wide performing at a proficient level in **_English Language Arts_** will increase by June 2015 as measured by district benchmark assessments, curriculum based measures, and SBAC test results.

Student groups and grade levels to participate in this goal:

ALL students with a focus on socioeconomically disadvantaged, Title I, students with disabilities, English learner, and Hispanic students (sub-groups and significant sub-groups).

Anticipated annual performance growth for each group:

This year, we were unable to make comparisons to state testing data due to the change in the State Testing and performance program. Our students participated in the SBAC Pilot Test in 2014. No results were provided to schools or individual students in the 2014 SBAC Pilot Testing. In Spring 2015, all students in 3rd-5th grades will be participating in the SBAC test. Thus, results will be provided this year to schools and students. Performance growth this year will be based on local measures and SBAC Results..

Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**
SBAC State Test Assessment Data, District iReady benchmark data, CELDT scores, and curriculum based measures. Disaggregation of data from these assessments by group and individual.	SBAC State Test data, District iReady benchmark data, CELDT scores, and grade level/group reports.

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Professional development, instructional aides training, training for administrators, new teacher trainings (BTSA), and parent trainings. Pioneer Elementary School will continue providing training and guidance to teachers and staff for our core instructional programs, use of technology tools, and supplementary programs. All teachers will participate in additional training and collaboration throughout this school year to plan for implementation of the Common Core State Standards. Trainings have included training in illuminate, iReady, Title 1 Consultant and Coach for Reading Instruction, TCOE trainings, and FCOE consultant for Google Classroom. Further release time to observe colleagues instructional practices and in-class coaching was provided to meet the individual needs of teachers along side weekly collaboration meetings in grade level teams.	August 2014 - June 2015	Professional development opportunities and coaching for teachers will include work on the use of data, technology tools, and Common Core Standards. Parents will be provided with training opportunities at Title I meetings, site School Site Council, English language advisory committee meetings, and on an individual basis by classroom teachers.		District/school funds, Trainings funded by SELPA, CA Diagnostic Center, and our Region VII Regional System of District and School Support. Program specific training will be included with the purchase of our Standards Plus Program.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Implementation of core instructional program with additional time and materials allotted for support programs including, Title I, deployment delivery model - small group explicit targeted instruction - supported by instructional aides, iReady, Standards Plus, and other supplementary programs such as Education City to meet the needs of our strategic and intensive learners. An after school support program using iReady Program (lessons) will be provided for our identified academically at risk students who are not performing at a proficient level in reading language arts and mathematics.	August 2014 - June 2015	Common Core Standards trainings,Title I instructor and aides, Instructional aides, Migrant and English Learner Instructor, iReady Diagnostic Testing, Education City, Technology equipment, and Accelerated Reader.		School block and other grants,Migrant funds,EL funds,Donations, Sharing of in-house expertise
On going progress monitoring and assessment using iReady Program Benchmarks, curriculum based measures to inform instruction, monitor student progress, and prescribe support.	August 2014 - June 2015	State Testing and Reporting Program (SBAC), District iReady benchmarks, Curriculum Based Assessments, CELDT		General funds, Title I funds, Migrant funds, English Learner funds, Lottery

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Purchase of supplemental instructional materials and programs to support the multi-tiered intervention system.	August 2014 - June 2015	Instructional materials including but not limited to: technology equipment and programs, Renaissance Enhanced Program (home connect), Rewards, Education City, Standards Plus, Accelerated Reader, iReady, ESGI (Kinder), Reading Eggs, Star Reading, and others.		School block grant funds, instructional materials funds, donations, grants
Technology tools, resources, and implementation to assist with student instruction and engagement and also to utilize for providing timely data to teachers to monitor student progress, identify student needs, inform instruction, and determine effectiveness of instructional practices (i.e., Google Classroom, Chromebooks, iReady)	August 2014 - June 2015	Progress monitoring through iReady, teaching tools, technology programs and equipment		School block grant, donations

SCHOOL GOAL #1					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Improve student and staff attendance to maximize the benefit of our instructional program.	August 2014 - June 2015	Participation in the local SARB (School Attendance and Review Board); School-wide Incentive Program		School block grant funds and donations
Migrant Program to provide additional instructional support and services to students who qualify for migrant services.	August 2014 - June 2015	Migrant support programs		Federal Migrant funds
English Learner Program to provide additional support and services to students learning English as their second language.	August 2014 - June 2015	ELL Program; EL Instructor		District General Fund

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Title I Program to provide supplemental support to students in reading for identified students.	August 2014 - June 2015	Title I Program including an instructor, aides, and materials Fountas & Pinnel Reading Intervention Program		Title I funds
Afterschool support in the area of Mathematics with iReady Program.	January 2015- May 2015	Instructional Aides		Hourly Program

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages)

The percentage of all students school-wide performing at a proficient level in **_Mathematics_**will increase by June 2015 as measured by district benchmark assessments, curriculum based measures, and SBAC test results.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
ALL students school-wide with a focus on socioeconomically disadvantaged, students with disabilities, English learner, and Hispanic students (sub-groups and significant sub-groups).	This year, we were unable to make comparisons to state testing data due to the change in the State Testing and performance program. Our students participated in the SBAC Pilot Test in 2014. No results were provided to schools or individual students in the 2014 SBAC Pilot Testing. This Spring 2015 all students in 3rd- 5th grades will be participating in the SBAC test. Thus, results will be provided this year to schools and students. Performance growth this year will be based on local measures and the SBAC results.

Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:
SBAC State Test data, District iReady benchmarks, curriculum based measures, and teacher assessments.	SBAC State Test scores, District IReady benchmarks, Curriculum based measures, classroom assessment scores.

SCHOOL GOAL #2					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**	
Full implementation of our core mathematics program (Georgia Math Units and Supplemental Math Resources) with interventions designed to meet the needs of our strategic, intensive, and English language learners.	August 2014 - June 2015	No new expenses		no new expenses	
We will Continue to support our Rocket Math and Xtra Math programs to provide resources for all students to practice their foundational math skills and build their fluency with math facts.	August 2014 - June 2015	Copies of practice pages and tests		School discretionary funds	

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Professional development for Teachers, Administrators, and Instructional Aides - training and collaboration. Training by FCOE Consultant in Google Classroom, Training for Illuminate, and Training in iReady Program was provided for PES Staff. Further classroom coaching and release time to observe colleagues' instructional practices and curriculum implementation for teachers with individual needs was provided. New teachers participated in BTSA and received coaching by their mentors and attended professional development sessions through TCOE. Further, teachers meet weekly for collaboration time with their grade level team.	August 2014 - June 2015	Professional Development Funds		District General Fund, School Discretionary Funds
Technology tools such as projectors, speakers, response devices, mimios, and document cameras. Train students in the use of our online resources such as iReady and Google Classroom.	August 2014 - June 2015	Repair/replacement expenses		District general fund
Title I Program to provide supplemental support to students in reading for identified students.	August 2014 - June 2015	Instructors, Aides, and materials		Title 1 Funds

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Increase student and staff attendance rate to maximize instructional opportunities for all students.	August 2014 - June 2015	Kings County School Attendance Review Board (SARB); School-wide Incentives		School block grant funds and donations
On going progress monitoring and assessment using District iReady Benchmarks and curriculum based measures to plan for instruction, identify the needs of students, and prescribe support.	August 2014 - June 2015	Benchmark Assessments		General fund
Afterschool support in the area of English Language Arts with iReady Program.	January 2015- May 2015	Instructional Aides		Hourly Programs

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3
(Based on conclusions from Analysis of Program Components and Student Data pages)
The total number of disciplinary referrals school-wide will be within national benchmark standards of an average of less than .5 referrals per day per 100 students for the year as measured by disciplinary data in our AERIES student information system in June 2015. Reducing the number of discipline referrals will ensure that all students are educated in a safe, bully-free, and caring environment so that students are academically focused. PES will continue to implement the PBIS program with staff and students fully involved in the development of a positive school culture with school-wide expectations, opportunities for student leadership, and structured activities for students throughout the school day. The goal at PES is to create a positive, encouraging atmosphere among students, staff, and families.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All students.	The total number of disciplinary referrals school-wide will be within the national average of .5 referrals per day per 100 students for the year as measured by disciplinary data in our AERIES student information system in June 2015.

Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:
Review of disciplinary data, parent surveys, teacher and student interviews.	Data will be collected from AERIES system.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
• Implementation of Character Counts program including bully awareness and education program. • Character traits will continue to be infused in referral forms, including the positive character form. • Character lane flag • PBIS (Positive Behavior Intervention Supports) & Character assemblies • School-wide PBIS Program Implementation ("PAWS"- Be Proud, Be Aware, Be Wise, Be Safe) • PBIS Committee • Pride Ticket program • School-wide Classroom Clip Charts • Panther Pride Rallies • Student Council • Panther Pal Helpers • Panther Store for 1st-2nd Grades • Treasure Boxes for Kinder • Panther Pride Trips for 3rd-5th Grades • End of the Year Awards • Upper grade lunch time structured activities (intramural sports) • Regularly review Behavior Data with Office Staff and Faculty to identify what behavior incidents are being reported and repeated in effort to determine necessary trainings needed for students.	August 2014 - June 2015	Character Lane flag replacement, printed forms and pride tickets, rally and PBIS prizes, clip charts, PBIS Banners around identified areas across campus		PEPTC donations, school discretionary funds

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Information and trainings to students, staff, and parents on PBIS & Character Counts. Information will be provided through the School bulletin, website, PEPTC meetings, School Site Council meetings, District Parent Advisory meetings, ELAC and migrant parent meetings	August 2014 - June 2015			School donation funds, PEPTC donations
Student Council Program, cross-age reading and tutor buddies, Panther Pals, Intramural Sports, Lunch Programs, and Student Council Advisers	August 2014 - June 2015			No special funding needed
Student incentive programs such as Panther Pride, Student Store, Pride tickets, and Treasure Box to increase student motivation and encourage every student to put forth their best effort.	August 2013 - June 2014	Panther Pride activities, Student Store items, Treasure Box		PEPTC donations, School site funds
Monthly PBIS Committee Team Meetings. PBIS Committee will provide Agendas and Minutes.	September 2014- June 2015			No Special Funding

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 **(Based on conclusions from Analysis of Program Components and Student Data pages)** Parent Involvement correlates with increased student achievement. Parents will participate in regular two-way, meaningful communication involving student academic learning and other school activities.

Student groups and grade levels to participate in this goal: ALL Students in grades TK/K to 5th Grade.	Anticipated annual performance growth for each group: Increased parent participation during Parent Conferences, School-wide Events, and increased numbers of regular Parent Volunteers as measured by office logs, the number of Parent Volunteer Applications, and Event Sign-in Sheets.
Means of evaluating progress toward this goal: *Review of Office Sign-in Logs (parent volunteers) * Review Annual Parent Conference Sign-in Sheets * Review Event Sign-in Sheets * Review the number of Parent Volunteer Applications and School Board Approvals * Review of Annual Parent Survey Results (feedback) * Review Sign-in Sheets and Parent input at School Site Council Meetings * Review the Parent Information Sent Home (fliers) and the number of Automated Phone Calls placed.	**Group data to be collected to measure academic gains:** Parent Involvement directly correlates with student achievement. So, if we can track Parent Involvement, student achievement and the potential to close the achievement gap should increase. We collected data on Parent Involvement by: * Review of Office Sign-in Logs (parent volunteers) * Review Annual Parent Conference Sign-in Sheets * Review Event Sign-in Sheets * Review the number of Parent Volunteer Applications and School Board Approvals * Review of Annual Parent Survey Results (feedback) * Review Sign-in Sheets and Parent input at School Site Council Meetings * Review Parent Information Sent home (fliers) and Review the number of Automated Announcements Placed.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
School Site Council met on regularly scheduled meetings to review student achievement data (district benchmarks, state assessment data, and CELDT data), the School Achievement Plan, and parents will give input into the yearly school goals.	August 2014- June 2015	Fliers sent home		General Funding
Annual Parent Teacher Conferences: Teachers meet with parents annually and through out the year to discuss individual student data, student progress and concerns.	October 2014	Fliers sent home		General Funding
Parents signed in at school-wide events such as Back to School Night, Donuts with Dad, Muffins with Mom, Grandparent's/Parent's Day, Movie Nights, Band Concerts, Winter Play, and other school activities.	August 2014-June 2015	Fliers sent home.		General Funding

SCHOOL GOAL #4

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Regular Automated Announcements go out to all families to keep them informed of school-wide Parent Involvement opportunities.	August 2014-June 2015	None		None
Parent Volunteer Applications are reviewed and counted in order to see if we have increased number of parents applying annually at Pioneer and approved by the School Board.	August 2014- June 2015	Printing of Volunteer Packets		General Funding
Annual Parent Surveys are reviewed for feedback in order to make school-wide improvements, and the number of participants are counted.	Spring 2015	Printing of Parent Surveys		General Funding

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5
(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	388	361		194	175		20	20		18	17	
Growth API	867	900		895	907		744	861		928	951	
Base API	875	868		891	896		853	744		945	928	
Target	A	A		A	A							
Growth	-8	32		4	11							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	135	130		43	27		113	129		23	24	
Growth API	837	889		810	861		810	857		588	766	
Base API	838	839		801	813		815	812		759	588	
Target	A	A					A	A				
Growth	-1	50					-5	45				
Met Target	Yes	Yes					Yes	Yes				

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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						
Number Met						
Percent Met						
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	100		98	100		90	100		95	100	
Number At or Above Proficient	266	276		149	141		11	15		15	15	
Percent At or Above Proficient	70.0	76.5		78.0	80.6		61.1	75.0		88.2	88.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	No	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		98	100		98	100		71	100	
Number At or Above Proficient	77	89		25	16		60	85		5	14	
Percent At or Above Proficient	57.9	68.5		59.5	59.3		54.1	65.9		31.2	58.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	No	Yes		--	--		Yes	Yes		--	--	

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		95	100		95	100	
Number At or Above Proficient	296	304		159	150		11	13		16	15	
Percent At or Above Proficient	76.9	84.2		82.0	85.7		57.9	65.0		94.1	88.2	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		99	100		92	100	
Number At or Above Proficient	95	112		23	23		73	103		8	14	
Percent At or Above Proficient	70.9	86.2		53.5	85.2		64.6	79.8		38.1	58.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		--	--		Yes	Yes		--	--	

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14											Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning			
	#	%	#	%	#	%	#	%	#	%		#
1	3	33	3	33	1	11			2	22		9
2			4	44	3	33	2	22				9
4	1	13	5	63	1	13			1	13		8
Total	4	13	13	42	8	26	2	6	4	13		31

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was 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 (NCLB)

Administration, teachers, and other staff carefully study the results of District Benchmarks Assessments, i-Ready diagnostic assessments, Fountas & Pinnell reading levels, STAR Reading Program, curriculum based measures, and in class formative and summative assessments as a means to progress monitor data. The data is then used in our Professional Learning Communities to inform teachers and the principal on student placement, support services, progress, response to interventions, and the effectiveness of instruction. This data is also used for our staff to make decisions regarding pacing and the need and use of supplemental programs. This year we will also participate in the Smarter Balanced assessment.

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

Pioneer administration and staff study and use data from iReady progress monitoring, District iReady Diagnostic Benchmarks, classroom assessments, and classroom curriculum embedded measures to plan for instruction, support, and reteaching.

Subject matter in each grade level in all core subjects has been aligned with the Common Core State Standards. Teachers at each grade level meet in professional learning communities weekly to discuss curricular issues and work together to design instructional activities and lessons. They also analyze all assessment data and other informal teacher driven measures. Regular instruction includes art, physical education, handwriting, computers and technology in addition to core academics. Teachers study grade level standards and have created instructional pacing charts to insure the coverage of all standards. Site administration meets together with district staff several times a month to provide

communication and collaboration over the spectrum of curricular issues in grades K-5 and to ensure fidelity at both campuses. All K-5 teachers have received introductory training for the California Common Core State Standards and are addressing those standards using collaborative learning strategies into their program. All teachers are participated in additional professional development this school year on iReady, Illuminate, Google Classroom, and Title 1 Consultant for Reading Instruction coaching.

Staffing and Professional Development

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

All Pioneer Elementary School staff currently meet the standards of being highly qualified.

4.   Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Pioneer Elementary School's principal has participated in several training opportunities for Common Core State Standards, the integration of technology in teaching, and the use of our adopted curricular programs. Administration has also participated in professional development on Response to Intervention, Instructional Rounds, Professional Learning Communities, and various research based programs, methods, and strategies.

5.   Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All Pioneer Elementary School Teachers are properly credentialed and have participated in trainings on our adopted English Language Arts, mathematics, and other core curriculum.

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

Staff development is directly aligned to the core curriculum adoptions and District goals. Teachers provide input through feedback from their professional learning communities and the District Curriculum Council.

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

Pioneer Elementary School teachers participate in and receive professional development provided by the District, Kings County Office of Education, SELPA, TCOE, FCOE, and various other entities. On staff 'experts' share their expertise on District professional development days, grade level collaboration days, through curriculum council, and in their Professional Learning Communities. Occasionally, experts from the field are brought in to provide additional coaching, guidance, and training to teachers.

8. Teacher collaboration by grade level (EPC)

Pioneer Elementary School teachers have built strong Professional Learning Communities. Pioneer Elementary School teachers are provided with at least two Wednesday afternoons per month to work together collaboratively in planning instruction, examining data, and developing curricular materials and activities. These opportunities are provided through early dismissal days. The remaining two Wednesday afternoons are used to provide professional development to teachers, examine student performance data, review research based strategies and programs, and to participate in other valuable activities.

All training and curriculum development at Pioneer Union Elementary School District revolves around the California Common Core Standards, teaching strategies and techniques, the use of technology, culture building activities, and positive behavioral interventions.

 Training topics and activities are determined through a collaborative effort of all teaching staff. Training needs are identified based upon assessment results, discussions with staff, the district curriculum council, District Focus Goals, and the school site plan.

 Our new teachers participate in the BTSA Teacher Induction Program. It offers additional support and assistance to newly credentialed teachers. Pioneer Elementary School's support staff receive job-related training from the Kings County Office Education, department supervisors, outside vendors, and qualified district personnel.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Curriculum at Pioneer Elementary School is carefully articulated with the California Common Core State Standards. We have developed an extensive roll out plan to train, develop, and transition to the Common Core Standards. On going calibration and collaboration with our other schools in the District as well as across grade levels provides for a smooth and

seamless transition from one grade to the next and from elementary to middle school.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

A well thought out school schedule insures that all content areas are well developed and instructional minutes are sufficient to deliver quality instruction to our students.

11. Lesson pacing schedule (EPC)

Pioneer Union Elementary School District has clearly developed pacing schedules in all core instructional areas. We work throughout the year to keep them updated and accurate. Data is studied to ensure that additional instructional time is dedicated to areas where students are struggling.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All staff and students are provided with appropriate and up to date standards based instructional materials.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All core instructional materials have been approved by the California State Board of Education.

All teachers at Pioneer Elementary School are fully credentialed and meet the requirements of being 'highly qualified". The school maintains a culture of a professional learning community. The teachers analyze assessment data regularly for their own classrooms, their grade levels, and the school at large. They write annual goals as they relate to the California State Standards for Teaching. They are evaluated based on those standards and the goals they put in place with administration at the beginning of each school year.

Opportunity and Equal Educational Access

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

Our core instructional programs include effective support components and are available for teachers to use in supporting struggling students with strategic and intensive needs. In addition, we have high quality special education, English Learner, Migrant, Section 504, and Title I programs to provide support to students who qualify for those programs.

15. Research-based educational practices to raise student achievement at this school (NCLB)

All of our core instructional programs are research based proven programs. All students are progress monitored using iReady Program and other curriculum based measures and teacher assessments.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Specialized Title I instructor and Title I Instructional Aides provide support to students who qualify for our Title I program. These services are delivered at a variety of times throughout the school day. The support is customized for individual students depending on their needs. Our District Director of Learning Support Services oversees the program in collaboration with site administration. She holds information parent meetings and provides guidance and ongoing training to our Title I staff.

17. Transition from preschool to kindergarten (Title I SWP)

Special Education staff work with preschool staff to provide for a smooth and seamless transition from preschool into kindergarten for students who receive special education support and services. General education preschool students benefit from experiences in our Pioneer Preschool that help them to be well prepared for kindergarten. In addition, our kindergarten staff provides an annual orientation for parents of preschool students who will be entering kindergarten. They provide resources and information to parents on how to help their children have a successful transition into kindergarten and how to prepare them for the initial academic and social experiences.

Involvement

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

Under achieving students are carefully monitored and supported by their classroom teacher with assistance of school administration, instructors, instructional aides, and support programs.

19. Strategies to increase parental involvement (Title I SWP)

Title I parent meetings are held to provide information and guidance to parents on how to help their children at home. Information is also provided on the types of support services, curriculum, and programs available to Title I students. Additionally, parents are invited to make an appointment with the classroom teacher or other staff at any time during the school year to address and discuss concerns. Our Parent Teacher Club (PEPTC) organizes many events and activities throughout the year to encourage parent involvement on campus. Parents feel comfortable on our campus and many choose to volunteer in classrooms to support our instructional programs. Our School Site Council provides further guidance and insight on school programs. They serve a critical role in providing opportunity for parents to participate in school decision making. We also have parent representation on our District Parent Advisory Council, English Language Advisory Council, Migrant Parent Committee, and the District Wellness Committee.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Our District Governing Board School Site Council, and the Pioneer School Site Council are involved in reviewing school programs and plans.

Family involvement is a critical part of the Pioneer community. In the district charter, parent involvement is listed as one of the four pillars of the charter. Parents sign a contract that they will provide at least 2 hours of volunteer time to the school during each year. They fulfill that obligation in a variety of ways. Some examples are: serving on our School Site Council, District Parent Advisory Council, English Language Advisory Committee, Title I Parent meetings, Pioneer Elementary Parent Teacher Club, Family fun nights, Volunteering in classrooms, Chaperoning field trips, serving on our District, and participating in our Migrant Program Parent meetings.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Title I targeted assistance in English Language Arts and Mathematics for students in first through fifth grade are provided. In addition, PES has an after school program that provides iReady Lessons in Mathematics and English Language Arts for identified students who are struggling academically.

22. Fiscal support (EPC)

Funding for under-performing students is provided. Title I monies support the Title I instructor and Title I instructional aides who serve all Title I students and support teachers as they provide universal access to curriculum for all students. Title III monies support English Learners and Migrant students through the training and use of instructional aides and purchase of instructional materials.

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
[ ] California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	$
[ ] Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	$
[ ] Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$
[ ] Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	$
[ ] Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$
[ ] Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	$
[ ] Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$
[ ] School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	$
[ ] School Safety and Violence Prevention Act Purpose: Increase school safety.	$
[ ] Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	$
[X] List and Describe Other State or Local funds (e.g., Gifted and Talented Education): **State:** General- $832,560.00, Block Grant- $78,960.23, Prop 20 $22,865.55, Lottery $90,531.37, SPED $107,163.49, EL -$11,242.67, Art & Music- 2,622.10, LCFF SUPP- $163,734.56, EPA-	$3,107,416.10
Total amount of state categorical funds allocated to this school	$3,107,416.10

Federal Programs under No Child Left Behind (NCLB)	Allocation
[ ] Title I, Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	$
[ ] Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
[ ] Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
[X] Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$138,600.16
[ ] Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	$
[X] Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$24,655.00
[ ] Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
[ ] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$
[ ] Title IV, Part A: Safe And Drug-Free Schools And Communities Purpose: Support Learning Environments That Promote Academic Achievement. This program is no longer funded begginning with the 2010-11 school-year.	$
[ ] Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
[ ] Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	$
[X] Other Federal Funds (list and describe* OTHER Federal Funding: SPED- $24,649.00 Federal Funding Included Above: Title II- Teacher Quality $24,655.00,Title I- $138,600.16	$24,649.00
Total amount of federal categorical funds allocated to this school	$187,904.16

Total amount of state and federal categorical funds allocated to this school	**$3,259,620.39**

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2013-14 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	0			
Carryover	0			
Indirect Costs				
Direct Costs				
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2013-14 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	**Director of Special Programs:** Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	**Curriculum Specialist:** Provides support/staff development/modeling for new teachers, resource teachers.				
2422	**Secretarial:** Processes and maintains records, originates purchase orders, provides clerical support				
2442	**Technician:** Provides network support for language arts intervention programs				
2452	**Program Analyst**: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	**Warehouse Assistant:** Assists in district-wide book vendor fair, processes and orders library materials.				
2932	**Community Liaison:** Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	**Employee Benefits:** Certificate and classified benefits				
4000	**Supplies:** Programming curriculum materials, office supplies, computer software				
5000	**Conferences, Mileage:** Reimbursement for professional development, program in-services/conferences, mileage, printing				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Pioneer Elementary School)

The school site council (SSC) recommends this school plan and proposed expenditures 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
[ ] English Learner Advisory Committee	_____ Signature
[ ] Special Education Advisory Committee	_____ Signature
[ ] Gifted and Talented Education Program Advisory Committee	_____ Signature
[X] 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): PES School Site Council Vice-Chairperson	_____ 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: 2-23-15

Attested:

Sharon Cronk
_____
Typed Name of School Principal   Signature of School Principal   Date

Lupita Fields
_____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Pioneer Union Elementary School District Student Pledge:
The student shall carry out the following responsibilities:
· Complete all work to the best of my ability.
· Model the 6 pillars of Character every day!
· Show respect to my parents, school staff, fellow students, and my community.
· Diligently pursue my studies at school and home.
· Respect school property and the property of others.
· Follow school rules and the dress code.
· Always do my BEST!

Parents Pledge:

Pioneer Union Elementary School District Parent Pledge:
The parent as partner in their child's education shall carry out the following responsibilities:
· Supervise and assist in the completion of homework assignments.
· Support and reinforce the school's conduct and dress code.
· Check and read all information sent home.
· Communicate promptly with the school regarding concerns about my child's performance, instruction, attendance and behavior.
· Regularly attend, volunteer, and support school events including Back-to-School-Night, parent/teacher conferences, parent club meetings, and school programs.
· Ensure that my child attends school daily, on time, and with all the tools necessary for learning.

Staff Pledge:

Pioneer Union Elementary School District Teacher Pledge:
 The classroom teacher shall carry out the following responsibilities:
· Provide periodic reports on student progress.
· Consult with parents concerning student performance and behavior.
· Respond promptly to parent communications.
· Provide a rigorous, standards-based curriculum.
· Provide a warm, safe and secure learning environment with high expectations for all students.
· Encourage parent participation in school activities and provide opportunities for parents to volunteer at school and in the classroom.

Appendix G - School Site Council Membership: Pioneer Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sharon Cronk	[X]	[ ]	[ ]	[ ]	[ ]
Robyn DeHart	[ ]	[X]	[ ]	[ ]	[ ]
Darleen Herman	[ ]	[X]	[ ]	[ ]	[ ]
Gail Partin	[ ]	[X]	[ ]	[ ]	[ ]
Antoinette Draxler	[ ]	[ ]	[X]	[ ]	[ ]
Sam Rodriguez	[ ]	[ ]	[ ]	[X]	[ ]
Lupita Fields, Chairperson	[ ]	[ ]	[ ]	[X]	[ ]
Larry Davis, Vice Chairperson	[ ]	[ ]	[ ]	[X]	[ ]
Alyssa Barcelos	[ ]	[ ]	[ ]	[X]	[ ]
Leslie Lafferty	[ ]	[ ]	[ ]	[X]	[ ]
Cruz Castellon,ELAC Rep	[ ]	[ ]	[ ]	[X]	[ ]
Paul DeLaTorre, Assistant Principal	[ ]	[ ]	[ ]	[X]	[ ]
	[ ]	[ ]	[X]	[ ]	[ ]
Numbers of members of each category	**1**	**3**	**1**	**5**	**0**

(43) 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.

Pioneer Union Elementary School District

Pioneer Elementary Report Card for Winter 2014-15

This report provides a descriptive overview of the student population, academic performance, and attendance. Student population data includes grade levels, gender, ethnicity, new and returning student enrollments ,socio-economic status (SES), English language acquisition status (ELAS), special education (SPED) participation, transitional kindergarten (TK) enrollment, and intervention program participation. Academic performance data includes i-Ready diagnostic results. Attendance data includes number of days enrolled, number of days attended, number of unexcused absences, and attendance rates.

Student Population (as of 12/13)

589 Students

1 Figure = 100 Students

Student Population by Grade Level

Grade	Number of Students
K	105
1	92
2	101
3	103
4	89
5	99
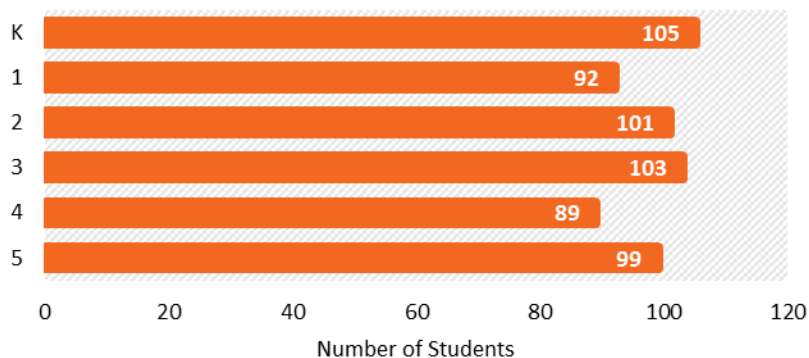
Of 589 students, 17.8% are in kindergarten, 15.6% are in grade 1, 17.1% are in grade 2, 17.5% are in grade 3, 15.1% are in grade 4, 16.8% are in grade 5."

Gender and Ethnicity Compositions

Male 54%

Female 46%

Ethnicity	Percent
Hispanic	44%
White	41%
Black/African A.	6%
Asian	4%
Filipino	2%
Mixed Race	2%
Pacific Islander	1%
Alaskan/Nativ...	1%
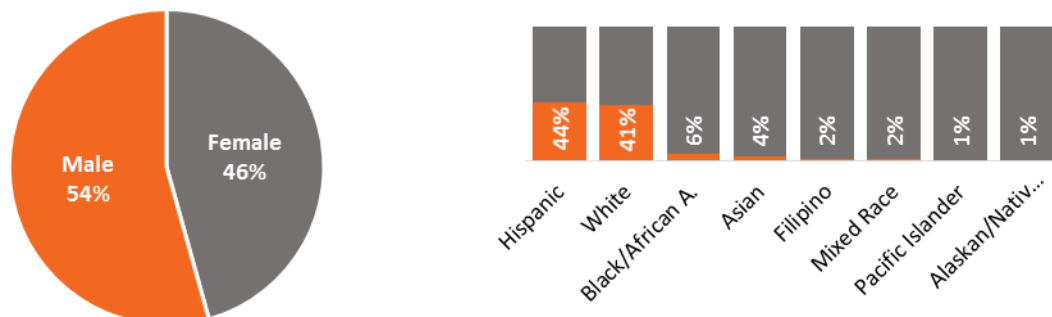
Three hundred and twenty students are male and 269 are female. The majority of the student population is made up of Hispanic and white students (85%).

New and Returning Students

New Students 26%	Returning Students 74%

One hundred and fifty three students or 26% are new students at Pioneer elementary school (PES) and 436 students or 74% are returning students. Of the 153 new students, 63 or 41% are non-kindergarten.

Student Population by Sub-Group

Sub-Group	Percentage
SED	39.0%
Title I	21.2%
EL	8.8%
SPED	5.6%
TK	3.7%
RFEP	1.7%
Migrant	1.2%
Foster	0.8%
504	0.7%
Homeless	0.2%
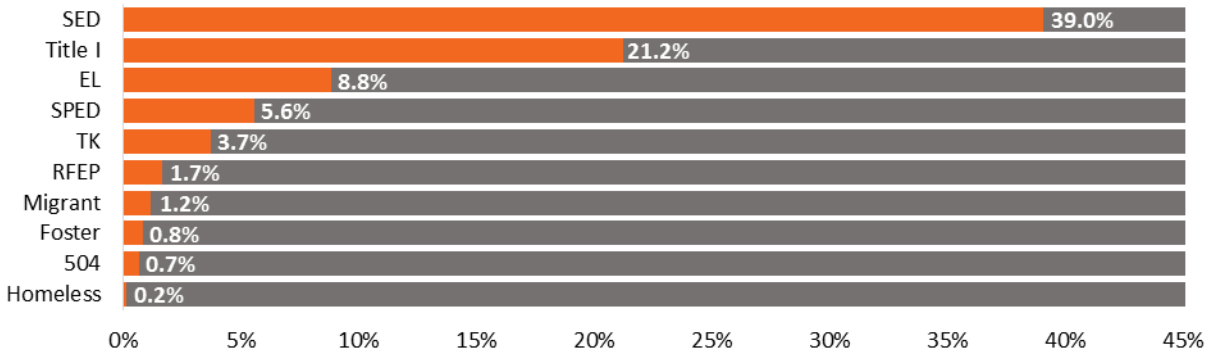
Of 589 students at PES, 230 students or 39.0% are socio-economically disadvantaged (SED), 125 students or 21.2% are Title I, 52 students or 8.8% are English learners (EL), 33 students or 5.6% are receiving special education (SPED), 22 students or 3.7% are enrolled in transitional kindergarten (TK), 10 students or 1.7% are reclassified fluent English proficient (RFEP), 7 students or 1.2% are participating in the migrant program, 5 students or 0.8% are in the foster program, 4 students or 0.7% are participating in the 504 accommodation program, and 1 student or 0.2% is in the homeless program. The SED count also includes students whose parents did not receive high school diplomas.

Long-Term English Learners – (5 or More Years without Reclassification)

4 Long-Term EL

1 Figure = 1 Student
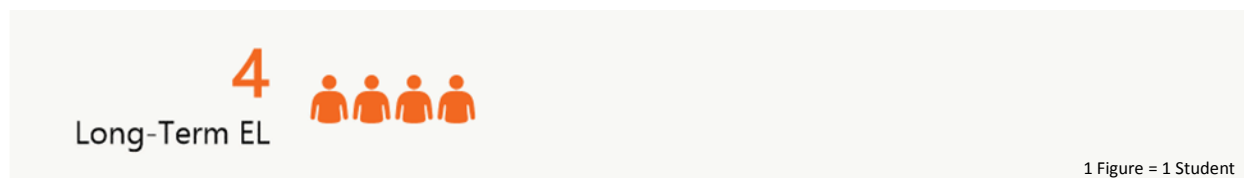
As of December 13th, there are 4 long-term English learners at PES. These students have not been reclassified in 5 or more years. Of the 4 students, no one has attended PES for less than 3 years.

Of the 4 long-term English learners, all 4 students are in grade 5.

Potential Long-Term English Learners – (3-4 Years without Reclassification)

15
Potential Long-Term EL

As of December 13th, there are 15 potential long-term English learners at PES. These students have not been reclassified in 3-4 years. Specifically, 11 students have not been reclassified in 3 years and 4 students have not been reclassified in 4 years. Of the 15 students, 2 have attended PES for less than 3 years.
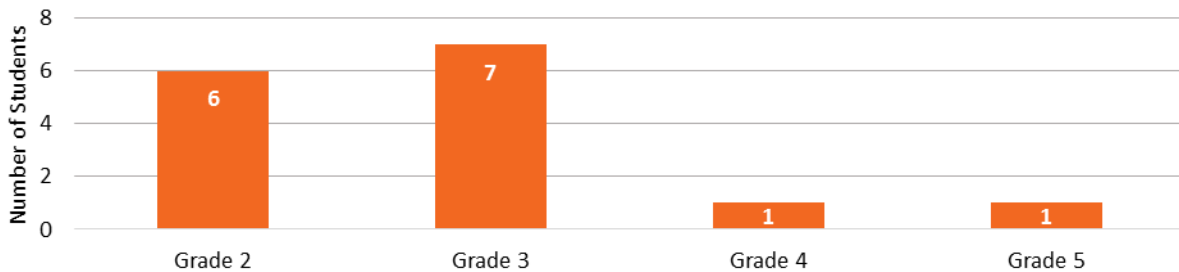
Of the 15 potential long-term English learners, 6 students are in grade 2, 7 students are in grade 3, 1 student is in grade 4, and 1 student is in grade 5. As shown in the chart above, the highest concentration of potential long-term English learners are found in grade 3.

Foster Youth and Homeless Demographics
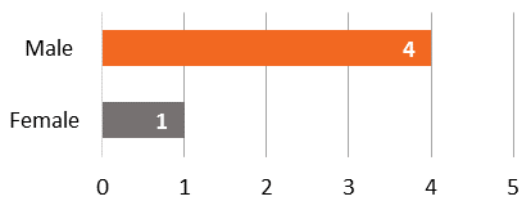
Of the 5 students who are foster youth, 4 are male and 1 are female. One is in grade K, 1 is in grade 1, and 3 are in grade 5.
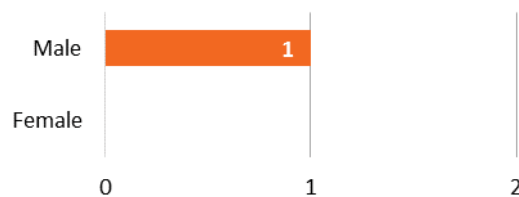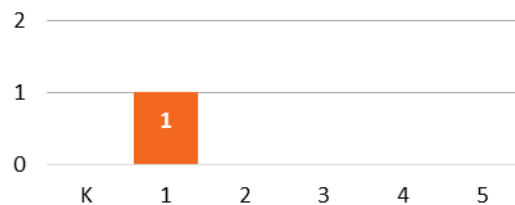
The one homeless student attending PES is male. He is in grade 1.

Academic Performance - Mathematics

This section provides an analysis of how students performed on the i-Ready math diagnostic by comparing and disaggregating assessment data collected at two points in time. The first assessment was given to students at the beginning of the year (8/28 through 9/17) and a follow up assessment was administered from 11/12 through 12/12. The data used to create the test I and II comparison charts only include students who have both math assessment scores. In other words, if a student had only one score, then that student was omitted from the calculations. Of the student population, 566 students completed both math assessments.

i-Ready Math Proficiency by Grade Level (Test I & II)
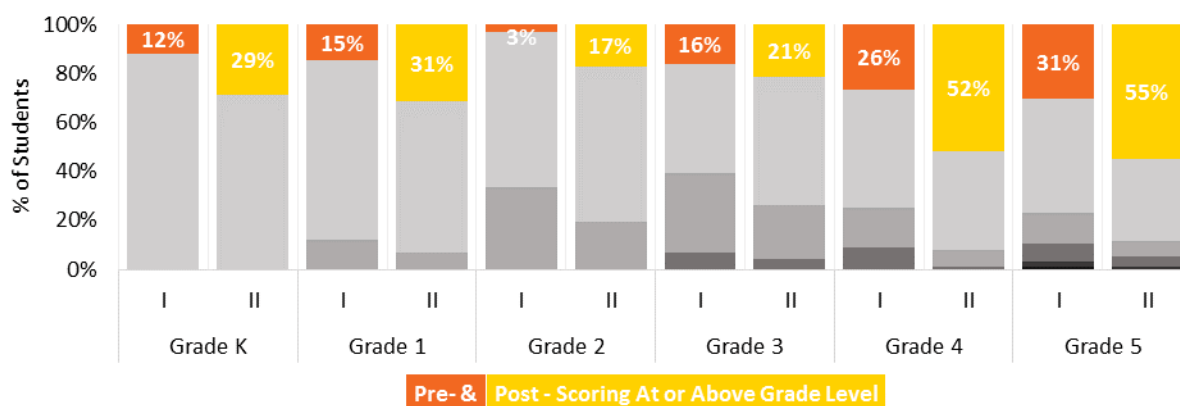
The colored areas represent the percentage of students who are scoring at or above grade level and the gray areas represent students who are scoring below grade level. On the most recent math assessment, 29% of students in grade K scored at or above grade level (*gain of 17%*), 31% of students in grade 1 scored at or above grade level (*gain of 16%*), 17% of students in grade 2 scored at or above grade level (*gain of 14%*), 21% of students in grade 3 scored at or above grade level (*gain of 5%*), 52% of students in grade 4 scored at or above grade level (*gain of 26%*), and 55% of students in grade 5 scored at or above grade level (*gain of 24%*). *Darker shades of gray are considered problem areas*. *Students who fall under the light gray area are one level away from testing at grade level. Students in the next gray area (a shade darker) are two levels away and so forth.*

## i-Ready Math Scale Score (SS) Means Comparison (Test I & II)
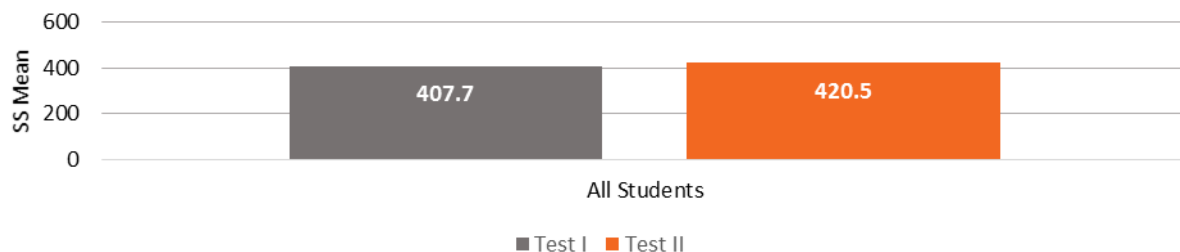
The math scale score means of all students are compared in the chart above. The math scale score means comparison of the first and second assessments showed a 12.8-point increase.

i-Ready Math Scale Score Mean Difference Comparison by Grade Level
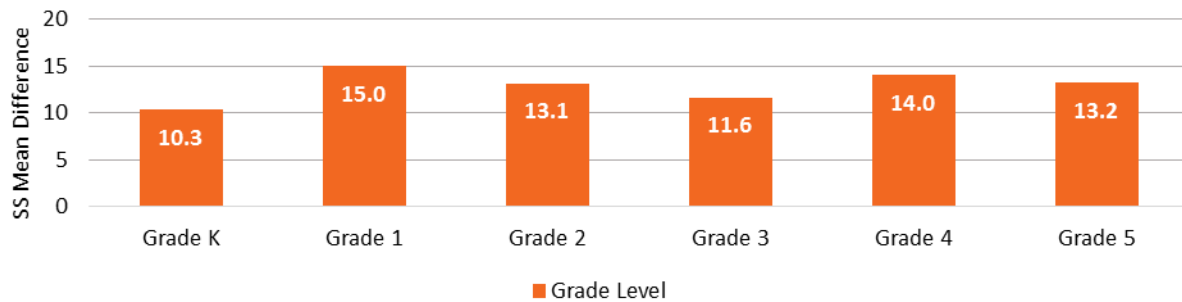
The math scale score mean differences of grades K through 5 are compared in the chart above. Larger gains were observed in grades 1, 2, 4, and 5 and smaller gains were observed in grades K and 3. The largest gain was observed in grade 1 and the smallest gain was in grade K.
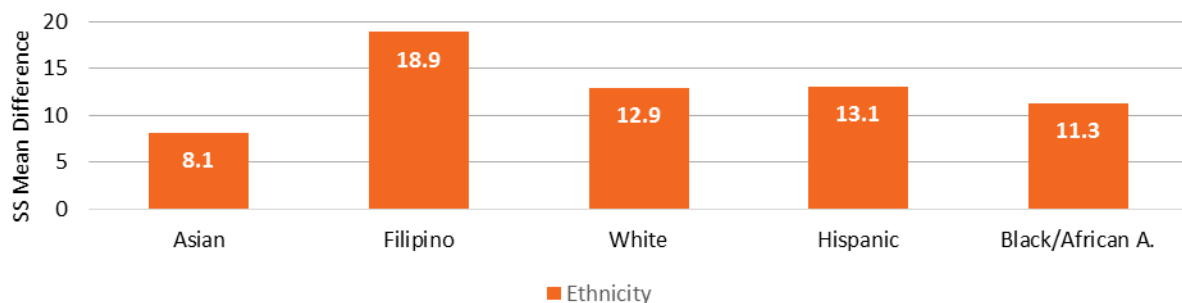
i-Ready Math Scale Score Means by Ethnicity and Grade Level (Test II)
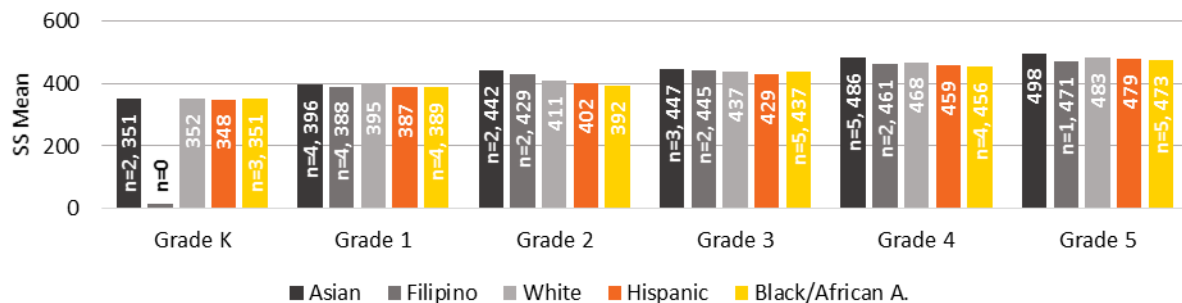
The math scale score means are compared by ethnicity and grade level in the chart above. The scale score means are from the second math assessment. White students consistently outperformed Hispanic students in mathematics at each grade level.

Please note that some scale score means can be skewed due to a small sample size. Sample sizes that are less than 6 students have been added to the chart above. A sample size is denoted as n.

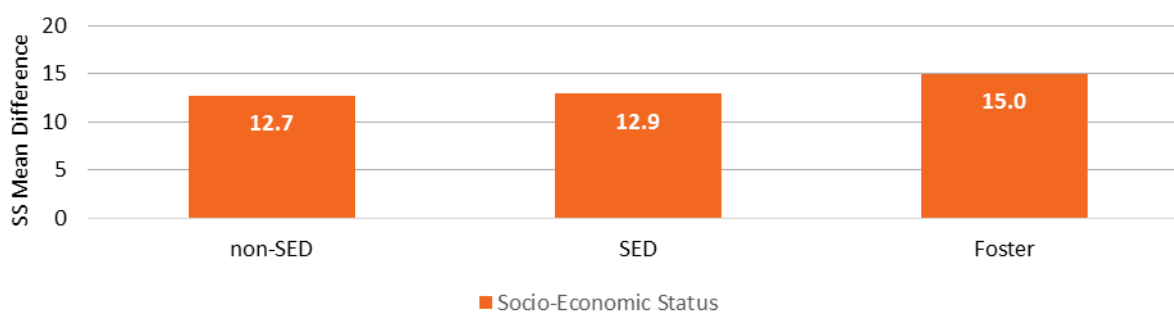## i-Ready Math Scale Score Mean Differences by Ethnicity (Test I & II)

The math scale score mean differences are compared by ethnicity in the chart above. There were 22 Asian, 11 Filipino, 241 white, 244 Hispanic, and 28 black/African American students who completed both math assessments. Asian students posted the smallest gain of 8.1 points in mathematics compared to the other ethnic sub-groups. Filipino students improved the most with a gain of 18.9 points.

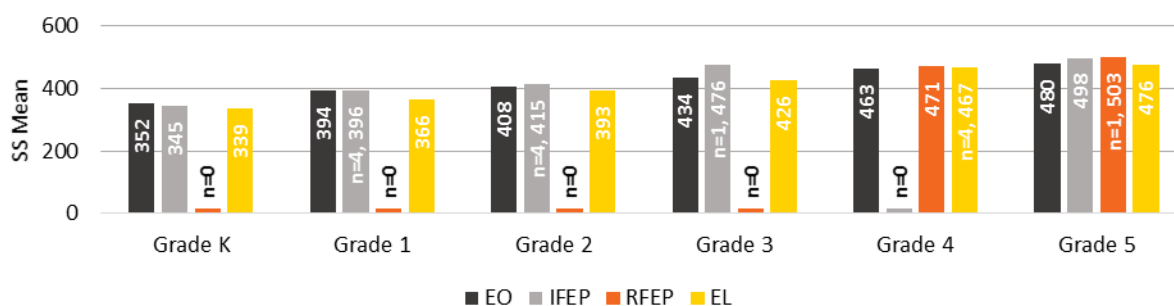## i-Ready Math Scale Score Means by SES and Grade Level (Test II)
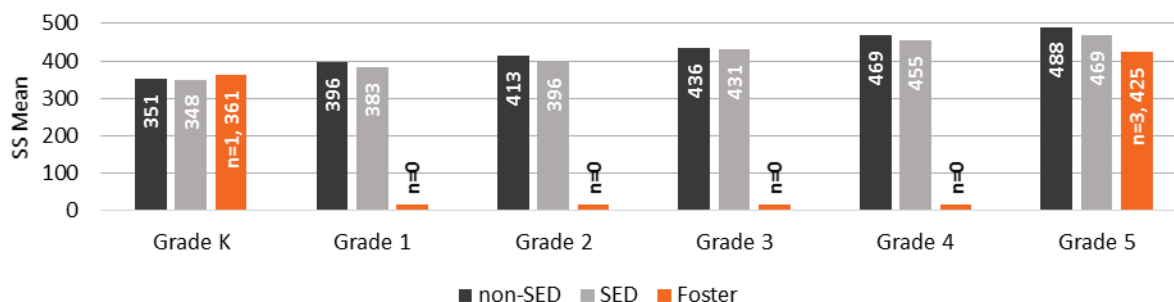
The math scale score means are compared by socio-economic status (SES) and grade level in the chart above. Socio-economically disadvantaged (SED) students consistently scored lower in mathematics compared to non-SED students. Due to the small number of foster youth students, some grade levels did not have any scale score means to report. This is denoted by "n=0" in the chart above.

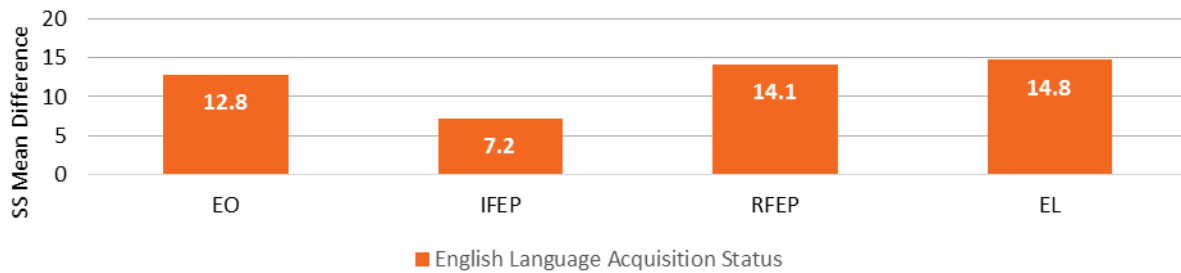## i-Ready Math Scale Score Mean Differences by SES (Test I & II)

The math scale score mean differences are compared by socio-economic status in the chart above. There were 350 non-socio-economically disadvantaged (non-SED), 216 socio-economically disadvantaged (SED), and 4 foster youth students who completed both math assessments. Non-SED students posted the smallest gain of 12.7 points in mathematics compared to the other SES sub-groups. Foster youth students improved the most with a gain of 15.0 points.

i-Ready Math Scale Score Means by ELAS and Grade Level (Test II)

The math scale score means are compared by English language acquisition status (ELAS) and grade level in the chart above. English learner (EL) students consistently scored lower in mathematics compared to English only (EO) students. Due to the small number of initially fluent English proficient (IFEP) and reclassified fluent English proficient (RFEP) students, some grade levels did not have any scale score means to report. This is denoted by "n=0" in the chart above.

i-Ready Math Scale Score Mean Differences by ELAS (Test I & II)

The math scale score mean differences are compared by ELAS in the chart above. There were 482 EO, 24 IFEP, 9 RFEP, and 51 EL students who completed both math assessments. Initially fluent English proficient students posted the smallest gain of 7.2 points in mathematics compared to the other ELAS sub-groups. English learner students improved the most with a gain of 14.8 points.

## i-Ready Math Scale Score Means for SPED by Grade Level (Test II)
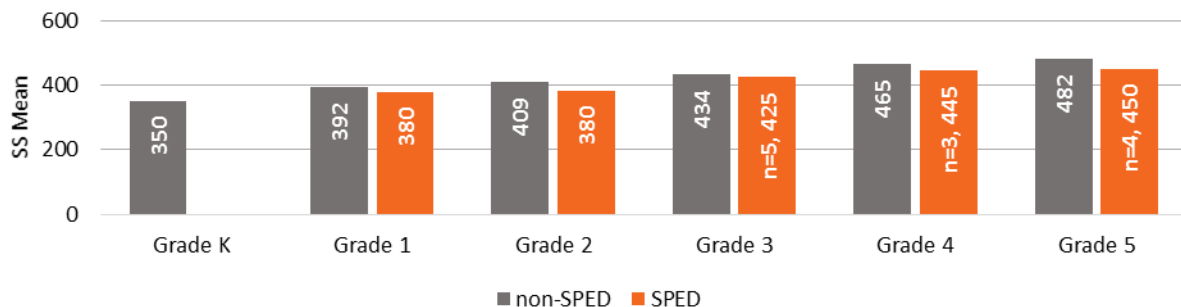
The math scale score means are compared by special education status and grade level in the chart above. The scale score means are from the second math assessment. Students receiving special education (SPED) consistently scored lower in mathematics when compared to non-SPED students.

## i-Ready Math Scale Score Mean Differences for SPED (Test I & II)
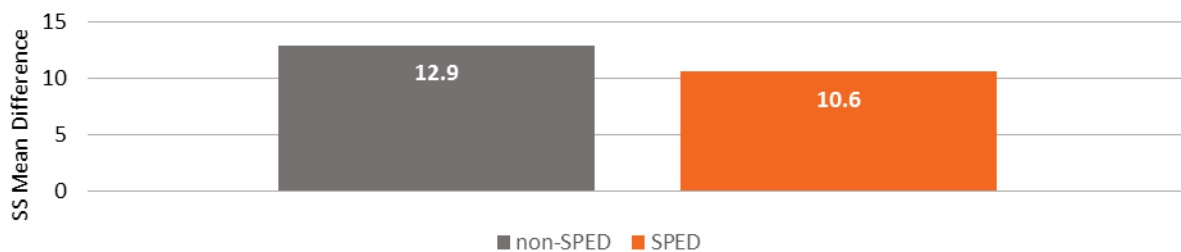
The math scale score mean differences are compared by special education status in the chart above. There were 541 non-SPED and 25 SPED students who completed both math assessments. Non-SPED students outgained SPED students by 2.3 points.

Academic Performance Cont'd - Reading

The first assessment was given to students at the beginning of the year (8/28 through 9/17) and a follow up assessment was administered from 11/12 through 12/12. The data used to create the test I and II comparison charts only include students who have both reading assessment scores. In other words, if a student had only one score, then that student was omitted from the calculations. Of the student population, 566 students completed both reading assessments.

i-Ready Reading Proficiency by Grade Level (Test I & II)
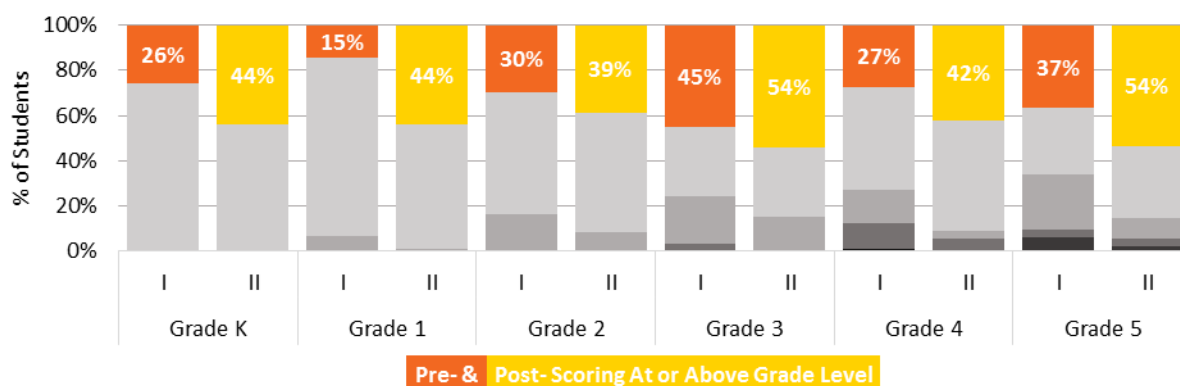
The colored areas represent the percentage of students who are scoring at or above grade level and the gray areas represent students who are scoring below grade level. On the most recent reading assessment, 44% of students in grade K scored at or above grade level (*gain of 18%*), 44% of students in grade 1 scored at or above grade level (*gain of 29%*), 39% of students in grade 2 scored at or above grade level (*gain of 9%*), 54% of students in grade 3 scored at or above grade level (*gain of 9%*), 42% of students in grade 4 scored at or above grade level (*gain of 15%*), and 54% of students in grade 5 scored at or above grade level (*gain of 17%*). *Darker shades of gray are considered problem areas*.

i-Ready Reading Scale Score (SS) Means Comparison (Test I & II)
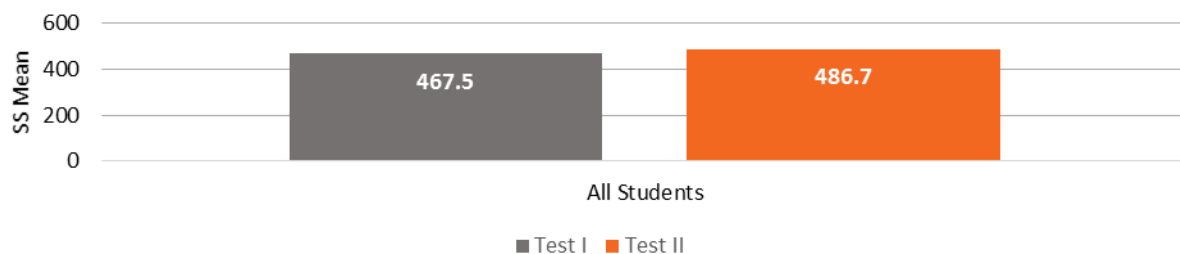
The reading scale score means of all students are compared in the chart above. The reading scale score means comparison of the first and second assessments showed a 19.2-point increase.

i-Ready Reading Scale Score Mean Difference Comparison by Grade Level
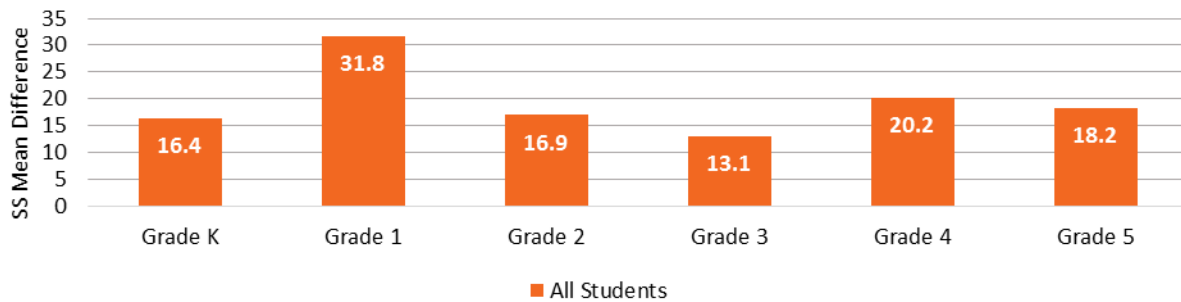
The reading scale score mean differences of grades K through 5 are compared in the chart above. Large gains were observed in grades 1 and 4. The largest gain was observed in grade 1 and the smallest gain was in grade 3.
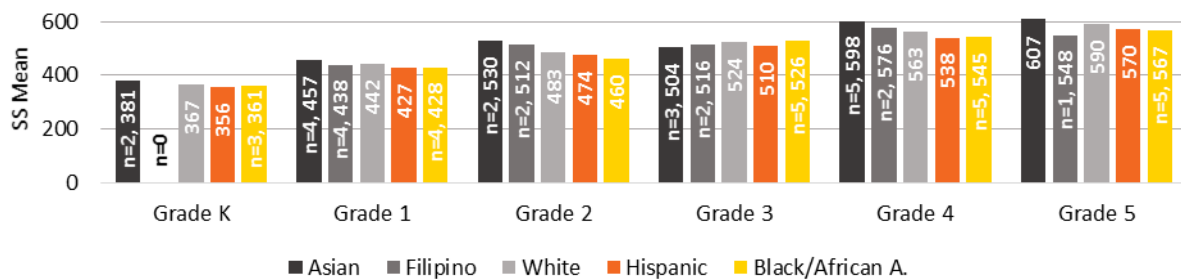
i-Ready Reading Scale Score Means by Ethnicity and Grade Level (Test II)

The reading scale score means are compared by ethnicity and grade level in the chart above. The scale score means are from the second reading assessment. White students consistently outperformed Hispanic students in reading at each grade level.

Please note that some scale score means can be skewed due to a small sample size. Sample sizes that are less than 6 students have been added to the chart above. A sample size is denoted as n.

i-Ready Reading Scale Score Mean Differences by Ethnicity (Test I & II)

The reading scale score mean differences are compared by ethnicity in the chart above. There were 22 Asian, 11 Filipino, 241 white, 243 Hispanic, and 29 black/African American students who completed both reading assessments. Hispanic students posted the smallest gain of 18.4 points in reading compared to the other ethnic sub-groups. Filipino students improved the most with a gain of 25.2 points.

i-Ready Reading Scale Score Means by SES and Grade Level (Test II)
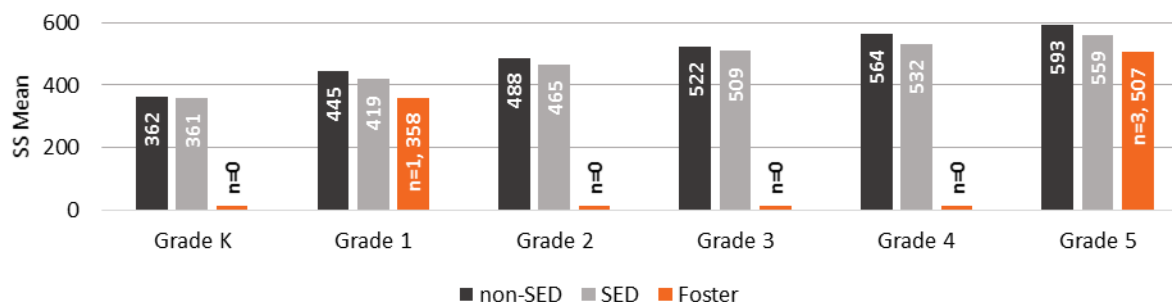
The reading scale score means are compared by socio-economic status (SES) and grade level in the chart above. Socio-economically disadvantaged (SED) students consistently scored lower in reading compared to non-SED students. Due to the small number of foster youth students, some grade levels did not have any scale score means to report. This is denoted by "n=0" in the chart above.

i-Ready Reading Scale Score Mean Differences by SES (Test I & II)
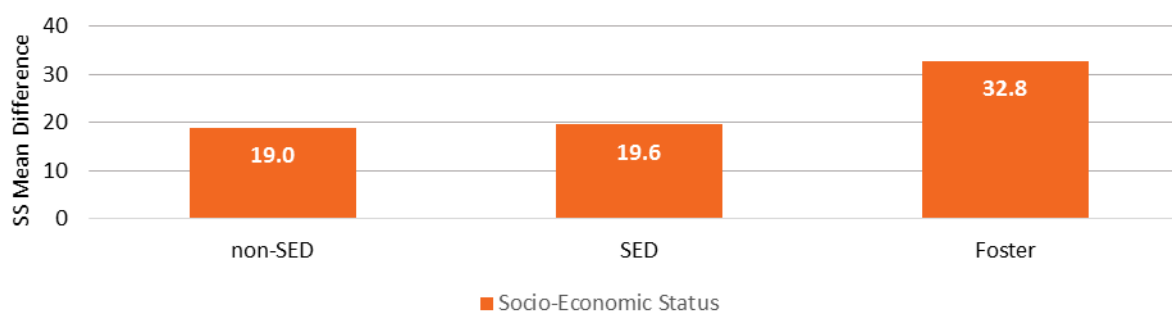
The reading scale score mean differences are compared by socio-economic status in the chart above. There were 349 non-socio-economically disadvantaged (non-SED), 217 socio-economically disadvantaged (SED), and 4 foster youth students who completed both reading assessments. Non-SED students posted the smallest gain of 19.0 points in reading compared to the other SES sub-groups. Foster youth students improved the most with a gain of 32.8 points.

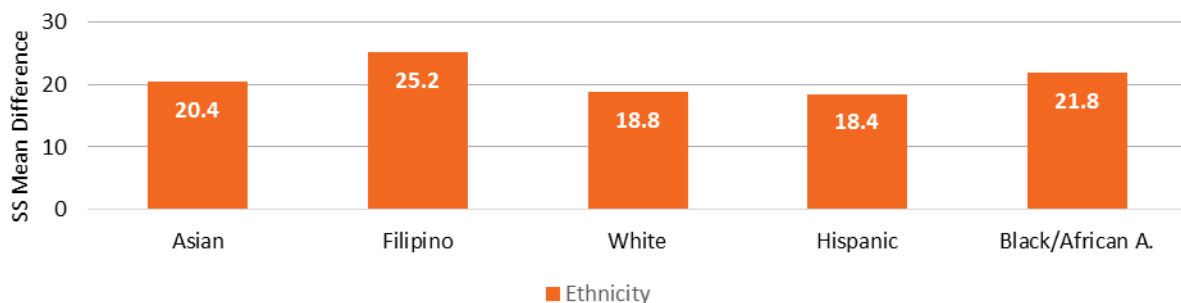## i-Ready Reading Scale Score Means by ELAS and Grade Level (Test II)

The reading scale score means are compared by English language acquisition status (ELAS) and grade level in the chart above. English learner (EL) students consistently scored lower in reading compared to English only (EO) students. Due to the small number of initially fluent English proficient (IFEP) and reclassified fluent English proficient (RFEP) students, some grade levels did not have any scale score means to report. This is denoted by "n=0" in the chart above.

i-Ready Reading Scale Score Mean Differences by ELAS (Test I & II)
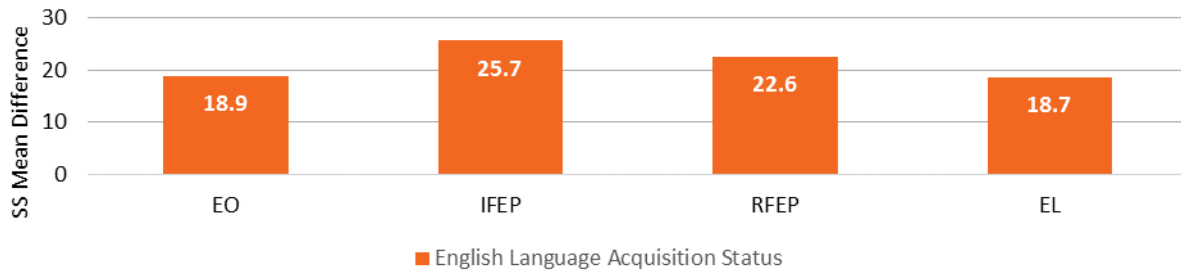
The reading scale score mean differences are compared by ELAS in the chart above. There were 482 EO, 24 IFEP, 9 RFEP, and 51 EL students who completed both reading assessments. English learner students posted the smallest gain of 18.7 points in reading compared to the other ELAS sub-groups. Initially fluent English proficient students improved the most with a gain of 25.7 points.

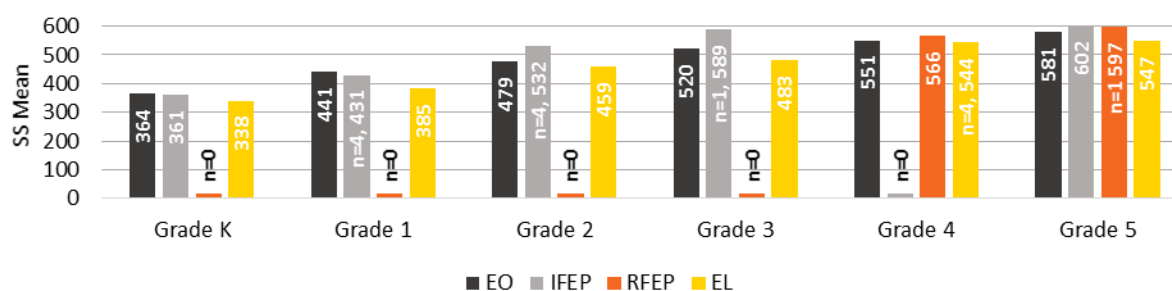## i-Ready Reading Scale Score Means for SPED by Grade Level (Test II)
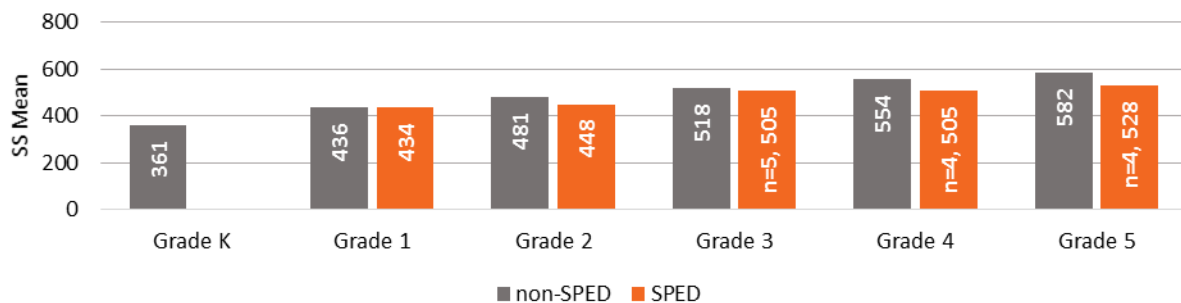
The reading scale score means are compared by special education status and grade level in the chart above. The scale score means are from the second reading assessment. Students receiving special education (SPED) consistently scored lower in reading when compared to non-SPED students.

i-Ready Reading Scale Score Mean Differences for SPED (Test I & II)
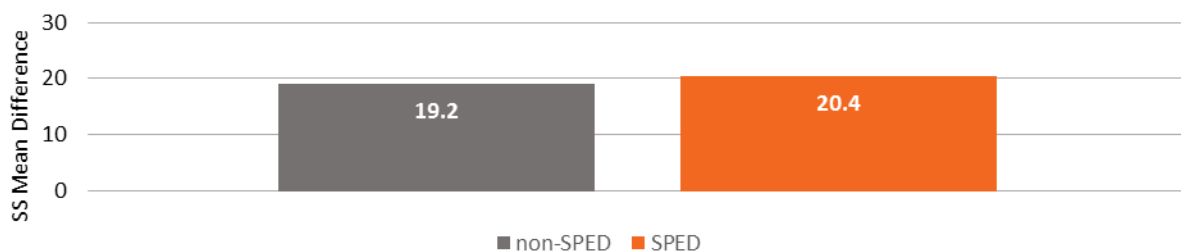
The reading scale score mean differences are compared by special education status in the chart above. There were 540 non-SPED and 26 SPED students who completed both reading assessments. SPED students outgained non-SPED students by 1.2 points.

Attendance (as of 11/25)

Overall Attendance Rate

97%
Attendance Rate

1 Figure = 100%
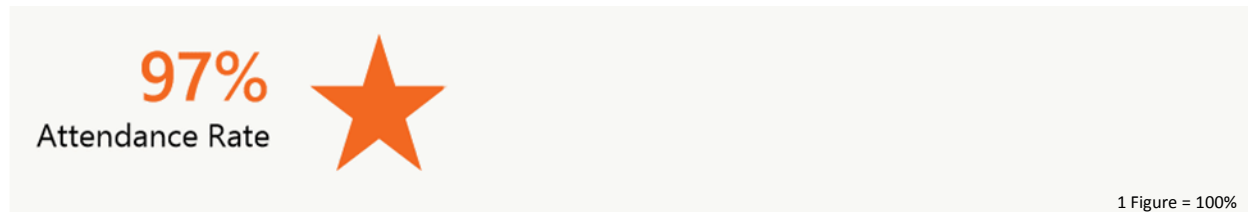
The attendance rate (rounded to the nearest whole number) is the total number of days attended divided by the total number of days enrolled.

39631
Total Days Attended

40799
Total Days Enrolled

1 Figure = 10,000 Days

As of November 25th, a total of 39,631 days of attendance was reported. The attendance counts for December are still waiting to be audited and therefore have not been included in this report. The exact attendance rate is 97.1%.

Unexcused Absences (as of 11/25)

Category	Students
3 Days or more	36
2 Days	40
1 Day	79
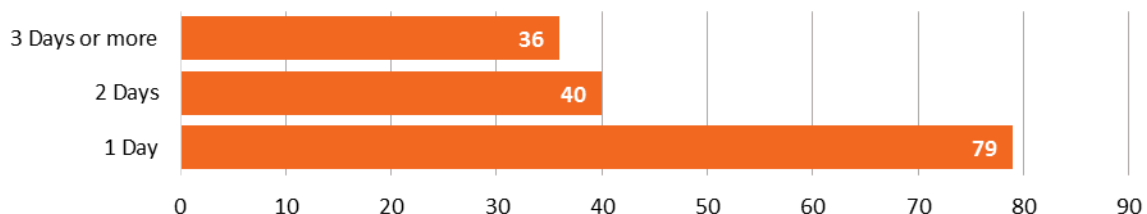
There were 79 students who had one unexcused absence, 40 students who had 2 days of unexcused absences, and 36 students who had 3 or more days of unexcused absences. A student is considered truant if he or she is absent from school without a valid excuse three full days in one school year. A tardy or absence for more than a 30-minute period during the school day is also considered an unexcused absence.

Chronic absenteeism is when a student misses more than one month or 10-percent of the 180 day school year. There are 2 students at PES who have met or surpassed the 10-percent mark for chronic absenteeism.

Attendance Rates by Ethnicity
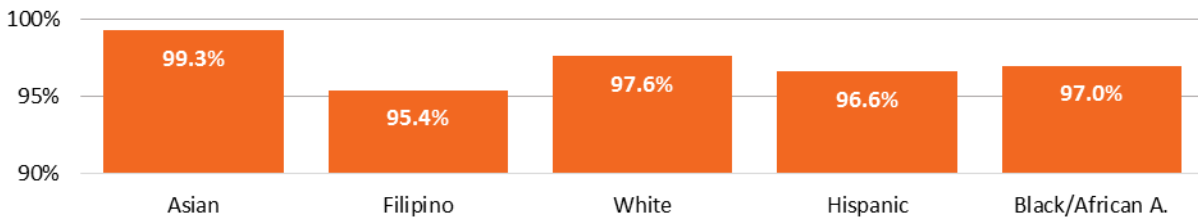
Of the ethnic sub-groups, Asian students had the highest attendance rate and Filipino students had the lowest attendance rate. On average, Asian students were enrolled for 70.6 days and present for 70.1 days. Filipino students were enrolled for 68.9 days and present for 65.8 days. White students were enrolled for 70.7 days and present for 69.1 days. Hispanic students were enrolled for 68.0 days and present for 65.7 days. Black/African American students were enrolled for 66.6 days and present for 64.6 days.

Attendance Rates by Socio-Economic Status
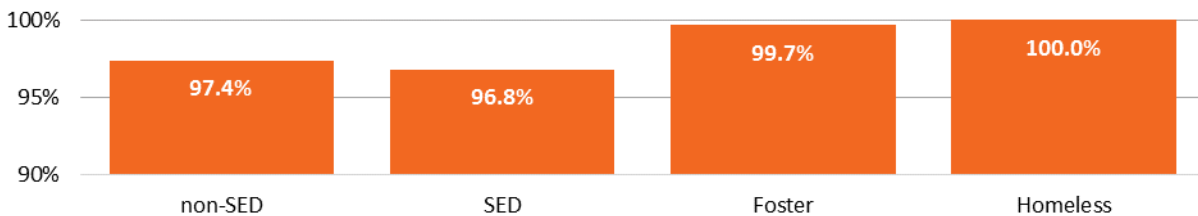
Of the socio-economic status sub-groups, the homeless student had the highest attendance rate and SED students had the lowest attendance rate. On average, non-SED students were enrolled for 69.9 days and present for 68.1 days. Socio-economically disadvantaged students were enrolled for 68.3 days and present 66.1 days. Foster youth students were enrolled for 63.6 days and present for 63.4 days. The homeless student was enrolled for 71.0 days and present for 71.0 days.

Attendance Rates by ELAS
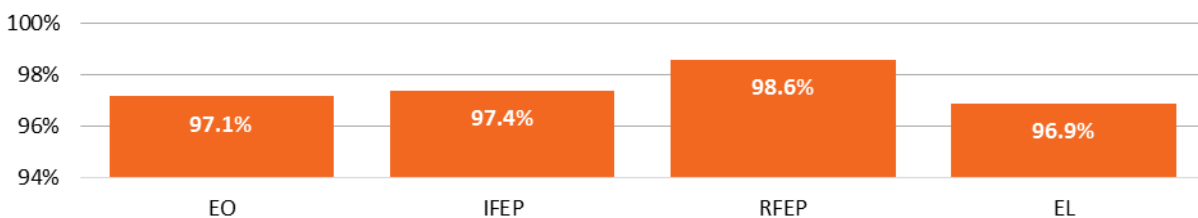
Of the English language acquisition status (ELAS) sub-groups, reclassified fluent English proficient (RFEP) students had the highest attendance rate and English learner (EL) students had the lowest attendance rate. On average, English only (EO) students were enrolled for 69.3 days and present for 67.3 days. Initially fluent English proficient students were enrolled for 69.8 days and present for 68.0 days. Reclassified fluent English proficient (RFEP) students were enrolled for 62.2 days and present for 61.3 days. English learner students were enrolled for 70.3 days and present for 68.1 days.

PES School-wide Data iReady 2014-2015

English Lanuage Arts

Kindergarten	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3		Window 1
	Intensive- Below Grade Level			On Level			Above Grade Level				
Teacher A	71%	54%		29%	43%		0%	4%			29%
Teacher B	67%	62%		33%	38%		0%	0%			33%
Teacher C	77%	35%		23%	65%		0%	0%			23%
Teacher D	95%	86%		5%	14%		0%	0%			5%
Site Grade Level Average	**76%**	**58%**		**24%**	**41%**		**0%**	**1%**			**24%**
District Grade Level Average	**74%**	**54%**									**26%**
First Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3		Window 1
	Intensive- Below Grade Level			On Level			Above Grade Level				
Teacher A	87%	52%		13%	48%		0%	0%			13%
Teacher B	79%	42%		21%	58%		0%	0%			21%
Teacher C	87%	61%		13%	39%		0%	0%			13%
Teacher D	98%	75%		5%	20%		0%	5%			5%
Site Grade Level Average	**87%**	**56%**		**33%**	**42%**		**0%**	**1%**			**33%**
District Grade Level Average	**84%**	**57%**									**16%**
Second Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3		Window 1
	Intensive- Below Grade Level			On Level			Above Grade Level				
Teacher A	67%	50%		33%	50%		0%	0%			33%
Teacher B	83%	61%		17%	39%		0%	0%			17%
Teacher C	70%	61%		30%	35%		0%	4%			30%
Teacher D	64%	68%		36%	32%		0%	0%			36%
Site Grade Level Average	**70%**	**61%**		**30%**	**38%**		**0%**	**1%**			**30%**
District Grade Level Average	**63%**	**45%**									**37%**
Third Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3		Window 1
	Intensive- Below Grade Level			On Level			Above Grade Level				
Teacher A	58%	46%		42%	50%		0%	4%			42%
Teacher B	56%	44%		44%	52%		0%	4%			44%
Teacher C	52%	46%		48%	54%		0%	0%			48%
Teacher D	52%	45%		48%	55%		0%	0%			48%
Site Grade Level Average	**55%**	**46%**		**45%**	**52%**		**0%**	**2%**			**45%**
District Grade Level Average	**53%**	**50%**									**47%**
Fourth Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3		Window 1
	Intensive- Below Grade Level			On Level			Above Grade Level				
Teacher A	82%	75%		18%	25%		0%	0%			18%
Teacher B	77%	58%		23%	42%		0%	0%			23%
Teacher C	59%	41%		31%	45%		10%	14%			41%
Site Grade Level Average	**73%**	**58%**		**24%**	**38%**		**3%**	**5%**			**27%**
District Grade Level Average	**70%**	**54%**									**30%**
Fifth Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3		Window 1
	Intensive- Below Grade Level			On Level			Above Grade Level				
Teacher A	69%	44%		25%	53%		6%	3%			31%
Teacher B	58%	47%		39%	47%		3%	6%			42%

Teacher C	65%	53%		35%	47%		0%	0%		35%
Site Grade Level Average	**63%**	**48%**		**34%**	**49%**		**3%**	**3%**		**37%**
District Grade Level Average	**64%**	**50%**								**36%**
School-Wide Totals (%)	Intensive- Below Grade Level			On Level			Above Grade Level			
	71%	55%		32%	43%		1%	2%		33%

Window 2	Window 3
On OR Above %	
46%	
38%	
65%	
14%	
42%	
46%	
Window 2	Window 3
On OR Above %	
48%	
58%	
39%	
25%	
43%	
43%	
Window 2	Window 3
On OR Above %	
50%	
39%	
39%	
32%	
39%	
55%	
Window 2	Window 3
On OR Above %	
54%	
56%	
54%	
55%	
54%	
50%	
Window 2	Window 3
On OR Above %	
25%	
42%	
59%	
43%	
46%	
Window 2	Window 3
On OR Above %	
56%	
53%	

47%	
52%	
50%	
On OR Above %	
45%	

PES School-wide Data iReady 2014-2015
MATHEMATICS

Kindergarten	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3
	Intensive- Below Grade Level			On Level			Above Grade Level			On OR Above %		
Teacher A	75%	61%		25%	39%		0%	0%		25%	39%	
Teacher B	96%	85%		4%	15%		0%	0%		4%	15%	
Teacher C	85%	69%		15%	31%		0%	0%		15%	31%	
Teacher D	100%	77%		15%	23%		0%	0%		0%	23%	
Site Grade Level Average	**88%**	**71%**		**12%**	**29%**		**0%**	**0%**		**12%**	**29%**	
District Grade Level Average	**86%**	**71%**								**14%**	**29%**	

First Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3
	Intensive- Below Grade Level			On Level			Above Grade Level			On OR Above %		
Teacher A	96%	83%		4%	17%		0%	0%		4%	17%	
Teacher B	88%	67%		13%	33%		0%	0%		13%	33%	
Teacher C	78%	52%		22%	48%		0%	0%		22%	48%	
Teacher D	85%	80%		15%	20%		0%	0%		15%	20%	
Site Grade Level Average	**85%**	**69%**		**15%**	**31%**		**0%**	**0%**		**15%**	**31%**	
District Grade Level Average	**89%**	**71%**								**11%**	**29%**	

Second Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3
	Intensive- Below Grade Level			On Level			Above Grade Level			On OR Above %		
Teacher A	100%	80%		0%	20%		0%	0%		0%	20%	
Teacher B	100%	96%		0%	4%		0%	0%		0%	4%	
Teacher C	91%	74%		9%	26%		0%	0%		9%	26%	
Teacher D	96%	84%		4%	16%		0%	0%		4%	16%	
Site Grade Level Average	**97%**	**83%**		**3%**	**17%**		**0%**	**0%**		**3%**	**17%**	
District Grade Level Average	**92%**	**72%**								**8%**	**28%**	

Third Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3
	Intensive- Below Grade Level			On Level			Above Grade Level			On OR Above %		
Teacher A	81%	73%		19%	23%		0%	4%		19%	27%	
Teacher B	84%	76%		16%	24%		0%	0%		16%	24%	
Teacher C	88%	85%		12%	15%		0%	0%		12%	15%	
Teacher D	87%	78%		13%	22%		0%	0%		13%	22%	
Site Grade Level Average	**84%**	**79%**		**16%**	**20%**		**0%**	**1%**		**16%**	**21%**	
District Grade Level Average	**85%**	**71%**								**15%**	**29%**	

Fourth Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3
	Intensive- Below Grade Level			On Level			Above Grade Level			On OR Above %		
Teacher A	86%	46%		14%	54%		0%	0%		14%	54%	
Teacher B	71%	48%		29%	52%		0%	0%		29%	52%	
Teacher C	66%	52%		34%	48%		0%	0%		34%	48%	
Site Grade Level Average	**74%**	**48%**		**26%**	**52%**		**0%**	**0%**		**26%**	**52%**	
District Grade Level Average	**72%**	**57%**								**28%**	**43%**	

Fifth Grade	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3	Window 1	Window 2	Window 3
	Intensive- Below Grade Level			On Level			Above Grade Level			On OR Above %		
Teacher A	56%	34%		44%	66%		0%	0%		44%	66%	
Teacher B	84%	56%		16%	41%		0%	3%		16%	44%	
Teacher C	71%	50%		29%	50%		0%	0%		29%	50%	
Site Grade Level Average	**69%**	**45%**		**31%**	**54%**		**0%**	**1%**		**31%**	**55%**	
District Grade Level Average	**70%**	**52%**								**30%**	**48%**	

School-Wide Totals (%)	Intensive- Below Grade Level			On Level			Above Grade Level			On OR Above %		
	83%	67%		17%	33%		0%	<1%		17%	33%	