

The Single Plan for Student Achievement

Pioneer Elementary

57726786056279

Approved On:

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 No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

Contact Person:	Deborah Ann Brayton
Position:	Principal
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The District Governing Board approved this revision of the School Plan in

2009-2010

Goals

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Visual & Performing Arts

Goal Title : Increase Art and Music Instruction

All students will receive instruction in art and music.

Student groups and grade levels to participate in this goal:

All students, grades K-6th grade inclusive of EL, Special Ed. and Gate students.

Anticipated annual performance growth for each group:

Through engagement and participation students will expand their experience in art and music reflecting classroom curriculum themes in Social Studies, Science and Language Arts.

Means of evaluating progress toward this goal:

Evaluation will be a direct reflection of recorded projects directly tied to curriculum subjects.

Group data to be collected to measure academic gains:

Grade level teams will record specific lessons in art and music integrated directly to standards based subject matter appropriate for each grade level.

Goal Area : Physical Education

Goal Title : Improvement of Physical Ed. Program Instruction and Equipment

Students in grades 5th and 6th will be taught PE by a credentialed PE instructor. PE equipment will be purchased to enrich our current program and its expansion.

Student groups and grade levels to participate in this goal:

All students in the 5th and 6th grade including EL, Special Ed., and GATE classes.

Anticipated annual performance growth for each group:

Each group of grade level students is expected to show an overall growth from 4th to 5th and 5th to 6th grade reflective of the goals set by the state of California Physical Fitness Assessment.

Means of evaluating progress toward this goal:

Use of the California Physical Fitness test evaluation methods and goals.

Group data to be collected to measure academic gains:

Teacher will continue to keep records on individual student growth.

Goal Area : English Language Development

Goal Title : Develop English language competence of English Learners

Improve the ability of our English Learners to comprehend, speak, read, and write English.

Student groups and grade levels to participate in this goal:

All English Learners, K-6.

Anticipated annual performance growth for each group:

Each English Learner will demonstrate one level of growth per school year as measured by the CELDT.

Means of evaluating progress toward this goal:

Growth will be measured by the CELDT.

Group data to be collected to measure academic gains:

CELDT and STAR scores

Action Title: Identify English Learners and their levels

Means of Achievement: Increased educational opportunity

Tasks :

Identify English Learners based on Home Language Survey and/or school history. Assess all identified students with CELDT. Record scores and provide language profile.

Measures :

CELDT results

People Assigned :

School Secretary
EL Para-educators
Principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Action Title: Provide English Language Development

Means of Achievement: Increased educational opportunity

Tasks :

Classroom teachers will provide appropriate English Language Development instruction to English Learners. Para-educators will provide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oral comprehension, speaking, reading and writing. This will be provided through varied means including the use of HM Reading and Math programs (K-5), Prentice Hall Reading (grade 6), On Our Way to English, Rosetta Stone Software, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.

Measures :

Student use of English demonstrated in listening, speaking, reading and writing as demonstrated on the CELDT test.

People Assigned :

All Teaching Staff
 EL Para-educators
 Principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
English Language Acquisition Program (ELAP)	El Para-educators	\$910
EIA-LEP	EL Para Educators	\$16,015

Action Title: Participate in Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Participate in Staff Development offered through DJUSD as expressed in Form B, Goal #1.

Measures :

Records of staff development

People Assigned :

Teachers and Principal

Start Date : 1/10/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Centralized Services	See Form B, Goal #1	\$0

Action Title: Analyze EL achievement and instructional strategies

Means of Achievement: Staff development and professional collaboration

Tasks :

Participate in professional development as offered by DJUSD.

Measures :

Participation records
Analysis of assessment records

People Assigned :

Teachers
Principal

Start Date : 1/10/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Centralized Services	Form B, Goal #4	\$0

Goal Area : Mathematics

Goal Title : Improve mathematical competency

All students will demonstrate mastery of grade level standards.

Student groups and grade levels to participate in this goal:

All students, K-6, including 57 second through sixth grade students who were identified as below proficient on the STAR 2008 Mathematics test.

Anticipated annual performance growth for each group:

Students who are working below grade level in math will work on individualized goals designed to move them toward meeting grade level standards and scoring at the proficient level on the STAR 2009 Math test.

Means of evaluating progress toward this goal:

STAR 2009 Math test results, HM Math Assessments, Teacher designed assessments, District Kindergarten Math Assessment, Progress toward IEP Goals

Group data to be collected to measure academic gains:

Assessment scores by grade level, including STAR 2009 Math results.

Action Title: Identification of students' level of mathematical performance

Means of Achievement: Monitoring program implementation and results

Tasks :

Review STAR results, report card review, unit pretests and/or end-of-year math assessments to determine levels of student skills and abilities in mathematical strands. Identify students who are performing below grade level.

Measures :

Lists of students in need of mathematical support

People Assigned :

Classroom Teachers
Support Staff
Principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Action Title: Differentiate instruction in mathematics

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Plan lessons using differentiation of instruction which includes classroom instruction, support from special educators, use of technology and/or assignment to Learning Center teams. Focus is on low achievers, English learners, gifted students, and students on grade level.

Measures :

Classroom lessons observation, PLC team collaboration in planning differentiated instruction

People Assigned :

Classroom Teachers
 Principal

Start Date : 1/5/2009 Completion Date : 6/30/2010

Action Title: Provide supplemental math instruction for identified students

Means of Achievement: Extended learning time

Tasks :

Identify students performing below grade level, group by ability and provide additional instructional time with appropriate staff, volunteer, Math Para-educator or Special Educators in classrooms or Learning Center.

Measures :

Schedules for supplemental instruction

People Assigned :

Classroom Teachers
 Special Educators
 Math Para-educator
 Principal

Start Date : 1/5/2009 Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Para Educator	\$7,400

Action Title: Participate in the development of DJUSD math assessment card

Means of Achievement: Staff development and professional collaboration

Tasks :

Work with Curriculum and Instruction to develop the math assessment card.

Measures :

Card is published and in use, K-6.

People Assigned :

Teachers & Principal

Start Date : 1/10/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Centralized Services	Form B, Goal #2	\$0

Goal Area : Technology

Goal Title : Increase student technology literacy to support their learning in core academic areas

Students need to access technological resources that will support their academic learning.

Student groups and grade levels to participate in this goal:

All students, K-6: English learners, low achievers, Gifted students, grade level students, and Special Education students.

Anticipated annual performance growth for each group:

Student use of on-site technology applications will increase.

Means of evaluating progress toward this goal:

Computer lab Schedules
Teacher reports on technology use across the curriculum

Group data to be collected to measure academic gains:

Samples of student work accomplished with the use of technology

Action Title: Identification of needs: Professional Development, Hardware, Software

Means of Achievement: Staff development and professional collaboration

Tasks :

At a staff meeting, share and refine the Scope and Sequence for Pioneer. Identify professional development needs and whether our staff can provide some or all of the needed instruction. Identify needed hardware and software for instructional purposes.

Measures :

Professional Development scheduled
Participation of Staff
Purchases and/or analysis of hardware/software needs

People Assigned :

Technology Committee
Instructional Computer Specialist
Principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Action Title: Identify grade level expectations and benchmarks

Means of Achievement: Increased educational opportunity

Tasks :

Delineate grade level expectations and benchmarks for all grades K - 6.

Measures :

Benchmarks developed by PLC grade level teams

People Assigned :

All teachers
 Principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Action Title: Instructional Computer Specialist to provide support for Students and Staff

Means of Achievement: Increased educational opportunity

Tasks :

Provide funding for a 20 hour/week Instructional Computer Specialist who maintains our hardware, provides guidance to the technology committee, staff and students, represents our needs to the District Technology Department and other duties as they apply to maintaining and improving the use of technology at Pioneer.

Measures :

Instructional Computer Specialist on staff

People Assigned :

Principal

Start Date : 1/7/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Instructional Computer Specialist	\$23,900

Action Title: Participate in Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Participate in Cruncher training and other Technology trainings offered through DJUSD.

Measures :

Records of attendance
Staff use of Cruncher and other available technologies

People Assigned :

Teachers
Principal

Start Date : 1/10/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Centralized Services	Form B, Goal #4	\$0

Goal Area : Reading/Language Arts
 Goal Title : Reading Improvement

Students will read and comprehend materials written at or above grade level.

Student groups and grade levels to participate in this goal:

All students, K-6, including sixty-five second through sixth grade students who were identified as below proficient on the STAR 2008 English Language Arts test.

Anticipated annual performance growth for each group:

Students who are reading below grade level will work on individualized goals designed to move them toward meeting grade level standards and scoring at the proficient level on the STAR 2009 ELA test.

Means of evaluating progress toward this goal:

- STAR 2009 ELA test results
- Gates-McGinitie Assessment
- DJUSD Kindergarten Assessment Packet
- San Diego Quick
- DRA/Rigby
- Houghton Mifflin Cumulative Assessments
- Teacher created assessments based on state standards
- Reading Counts records
- SRI
- Progress towards IEP Goals

Group data to be collected to measure academic gains:

Assessment scores by grade level, including STAR 2009 ELA results.

Action Title: Identify reading levels of each student

Means of Achievement: Increased educational opportunity

Tasks :

Administer, score and/or review assessment results for students. (STAR, Gates McGinitie, SRI, District Assessments)

Measures :

Mutliple reading assessments

People Assigned :

School Staff
 Principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Sub release \$ for planning meetings	\$608

Action Title: Differentiate instruction in reading

Means of Achievement: Alignment of instruction with content standards

Tasks :

Provide differentiated instruction based on the information provided by the assessment of each individual student. Differentiated instruction will include a focus on low achievers, English Learners, high achievers, gifted students and students on grade level.

Measures :

Differentiated instruction will include the use of: HM base program (K-5) with English Learner and Universal Access components, Prentice Hall program for grade 6, leveled readers, Reading Counts program, leveled texts, library books, novels, literature circles and/or other teacher selected materials.

People Assigned :

Classroom teachers
 Principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Action Title: Provide supplemental reading instruction

Means of Achievement: Extended learning time

Tasks :

All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers.

Measures :

Results of multiple reading assessments

People Assigned :

Reading Specialist
 Reading Para-educators
 Special Educators
 Special Education Para-educators
 Classroom Teachers
 Principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Para-educators	\$13,573
EIA-LEP	Para-educators	\$7,981

Action Title: Maintain and increase materials and resources for reading instruction

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Annually review the inventory of materials and resources available to students and staff to support reading development through our school media center, technology lab, classroom libraries, classroom technology centers and all learning centers .

Measures :

Lists of needs from staff with appropriate parent and student input. Purchase orders completed and processed; new materials on site and available for use when funding becomes available.

People Assigned :

- All Staff
- Technology Committee
- School Site Council
- School Secretary

Start Date : 1/5/2009

Completion Date : 6/30/2010

Action Title: Participate in Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Participate in professional development in accordance with Form B, Goals #1 and Goal #2.

Measures :

Records of attendance

People Assigned :

- All Teachers
- Principal

Start Date : 1/10/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Centralized Services	Form B, Goal #1 and Goal #2	\$0

Goal Area : Reading/Language Arts

Goal Title : Improving Student Writing through Six Traits Instruction

Develop writing skills through teaching the Six Traits of Writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions and assessed by district rubric.

Student groups and grade levels to participate in this goal:

All Students Grades K-6 who are performing below proficient in writing.

Anticipated annual performance growth for each group:

Student writing growth as scored by the DJUSD writing rubric will show a one point growth from Fall 2008 to Fall 2009.

Means of evaluating progress toward this goal:

Teachers will score and report student writing responses on a school wide prompt in the fall, winter and spring trimesters.

Group data to be collected to measure academic gains:

Writing Score Charts will be submitted to the Principal denoting each students writing score.

Action Title: Clarification of Grade Level Goals

Means of Achievement: Staff development and professional collaboration

Tasks :

Grade level teams will clarify the grade levels goals for writing under Six Traits during PLC meetings.

Measures :

List of goals at each grade level

People Assigned :

All teachers and principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Action Title: Identification of Writing Proficiency

Means of Achievement: Monitoring program implementation and results

Tasks :

Identification of individual students at each grade level who are performing below the district established level of proficiency in writing.

Measures :

Results from the district writing samples in Fall, Winter and Spring trimesters using the district developed rubric.

People Assigned :

Grade level teams and principal

Start Date : 1/5/2009

Completion Date : 6/30/2010

Action Title: Continue Implementation of Six Traits of Writing Strategies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Provide differentiated instruction for the students who are not proficient in writing.

Measures :

Plans developed by grade level teams using the Six Traits of Writing strategies.

People Assigned :

Grade level teams

Start Date : 1/5/2009

Completion Date : 6/30/2010

Pioneer Elementary 2009-10
 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$70,386

Total Annual Expenditures for Current School Plan: \$70,386

State	Budget Allocation	Expense	Balance Available
English Language Acquisition Program (ELAP)	\$910	\$910	\$0
Develop English language competence of English Learners		\$910	
School & Library Improvement Block Grant	\$45,480	\$45,480	\$0
Improve mathematical competency		\$7,400	
Increase student technology literacy to support their learning in core academic areas		\$23,900	
Reading Improvement		\$14,181	
EIA-LEP	\$23,996	\$23,996	\$0
Develop English language competence of English Learners		\$16,015	
Reading Improvement		\$7,981	
Total amount of State categorical funds allocated:	\$70,386	\$70,386	\$0
Total amount of categorical funds allocated to this school:	\$70,386	\$70,386	\$0

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
Tracey Soeth, Chair	Parent or Community Member		6/6/2010
Helena Allison	Parent or Community Member		6/6/2010
Nadia Battistoni	Parent or Community Member		6/6/2010
Dina McHugh	Parent or Community Member		6/6/2010
Jackie Gray	Classroom Teacher	jgray@djUSD.k12.ca.u	6/6/2010
Nora Brazil	Other School Staff	nbrazil@djUSD.k12.ca	6/6/2010
Paula Trujillo	Classroom Teacher	ptrujillo@djUSD.k12.	6/6/2010
Karen Wallender (Alternate)	Other School Staff	kwallender@djUSD.k12	6/6/2010
Deborah Brayton	Principal	dbrayton@djUSD.k12.c	6/6/2010
Sally Harris	Classroom Teacher	sharris@djUSD.k12	6/6/2010
Soo-Hee Shin	Parent or Community Member		6/6/2010
Heidi Trauner	Parent or Community Member		6/6/2010

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	2	6	

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

- | | | |
|-----|---|------------|
| 1. | School Site Council Members | |
| 2. | Plan Review Due Date: | |
| 3. | The school site council is correctly constituted and was formed in accordance with district governing board policy and state law. | |
| 4. | The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. | |
| 5. | The school site council sought and considered all recommendations from the following groups or committees before adopting this plan | |
| | English Learner Advisory Committee | 12/2/2009 |
| | Special Education Advisory Committee | 12/2/2009 |
| | Gifted and Talented Education Advisory Committee | 11/30/2009 |
| | School Climate Committee | 12/1/2009 |
| 6. | The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan. | |
| 7. | This school plan 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. | |
| 8. | Public Notice Due Date: | |
| 9. | District Governing Board Annual Review Due Date: | |
| 10. | This School Plan was adopted by the School Site Council at a public meeting on: | 12/7/2009 |
| 11. | Attested by School Principal: | 12/7/2009 |
| 12. | Attested by School Site Council Chairperson: | 12/7/2009 |

Deborah Ann Brayton

 Typed name of school principal

 Signature of school principal

 Date

Tracey Soeth

 Typed name of SSC chairperson

 Signature of SSC chairperson

 Date

Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

Teachers of Pioneer Elementary School use the state approved, district adopted materials for core program instruction.

2. Availability of standards-based instructional materials appropriate to all student groups:

All students have access to standards-based materials appropriate to all student groups.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Our staff participates in staff development opportunities, district or private, that will enable us to improve our knowledge and skills in order to improve student performance.

4. Services provided by the regular program to enable under-performing students to meet standard:

Our teachers work with our Reading Specialist, Reading Para-educators, Math Para-educator, EL Para-educators and one another in order to increase the learning and skill level of under-performing students.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Our categorical funds provide our students with additional support from Reading Para-educators and a Math Para-educator. Beginning and Early Intermediate English Learners receive supplemental support from one of two EL Para-educators.

6. Use of the state and local assessments to modify instruction and improve student achievement:

Results of the STAR and of our local assessments are reviewed to assist with planning to support students. The Gates McGinitie is given at the beginning of each school year to students in grades 1 - 6 to provide information on our students reading. Students selected for supplemental support in reading take this assessment again each January and at the end of the year. Reading Counts quizzes are reviewed and help teachers determine a child's current reading level. Writing prompts are administered three times each year and scored in accordance with the district adopted rubric. Math assessment is done at grade level by core teachers for referral for math aide assistance.

7. Number and percentage of teachers in academic areas experiencing low student performance:

All of our general education teachers have one or more students who perform at a low level. At the primary level this may be 5% (one child) or 25% (five children). Anywhere from 6% to 24% of the students in intermediate classes perform at a low level.

8. Family, school, district and community resources available to assist these students:

Our Davis Community provides funding through a parcel tax to staff a Reading Specialist position at our school. In addition our PTA provides funds annually for increasing resources in our Library, our Reading Learning Center (Reading Counts books and quizzes, primary reading programs) and for each Teacher to purchase materials for their own class.

9. School, district and community barriers to improvements in student achievement:

Barriers to improvements in student achievement include limited time and the low numbers of students in the low performance range. Our community invests a good deal of energy talking about and planning for our high achievers and gifted students.

10. Limitations of the current program to enable under performing student to meet standards:

We need additional collaboration within and between grade levels, including the Junior High School. We also need to continue to support the reading and math support programs to better accomplish the focus is on under performing students while building our grade level teams commitment and support to the academic growth of students performing below grade level.

Student Performance Data Summary

Conclusions from Student Performance Data

A large percentage of Pioneer students perform at a proficient or advanced level. Our English Learners fall into two distinct groups, those who quickly learn/develop English language skills and those who acquire academic language very slowly.

Pioneer Elementary 2009-10 Single Plan For Student Achievement Report

Conclusions from Parent, Teacher and Student Input

Our parents believe our students are highly motivated to achieve academically; that our facility is safe and clean and that our student/staff relationships are strong. There is a belief that our focus is academic and our climate is positive.

Our staff has high expectations, strong family relationships and is dedicated to student learning. There is an strong belief that we provide a positive climate and that everyone in our school community is treated fairly.

Our students feel their relationships with our staff members is both strong and based on fair treatment. They identify our climate as a positive one in which parents are actively involved.