

The Single Plan for Student Achievement

School: Pierce Elementary School
CDS Code: 15-73742-6009294
District: Sierra Sands Unified School District
Principal: Pam Barnes
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results.....	15
Title III Accountability (School Data)	16
Title III Accountability (District Data).....	17
Planned Improvements in Student Performance	18
School Goal #1.....	18
School Goal #2.....	24
School Goal #3.....	26
School Goal #4.....	30
School Goal #5.....	33
Centralized Services for Planned Improvements in Student Performance	36
Summary of Expenditures in this Plan.....	37
Total Allocations and Expenditures by Funding Source	37
Total Centralized Services Expenditures by Funding Source	38
Total Expenditures by Object Type.....	39
Total Expenditures by Object Type and Funding Source	40
Total Expenditures by Goal	41
School Site Council Membership	42
Recommendations and Assurances.....	43

School Vision and Mission

Pierce Elementary School's Vision and Mission Statements

VISION

We believe all students can learn to become successful life-long learners through meaningful and varied learning experiences. We believe that learning occurs by implementing a rigorous, balanced curriculum that engages and stimulates students. We believe that children learn best in a welcoming, safe, and clean environment that promotes school pride. We believe that the home-school connection is an important element in the development of successful, life-long learners. We believe in providing parents with educational opportunities and the support they may need to foster their child's development. We believe that all people are unique, valuable and need to feel safe and respected in our school environment.

MISSION

At Pierce School our mission is to assist staff and students with their efforts to:
Pursue Individual Excellence Relentlessly in a Caring Environment.

School Profile

Pierce Elementary School is a rural school serving 330 students in grades TK-5. We are a Title I school with about 73% of our students being designated as socioeconomically disadvantaged. In the spring of 2016 Pierce School was recognized as both a California Gold Ribbon School and a Title I Achieving School. We offer our families a State Preschool, a Before School Program (7-9 am) and an After School Program (3:15-6:15 pm). Our population is diverse with representation from 8 different ethnic groups. Our two largest groups are Hispanic and White. 17% of our students are English Learners. The predominate primary language of our English Learners is Spanish, although we currently have students who speak Cantonese, and Vietnamese. Eighty seven percent of our teaching staff are Highly Qualified. (2 classroom teachers on emergency permits) One hundred percent of our paraprofessionals are Highly Qualified. We offer gifted and talented (GATE) students an enrichment class, taught by our GATE certificated project teacher. Our students in grades 1-5 also receive Art Class once a week as part of their instructional day.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

We survey our parents every spring (April) with a comprehensive survey. Results of the survey are always shared with parents at our first School Site Council meeting in the fall. Survey results are also shared with parents at our ELAC (English Learners Advisory Committee) and with our Pierce PTO. Please see the attached survey for the results of our 2015-2016 Parent Survey.

Classroom Observations

Pierce teachers with more than 10 yrs. of seniority receive formal evaluations every five years. (13 out of 16 Pierce teachers have more than 10 yrs. seniority.) During formal evaluation years, teachers will have at least one formal observation that they schedule with the principal. The principal will then do multiple unannounced observations and walk throughs in order to complete the formal evaluation process. In our district, administrators are expected to visit each classroom at least once a week, looking for evidence of clear objectives linked to grade level standards, student engagement, utilization of ELD (English Language Development) strategies and involvement of English Learners, checking for understanding, and standards based instruction. Fourteen of the sixteen Pierce teachers are highly qualified, well trained, professional educators who work well in collaboration to meet the needs of our students. Our other two teachers are fully qualified substitute teachers.

Analysis of Current Instructional Program

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

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

Standards, Assessment, and Accountability

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

School-wide results of state and district assessments in math and language arts (CAASPP, CELDT, benchmarks) are reviewed in late September to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student subgroup, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as weekly formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Pierce teachers also use STAR Early Literacy, STAR Reading, STAR Math, and Moby Max assessments to modify instruction to meet the academic needs of individual students.

A new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELD components were adopted for use K-5 and materials were purchased for all special education programs. A new K-8 Math adoption was purchased for 2014-2015 in response to ever increasing accountability targets, data analysis results, and staff input. This new Math adoption is aligned with Common Core State Standards and better meets the needs of our students.

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

Pierce teachers use a variety of assessments to monitor student progress and modify instruction. In April of 2016, California students including our Pierce students in grades 3-5 were assessed in English Language Arts and Math using the new SBAC assessments. (Smarter Balanced Assessment Consortium) Data from these assessments arrived in mid August 2016. Teachers met collectively and in grade level collaboration meetings to look at the SBAC data from last spring and use this data to begin planning to meet instructional needs of students. Throughout the school year, we use formative assessments, chapter, and end of unit tests to track student progress and modify instruction between benchmark exams. At the end of each trimester, we assess student progress with benchmarks and then modify instruction and/or reconfigure our intervention groups.

Staffing and Professional Development

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

14 of the 16 Pierce teachers and paraprofessionals meet the requirements to be highly qualified staff.

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

The Sierra Sands Unified School District offers all classroom teachers grade level specific ELA and Math professional development three full days each school year. Pierce teachers attend every available training day. Our teachers work collaboratively at these grade level training sessions to improve alignment to common core state standards and learn about research based teaching strategies that will improve student achievement in their classrooms. Whenever our district adopts new instructional materials, the district provides training in order to implement these materials appropriately so as to provide universal access to all our students. Almost 100% of Pierce teachers have attended conferences for Professional Learning

Communities.

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

Staff development is based on district initiatives and individual school and teacher needs. Currently, staff development at the district and school level is geared to implementation of Common Core State Standards. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Pierce school's staff development has been predominantly in the area of English/Language Arts and English Language Development. Pierce teachers are professionally developed through grade level ELA and Math training sessions offered at the district level.

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. These coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, district Math Coach, ELD Teacher Coordinator, Special Education Program Support Teachers, a district Technology coach is also working with teachers to improve digital literacy skills of our students and staff, and a Title I Project Teacher. They support site teachers by assisting with reading/language arts instruction, assisting with math instruction, assisting and coaching technology related to Chromebooks and digital literacy, offering model lessons, Step Up To Writing, Academic Language Development, and provide lessons/activities for gifted students. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, and benchmark test analysis, in order to assist teachers in planning instruction. In 2013 all teachers also received three days IMBT (Instructional Materials Based Training) for their Treasures ELA adoption. In the summer of 2014 all teachers received a one day training in their new Go Math! Math adoption. Beginning with the 2016-2017 school year, the district is also providing each school with a Computer Paraprofessional to assist with intervention groups and provide training in digital literacy.

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

SSUSD has implemented a Late Start Wednesday schedule to allow teachers a guaranteed 45 minute collaboration meeting each week. These meetings provide teachers with time to lesson plan, review data and analyze results, form intervention groups, attend professional reading groups, access site specific professional development, and monitor student progress. Also at Pierce, teachers at each grade level have a scheduled weekly planning/collaboration time during the school day. In these meetings they do their lesson planning, review benchmark and classroom assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate across grade levels at monthly staff meetings.

Teaching and Learning

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

All teachers use state adopted textbooks & supplementary materials, California Common Core State standards, our district Digital Literacy Matrix, grade level expectations, the district pacing calendar and CDE claims and targets to prepare for weekly lesson plans and guide instruction in Language Arts, Math, and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, STAR EL, STAR Reading, and STAR Math assessments, and ESGI assessments at Kindergarten; as well as formative assessments to analyze student performance and adjust instruction accordingly.

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

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

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

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA and Math to more closely address identified needs and match our current adoptions. Report cards have also been adjusted. Students in

grades K-2 receive 3 Math and 3 ELA benchmarks during the school year in order to assess mastery of standards after they are taught. Students in grades 3-5 receive 2 benchmarks in Math and ELA and do SBAC testing in the spring. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student progresses at an appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) and new Math adoption are aligned to maximize student success. Outside resources are also utilized as necessary or appropriate.

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

We currently have standards based instructional materials for all English Language Arts/English Language Development and Math aligned with current California Common Core State Standards. We also have a Digital Literacy Matrix which correlates to ELA/ELD and Math standards requiring digital skills.

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

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed frequently, and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student academic needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Assistance Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

A variety of research-based educational practices are used to raise student achievement at Pierce. We extend the school day through our Before School and After School Programs. We offer targeted intervention before the school day begins. We offer interventions during the school day for students needing strategic intervention in ELA and/or Math. Our teachers are trained to use Comprehensive Early Learning and/or Extended Literacy Learning research-based teaching strategies. All staff use UNRAAVEL strategies for ELA and Math, follow the District Instructional Norms, and use the Explicit Direct Instruction strategies they have been taught during their local professional development. We also work collaboratively in a Professional Learning Community. Close and critical reading strategies are being implemented in all classrooms.

Parental Involvement

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

District, community, family and school resources available to assist underachieving students:

- District Nurse
- Resource Teachers: Special Education (RSP, Speech, Adaptive P.E., Kern County Itinerant Vision Specialist), ELA Coach, Math Coach, Project Teacher, ELD coordinator, and Technology Coach.
- Intervention Teachers for before and within school intervention classes for grades 1-5.
- Instructional aides: 2 classroom paraprofessionals, before and after school program instructors and tutors, and special education paraprofessional.
- School Counselor (3 days a week)
- Translators/Interpreters
- School Resource Officers

- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program (both before and after school)
- State Preschool
- Kern County Children’s Dental Health Network
- Parent and Community Volunteers
- Indian Wells Family Resource Center
- Kern Regional Center
- College Community Services

Our school communicates with parents through:

- Parent Square - email, text, and voice messaging
- School - Parent Compact
- Parent informational meetings and visitations
- Back To School Ice Cream Social, Back-To- School Night, Lights on After School, and Open House
- Superintendent’s Council
- Parent /Teacher Conferences twice a year
- Family Nights
- School Site Council
- Title 1 Parent Meetings
- Gifted and Talented Education (GATE) Parent Meetings
- English Language Advisory Committee (ELAC) Meetings
- Pierce PTO
- Helping Children Learn newsletter sent home each month
- Monthly School Activity Calendar sent home each month
- District and school web pages
- Annual Parent Surveys (Title I and ELAC)

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 3 Classroom teachers
- 1 Other staff
- 5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services. An annual Title I parent survey and evaluation is reviewed by the SSC.

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

Pierce School has a Parent Involvement Policy that is shared with parents each year and revised by the School Site Council each year. Our School Site Council reviews our Single Plan for Student Achievement, all budgets, and our Safe Schools Plan. The Single Plan is also shared with parents attending our English Learner Advisory Committee meetings and the PTO. Pierce parents are encouraged to volunteer in classrooms, and the library. They are also informed about district meetings such as the bimonthly Superintendent's Council and monthly School Board meetings. Parents are actively recruited to serve on district committees for textbook adoptions, calendar development, and school safety.

Funding

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

Categorical services focused on the underperforming student at this school include: flex reading groups, Title 1 intervention, paraprofessional support, before school intervention, and before and after school programs. Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are used to purchase intervention materials,

pay intervention teachers, and provide staff development. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Reading teachers are provided for struggling students to re-teach lessons in small groups. Instructional paraprofessionals provide small group support in reading and writing. Our counselor provides support through Friendship Circles, Parenting classes, and classroom instruction on conflict resolution and bully prevention strategies.

18. Fiscal support (EPC)

District provides fiscal support through LCFF decentralized (general fund) allocation. We also receive funding through the Title I Program (categorical).

Description of Barriers and Related School Goals

At Pierce we are constantly working to eliminate barriers to student learning even though many of these barriers are beyond our abilities to solve. We constantly work to minimize the effects these barriers have on our students. With 73% of our students being designated as socioeconomically disadvantaged, poverty is one of our biggest hurdles to overcome. Many of our families are in distress due to recent economic downturns both nationally and locally. Some of our parents are working 2-3 jobs just to feed and clothe their families. We have students who are living in shelters, or sharing accommodations with other families. 19% of our students are English Learners. Some of their parents may be illegal in our country. This makes them reluctant to come to school or be more than minimally involved in their child's education. Many of our families have no health or dental insurance and students have to go weeks without glasses, or medical/dental appointments. Making the switch from county provided to district provided mental health services also affects our families dealing with mental health issues. Another barrier that is affecting our students is the reduced funding for schools. The final barrier affecting student learning for the last two years has been that Pierce School is the designated overflow for students entering school during the school year.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	59	48	59	47	59	47	100.0	97.9
Grade 4	57	59	57	59	57	59	100.0	100
Grade 5	62	57	61	56	61	56	98.4	98.2
All Grades	178	164	177	162	177	162	99.4	98.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2390.6	2409.5	12	11	20	26	31	36	37	28
Grade 4	2453.2	2474.6	21	27	28	25	14	22	37	25
Grade 5	2517.2	2516.7	25	30	31	32	26	18	18	20
All Grades	N/A	N/A	19	23	27	28	24	25	31	24

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	15	36	53	51	32
Grade 4	30	32	42	44	28	24
Grade 5	28	34	44	43	28	23
All Grades	24	28	41	46	36	26

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	15	47	51	42	34
Grade 4	11	24	56	53	33	24
Grade 5	28	34	49	48	23	18
All Grades	16	25	51	51	33	25

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	15	9	61	85	24	6
Grade 4	26	14	47	78	26	8
Grade 5	28	20	56	61	16	20
All Grades	23	14	55	74	22	12

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

1. All grades showed growth in the percentage of students exceeding or meeting ELA standards. Grades 3 and 4 also showed a decrease in the number of students who achieved below standard scores. 5th grade showed a slight increase in this sector.
2. The percentage of students scoring Above and At or Near Standard increased at every grade level (3-5). The percentage of students scoring Below Standard decreased in both Reading and Writing claims. In Listening and Research/Inquiry claims there was an increase of students scoring Above and At or Near Standard in grades 3 and 4 with a slight decrease in grade 5. The percentage of students scoring Below Standard decreased in both grades 3 and 4, with a slight increase in grade 5.
3. In all grades the majority of students are scoring either Above Standard or At or Near Standard for all ELA claims. We need to identify and target those students who "Nearly Met" standard and move them up one band to "Standard Met".

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	59	48	59	47	59	47	100.0	97.9
Grade 4	57	59	57	59	57	59	100.0	100
Grade 5	62	57	61	56	61	56	98.4	98.2
All Grades	178	164	177	162	177	162	99.4	98.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2423.9	2433.6	7	13	42	40	27	23	24	23
Grade 4	2477.2	2477.2	21	14	32	36	25	29	23	22
Grade 5	2505.1	2507.1	16	25	26	21	28	27	30	27
All Grades	N/A	N/A	15	17	33	32	27	27	25	24

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	14	21	58	57	29	21	
Grade 4	32	24	37	46	32	31	
Grade 5	25	29	36	34	39	38	
All Grades	23	25	44	45	33	30	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	19	51	51	32	30
Grade 4	21	19	51	58	28	24
Grade 5	20	18	43	55	38	27
All Grades	19	19	48	55	33	27

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	23	54	64	27	13
Grade 4	35	22	42	56	23	22
Grade 5	21	20	46	52	33	29
All Grades	25	22	47	57	28	22

Conclusions based on this data:

1. Students in grades 3 and 5 showed growth in the number of students scoring Standard Exceeded or Standard Met. Grade 4 showed a 3% decline in the same area. All grades showed a decrease in the number of students who scored Standard Not Met.
2. Under all clusters there was an increase in the percentage of students scoring Above Standard or At or Near Standard in all grades. There was also a decrease in the number of students scoring Below Standard in all clusters at all grade levels.
3. 20%-30% of our students are not meeting their math standards in all three claims. Each classroom teacher in grades 4 and 5 will have another paraprofessional or teacher in their classroom during math instruction to assist with flex groupings. Students scoring Near Standard will be targeted to receive intervention to help them move up to At Standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		0	***		0	***		***	***			***		0	***
1		0	0	30	18	22	50	64	61	10	18	17	10	0	0
2		0	11	21	10	22	50	60	67	29	30	0		0	0
3		0	0	9	25	0	64	58	86	18	0	14	9	17	0
4		22	0	50	44	80	50	22	20		11	0		0	0
5	9	0	22	64	67	22	27	33	56		0	0		0	0
Total	2	4	6	33	28	24	48	52	61	13	12	8	4	4	

Conclusions based on this data:

1. Too many of our students are progressing to the intermediate level (61%) and then getting stuck there. We need to strengthen our designated ELD program to help these students move up to Early Advanced levels at least by 4th grade. All English learners will receive more rigorous designated ELD instruction with certificated teachers during the school day.
2. If we want students to exit the ELD program by the end of 5th grade, we need to specifically target those students in third and fourth grade who are still stuck at Intermediate.
3. We currently have some new students who have no English. We need to institute a Newcomer Class to jump start their English development.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K							9	24	29	45	35	14	45	41	57
1	8			33	18	21	42	64	58	8	18	16	8		5
2			11	21	18	22	50	55	67	29	27				
3				9	25		64	58	86	18		14	9	17	
4		22		50	44	80	50	22	20		11				
5	9		22	64	67	22	27	33	56						
Total	3	3	5	28	23	21	40	42	55	18	18	9	11	14	9

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	53	50	49
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	53	50	49
Number Met	29	29	30
Percent Met	54.7%	58.0%	61.2%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	50	14	57	8	46	9
Number Met	9	--	9	--	10	--
Percent Met	18.0%	--	15.8%	--	21.7%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	306	307	352
Percent with Prior Year Data	100.0		100
Number in Cohort	306	307	352
Number Met	178	164	221
Percent Met	58.2	53.4	62.8
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	213	146	225	144	238	158
Number Met	42	69	49	54	69	77
Percent Met	19.7	47.3	21.8	37.5	29	48.7
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data the district will provide targeted support to Long Term English Language Learners.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards. We will continue to implement CCSS in ELA/ELD and Math utilizing Treasures (ELA/ELD) and Go Math! (new Math adoption). Provide staff with professional development that will enable them to fully implement CCSS.
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2017 APS Rubric 3 for ELA/ELD and Math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adopt/Purchase Common Core instructional materials	August - November	Principal	Purchase Standards Plus English Language Arts Materials for grades 3-5	4000-4999: Books And Supplies	Title I Part A: Allocation	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement Common Core common assessments	September-May	Staff and principal working with district trainers.	Staff and principal will attend district and site grade level collaborative meetings. There is no site cost associated with this action item other than subs for when teachers attend training. See that action item listed later in this section.	None Specified	District Funded	
Identify best practices of CCSS	September-May	Staff and principal working with district trainers.	Staff and principal will attend district and site collaborative meetings. There is no site cost associated with this action item other than subs for when teachers attend training. See that action item listed later in this section.	None Specified	District Funded	
Identify and roll out CCSS resources and technological tools as needed	September - May	Principal and staff	Purchase 2 year Mathseeds computer subscription to supplement math instruction in grades K-2. (Subscription will last until 7/1/ 2019)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2484
			Purchase 2 year computer subscription to Reading Eggs and Reading Eggspress to supplement reading instruction for grades K-5. (Subscription will then last until 7/1/2019.)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Illuminate training/coaching support	August - May	Julie Frisbee	Offer Illuminate training and support in after school training sessions.	None Specified	District Funded	
			Teachers receive stipends to attend training sessions. \$20 per hour salary and \$22 per hour benefits.	None Specified	District Funded	
Project Teacher will provide instruction for intervention/ELD groups for ELA and Math. She will run the GATE program and provide an hour of instruction for GATE students each week.	August - May	Project Teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18011
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2720
Provide training/support for teacher use of Moby Max program to provide instructional support.	August-May	Technology Coach or trainers from Moby Max	Offer Moby Max training and support in after school training sessions and during staff meetings.	None Specified	District Funded	
			Teachers receive stipends for attending after school training sessions for Moby Max. \$20 per hour salary and \$22 per hour benefits.	None Specified	District Funded	
			Purchase district license for Moby Max Computer Program, which is used at Pierce for reading, language arts, and math intervention. Moby Max is aligned with Common Core.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide substitutes so that Pierce classroom and special education teachers can attend district training about common core state standards and ELA/ELD standards.	3 days each for 14 classroom teachers.	Office manager Classroom teachers	Pay for certificated substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	4100
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	430
Send RSP teacher to ISME Orton-Gillingham 5 day training.	November	Principal Sp. Ed. Teacher	Registration and Materials	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	1075
			Travel Costs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training and materials for teachers to be trained with ISME Orton Gillingham (3 Day training in district - \$465 per teacher who attends.)	Spring 2017	Principal Classroom Teachers Project Teacher RSP Teacher Paraprofessionals	Substitutes for 3 days per teacher \$360.00. (All teachers K-2 + project teacher - total of 9 want to attend - 8 will need subs for 3 days.)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2880
			Pre-made Sound Cards \$55 per teacher. (9 sets for the 9 teachers attending.)	4000-4999: Books And Supplies	Title I Part A: Allocation	495
			Purchase one year online subscription to Orton Gillingham for each teacher who attends training in the spring - \$50. (9 say they want to attend.)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	450
			Purchase book "Phonemic Awareness in Young Children for teachers attending Orton Gillingham training. To support their implementation of the skills they learn during training.	4000-4999: Books And Supplies	Title I Part A: Allocation	322.18

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training and materials for teachers to have Step Up To Writing Training	Spring 2017	Principal Classroom Teachers Project Teacher Paraprofessionals	Refresher - 1 day substitute for each teacher who attends. (\$120) There are 10 staff who want to attend - but only 7 need a sub.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	840
			Initial - 2 days substitutes for each teacher who attends. (\$240) There are 4 staff who want to attend - but only 3 need a sub	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	720
			STUW Manuals per teacher \$359 each. 14 staff members	4000-4999: Books And Supplies	Title I Part A: Allocation	5026

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2016 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 42% of 3rd grade students, 51% of 4th grade students, and 55% of 5th grade students met or exceeded standards. In math, district wide, 42% of 3rd grade students, 40% of 4th grade students, and 34% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2017 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom paraprofessional will provide classroom assistance for struggling students through the SIPPS program, and will provide art instruction for students so that teachers have collaboration time each week.	August-May	Paraprofessional Cheryl Bockhahn	Personnel Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	16735.41
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	16059.19
Intervention teacher will provide homework support for the After School Program. (1 hr. per day, 4 days per week.)	August-May	Paraprofessional (1) Cheryl Bockhahn	Personnel Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2821.50
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	637

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention teacher will provide homework support for the After School Program. (1 hr. per day, 4 days per week.)	August-May	Classroom Teacher Doug Dalton	Personnel Salary	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	5180
			Personnel Benefits	3000-3999: Employee Benefits	After School and Education Safety (ASES)	686
Intervention teacher will provide additional reading or math intervention for struggling students as determined by classroom teachers. (Before school hours)	September-April	Classroom teachers Various teachers who volunteer to do intervention.	Personnel Salary	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500
			Personnel Benefits	3000-3999: Employee Benefits	Intervention (BS/AS)	500
Classroom paraprofessional will provide additional instructional support in primary classrooms and assist with intervention groups	August - Maty	Paraprofessional Angelica Unpingco	Personnel Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11980
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2731.72
Purchase new subscription to Scholastic Core Clicks to support our goal of incorporating more close reading into our ELA programs and interventions.	November	Principal Computer Paraprofessional	Suscription will run from December 1, 2016 - July 31, 2018.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3958

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. We will continue to work closely with the maintenance department to keep our campus clean and well maintained. We will update all safety plans and safety/emergency equipment as required.
Data Used to Form this Goal:
Spring 2016 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	August - May	Principal	Principal will notify district immediately if staffing changes. There is no site cost associated with this action item unless new staff needs to be hired.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend all District Safety Committee meetings for 2016-2017 school year.	August - May	Principal	Principal will attend district meetings and report back to site staff. There is no site cost associated with this action item.			
Replace all emergency water supplies that are expiring in April 2017	March	District Office	District Safety Office will provide new cases of emergency water. 64 cases of water in total. (45 for general emergency use and 45 cases in classrooms in case of lockdown.)	None Specified	District Funded	
Office and instructional supplies to support instruction	Ongoing	Principal and teachers	Office and classroom materials	4000-4999: Books And Supplies	General Unrestricted	14837
			Printshop costs	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1400
			Classroom materials to support instruction in ELA and Math	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
Provide custodial supplies.	August-May	Principal and custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Adequately staff and support the Before School Program and the ASES After School Program.	August - May	BSP and ASES Personnel	Personnel Salaries - After School Program	None Specified	After School and Education Safety (ASES)		
			Personnel Benefits - After School Program	None Specified			After School and Education Safety (ASES)
			Supplies	None Specified			After School and Education Safety (ASES)
			Custodial Supplies - for BSP and ASP.	None Specified			After School and Education Safety (ASES)
			Personnel Salaries - Before School Program	None Specified			After School and Education Safety (ASES)
			Personnel Benefits - Before School Program	None Specified			After School and Education Safety (ASES)
Purchase P.E. equipment and supplies to support the teaching of P.E. Replacing old, worn out or broken equipment.	August - May	Principal	Playground equipment and/or supplies. (Balls, hoops, jump ropes, etc.)	4000-4999: Books And Supplies	General Unrestricted	3000	
Support staff use of Eno Boards, projectors, computers, computer lab, ELMOs, etc. with replacement of tech items as necessary due to wear and tear in classrooms or the computer lab.	August - May	Principal Tech Dept.	Technology Equipment	4000-4999: Books And Supplies	General Unrestricted	3000	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand our Second Step Program to include Bully Prevention lessons and training for staff To enable classroom teachers to support and extend lessons from our Title I counselor.	November	Principal	Purchase Second Step Bullying Prevention Units for each classroom. (Includes online training modules for staff.) Also purchase additional posters for display in cafeteria and library and additional staff lanyards with skill cards.	4000-4999: Books And Supplies	Title I Part A: Allocation	2550
Improve our school library collection by adding the following types of books: 1. More high interest - low reading level books for struggling readers and English language learners. 2. More non-fiction titles to match the 50/50 split between fiction and non-fiction reading in our Common Core State Standards.	November	Librarian	Purchase appropriate book titles for the library.	4000-4999: Books And Supplies	Title I Part A: Allocation	5000

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	August - September	Principal Staff Counselor	There is no cost associated to this action item.			
Develop and implement strategies to improve school connectedness	August - September	Principal PBIS Team Staff Counselor	There is no cost associated with this action item.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain and improve our PBIS program. Staff is currently looking for PBIS training for staff to do together.	August - May	Principal PBIS Team Staff Counselor	Purchase supplies and materials for student recognition throughout the year. (Brag tags, attendance tags, medals, and other student awards.)	4000-4999: Books And Supplies	General Unrestricted	2500
			(See above.)	4000-4999: Books And Supplies	Donations	500
Purchase art supplies to continue our art program for students in grades 1-5. This program provides enrichment for students who may not otherwise have a chance to excel at school and helps us identify those students who might be gifted in fine arts for the GATE program.	As necessary for projects and lessons.	Art Instructor - Cheryl Bockhahn Principal	Supplies	4000-4999: Books And Supplies	Donations	500
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies. Counselor will serve on PBIS team and help implement PBIS and Bucket Filling at Pierce School.	August - May	Counselor	Personnel Salaries - District paid.	None Specified	District Funded	
			Personnel Benefits - District paid.	None Specified	District Funded	
			Supplies for counselor	4000-4999: Books And Supplies	Title I Part A: Allocation	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent communication and involvement will be encouraged through the use of Homework Folders, monthly school activity calendars, flyers sent home about school events, family night programs, and a monthly newsletter.	August - May	Principal Clerk Project Teacher	Supplies for family nights.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100
			Homework Folders for home/school communication.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	800
			Helping Students Learn Newsletter in Spanish and English	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	358
			Purchase blue paper for all parent communications that go home with students.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	300
			Print shop costs for sending home Helping Students Learn newsletters each month	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	241
Purchase supplies/materials to be used at Family Nights.	August-May	Principal	Refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100
Purchase birthday books so each child receives a free book for their birthday (or a welcome to school book if the child doesn't celebrate birthdays)	As necessary to replenish supply of books for appropriate grade levels.	Librarian - Lina Bartels Principal	Books	4000-4999: Books And Supplies	Donations	250

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English. Insure that all English Learners are getting both integrated and designated instruction at their appropriate level daily. Also provide access to ELA and Math intervention programs to English Learners.
Data Used to Form this Goal:
2015 -2016 Annual AMAO 1 Results
Findings from the Analysis of this Data:
2015-2016 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 - 2017: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	September-May	Jennifer Williams	During district grade level collaborative meetings, staff and principal will receive professional development on ELA/ELD instructional model. There is no site cost associated with Pierce principal and staff - just for the trainer which is provided by the district.	None Specified	District Funded	
Create and implement a school wide ELD plan for designated and integrated instruction.	September	Principal and staff	During staff meetings, principal and staff will develop a school wide ELD Instructional Plan and schedule. There is no site cost associated with this action item.			
Continue to support English learners and their families by providing information and support through English Learner Advisory Committees.	Twice a year.	Principal	There is no site cost associated with this action item. The district provides funding for this.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Currently exploring the possibility of offering a summer program for our English language learners. If for some reason, we are not able to do this . . . we will use these funds for materials to support reading and math instruction in the classroom and in intervention groups.	November-December	Principal Staff	Temporarily setting aside some of our current Title I funds for hiring staff for a summer program at Pierce to support reading and math skills.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5000
				3000-3999: Employee Benefits	Title I Part A: Allocation	1000
			Temporarily setting aside some of our current Title I funds for purchasing materials to use in a summer program to support reading and math skills	4000-4999: Books And Supplies	Title I Part A: Allocation	700

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.
SCHOOL GOAL #1:
To support goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2016-2017	T. Switzer J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7652.67
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2648.64

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	28,737.00	0.00
Title I Part A: Allocation	113,301.00	0.00
Title I Part A: Parent Involvement	1,899.00	0.00
Title I Part A: Professional Development	7,525.00	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	5,866.00
Donations	1,250.00
General Unrestricted	28,737.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	113,301.00
Title I Part A: Parent Involvement	1,899.00
Title I Part A: Professional Development (PI Schools)	7,525.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	10,301.31

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	41,231.00
2000-2999: Classified Personnel Salaries	31,536.91
3000-3999: Employee Benefits	24,763.91
4000-4999: Books And Supplies	51,013.18
5000-5999: Services And Other Operating Expenditures	15,033.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	5,180.00
3000-3999: Employee Benefits	After School and Education Safety (ASES)	686.00
4000-4999: Books And Supplies	Donations	1,250.00
4000-4999: Books And Supplies	General Unrestricted	27,337.00
5000-5999: Services And Other Operating	General Unrestricted	1,400.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	26,731.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	31,536.91
3000-3999: Employee Benefits	Title I Part A: Allocation	23,147.91
4000-4999: Books And Supplies	Title I Part A: Allocation	19,693.18
5000-5999: Services And Other Operating	Title I Part A: Allocation	12,192.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,658.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	241.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	4,820.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	430.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI	1,075.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	1,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,553.18
Goal 2	65,788.82
Goal 3	35,787.00
Goal 4	5,749.00
Goal 5	6,700.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mrs. Pam Barnes	X				
Mrs. Heather Kenny				X	
Mr. Garrett Bruce				X	
Mr. Felipe Jauregui				X	
Mrs. Tammy Dunkin				X	
Mrs. Emily McArtor		X			
Mrs. Robyn Loftis		X			
Mrs. Eileen Lopez				X	
Ms. Kim St. George		X			
Ms. Judy Williamson			X		
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Carolina R.

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):
PTO Board and interested PTO Members

Blaine Taylor

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Pam Barnes

Typed Name of School Principal

Pam Barnes

Signature of School Principal

11-30-2016

Date

Heather Kenny

Typed Name of SSC Chairperson

Heather Kenny

Signature of SSC Chairperson

11/30/16

Date

PIERCE ELEMENTARY SCHOOL PARENT SURVEY RESULTS 2015/2016

78 Total responses. Number that is **red** shows the combination of Strongly Agree and Agree responses.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
SCHOOL CULTURE	☺☺	☺	☹	☹☹	?
Parents are greeted warmly and courteously when they visit the school.	81% 99%	18%	0%	0%	1%
Parents are encouraged to participate in their child's education.	85% 99%	14%	1%	0%	0%
My child feels safe at this school.	67% 94%	27%	4%	1%	0%
Student discipline is appropriate in this school.	59% 87%	28%	4%	4%	5%
Positive behavior is acknowledged frequently.	64% 95%	31%	2.5%	0%	2.5%
My child has opportunities to develop respect, responsibility, and problem solving skills.	64% 91%	27%	4%	5%	0%
My child and I find that the school is well maintained.	70% 93%	23%	5%	0%	1%
It is evident that there are high standards, positive messages, and high expectations of everyone at this school.	68% 96%	28%	3%	0%	0%
PARENT/COMMUNITY INVOLVEMENT	☺☺	☺	☹	☹☹	?
Parents are invited and encouraged to:					
• Visit the school.	74% 95%	23%	3%	0%	0%
• Assist in class as a volunteer or aide.	65% 88%	23%	4%	4%	3%
• Attend school functions such as parent/teacher conferences, family nights or other school events.	72% 99%	27%	0%	0%	0%
• Serve on school and district committees.	60% 91%	31%	1%	0%	7%
Activities and meetings for parents are scheduled at times and places that are convenient for parents.	60% 98%	38%	0%	0%	0%
HOME/SCHOOL COMMUNICATION	☺☺	☺	☹	☹☹	?
Parents are able to talk to someone at the school when they have concerns or questions.	82% 99%	17%	1%	0%	0%
Teachers communicate frequently with parents.	63% 91%	28%	9%	0%	0%
The monthly school newsletter and calendar provide valuable information to parents.	76% 98%	22%	1%	0%	1%
Materials are provided to parents in their home language.	72% 91%	19%	0%	0%	9%
If a parent needs a translator, the school tries to accommodate that need.	54% 68%	14%	0%	0%	28%
STANDARDS AND ASSESSMENT	☺☺	☺	☹	☹☹	?
This is a school with high academic standards for all students and all ability levels.	68% 95%	27%	1%	0%	4%
I know the standards my child must meet.	71% 100%	29%	0%	0%	0%
I understand clearly how my child's work will be graded.	64% 96%	32%	1%	0%	3%
Parents are fully informed about their child's academic progress through progress reports or conferences.	72% 95%	23%	1%	0%	4%

	😊😊	😊	😞	😞😞	?
TEACHING AND LEARNING					
All students have equal opportunity to learn at this school.	67% 98%	31%	1%	0%	1%
My child is making good progress in reading.	62% 86%	24%	4%	9%	0%
My child is making good progress in writing.	60% 86%	26%	6%	6%	1%
My child is making good progress in math.	68% 90%	22%	4%	5%	0%
My child has regularly assigned homework.	73% 94%	21%	1%	4%	0%
My child is getting a good education.	67% 93%	26%	3%	4%	0%