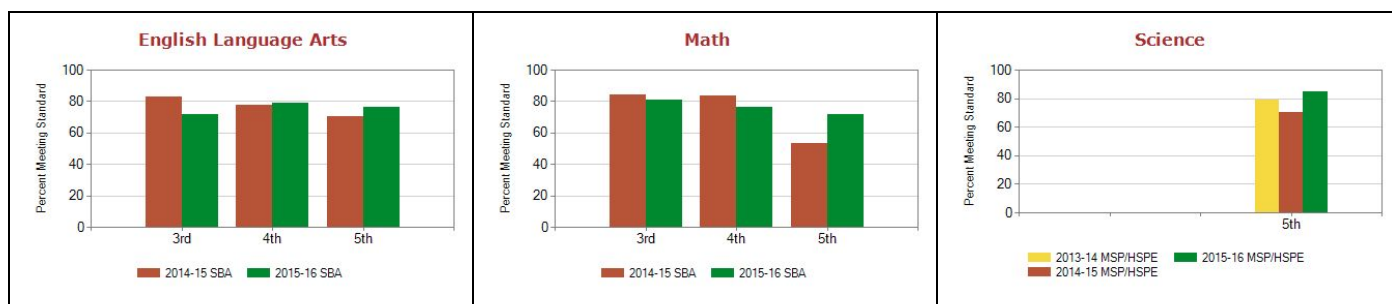


Pioneer Elementary School Improvement Plan 2016 - 2017

| | |
|----------------------------------|-------|
| Enrollment | 539 |
| Free/Reduced Lunch | 20.4% |
| Special Services | 27.8% |
| English Language Learners | 0.7% |
| Unexcused Absence Rate | 0.1% |
| Suspensions | 6 |

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goal:

Within the staff:

- We will hold monthly staff meetings to develop solutions to challenges that arise.
- Staff members will hold regular meetings within their established Professional Learning Communities (PLCs) in an effort to share strategies, data, resources, challenges, and students. These groups will establish norms for operation and will adhere to their norms in every meeting.
- A weekly bulletin will be sent to all staff members so that everyone is receiving information at the same time. The bulletin will be sent by email and will address issues in an effort to eliminate the need for additional meetings.
- Teams of staff members will form various committees that will serve the school. Three key committees are the instructional leadership committee, the PBIS committee, and the safety committee. These staff members will target growth and improvement in the designated area as measured through self-assessments and staff surveys.

Within our school community:

- Teachers will conduct fall and spring conferences with all parents regarding students and their academic and social programs. They will also serve as resources as issues arise for families. Teachers will make positive contacts to celebrate student success five times more often than they make a negative contact.
- Teachers will utilize classroom web pages, newsletters, or weekly folders to communicate with families.
- Staff members will randomly communicate positive news through postcards, phone calls, and emails to parents.
- Staff will use positive behavior office referrals that will result in further recognition and celebration of positive efforts.
- Monthly newsletters will be sent to families conveying school and district news.
- Skyward Message Center emails will be sent and Robo Calls will be made on a regular basis.

Beyond our school community:

- Our website will be updated with important and engaging information.
- Our PTA website and facebook will be updated regularly.
- Partnerships with local agencies such as police, fire, and transit, will be built in support of Walk and Roll and other events.
- Partnerships with Timberland Library System will be evident through our school library.
- Tutors from Olympia High School will be utilized in support of students and families.

Achievement Goals:

ELA:

Kindergarten: By the end of May 2017, 80% of kindergarten students will identify all letters of the alphabet (capital and lowercase) and 26 letter sounds. All students will read 20 high frequency words in the Wonders curriculum. They will write the alphabet, use letter sounds to write words and will construct sentences beginning with a capital letter and ending with a period. Strategies include the components of the Wonders curriculum.

First Grade: Reading: By June 2017, 80% of all 1st grade students will be able to read 69 WPM measured by Dibels. Also, 80% of all 1st grade students will get 85% or above on the End of the Year High Frequency Word Assessment as measured by Wonders Unit Assessments. **Writing:** By June 2017, 80% of all 1st grade students will effectively write a complete paragraph with four connected sentences, including a beginning, middle and end, using proper punctuation as measured by teacher created common rubrics based on CCSS.

Second Grade: By June 2017, 80% of 2nd graders will read with sufficient accuracy and fluency to support comprehension as measured by STAR, Dibels and Running Record as formative assessments. Strategies include: “Walk to Read” (differentiated instructional groups), leveled reading groups and AR and STAR testing.

By June 2017, 80% of 2nd graders will write paragraphs using proper punctuation, capitalization and details.

Third Grade: By June 2017, 85% of 3rd graders will demonstrate at least 8 points **reading** growth as measured by MAP and Wonders assessments. Strategies include: Differentiated instruction using Wonders based on interpretation of data and analysis. By June 2017, 85% of 3rd graders will be able to **write** and organize a multi paragraph text for narrative, expository and opinion pieces. Strategies include: Differentiated instruction, use of graphic organizers and Wonders materials.

Fourth Grade: By June 2017, 90% of 4th graders will be at or above grade level as determined by Lexile Growth score on MAP and STAR. By June 2017, 80% of 4th graders will effectively write narrative, informative and opinion writing as measured by the Wonders curriculum rubric scoring guide. Strategies include: Differentiated groups within Wonders instruction, goal setting and monitoring on AR, and practicing writing genres throughout the year.

Fifth Grade: Reading - By June 2017, 80% of 5th graders will meet or exceed standard on the Reading MAP test. Strategies include: Wonders, Dibels, STAR and daily assignments. **Typing -**By June 2017, 85% of 5th grade will exceed the goal of 25 wpm (WMS benchmark is 20 wpm). This goal will be met using three different methods.

SPED: Each individual student will be taught at his/her identified instructional level and 100% of the students on IEPs in ELA will show improvements toward his/her IEP goals as measured through routine progress monitoring and assessments specific to the IEP.

ELA SPED

Our current SBA results show that 68.7% of our 3rd graders, 42.7% of our 4th graders, and 53.8% of our 5th graders on IEPs did not meet standard on the ELA SBA. We will improve these SBA results on identified students on IEPs by reducing this percentage by 10 points in each grade level (or increasing the passage rate by 10 percent in each grade level) as measured by the 2017 SBA results. We will do this by targeting students who earned a “2” on this assessment in 2016. We will provide them with intentional and specially designed instruction aimed at earning a “3” or above. We will also work to sustain quality instruction and intervention that resulted in the 31.2%, 57.1%, and 46.1% who met or exceeded the standard in 2016.

ELA POVERTY

Our current SBA results show that 58.8% of our 3rd graders, 63.6% of our 4th graders, and 50% of our 5th graders identified as children from poverty households did not meet standard on the ELA SBA. We will improve these SBA results on this group of students by reducing this percentage by 10 points in each grade level (or increasing the passage rate by 10 percent in each grade level) as measured by the 2017 SBA results. We will do this by targeting students who earned a “2” on this assessment in 2016. We will provide them with intentional in class interventions aimed at earning a “3” or above and whole group instruction on the CCSS. We will also work to sustain quality instruction and intervention that resulted in the 41.1%, 36.3%, and 50% who met or exceeded the standard in 2016.

MATH:

Kindergarten: By the end of May 2017, 80% of kindergarten students will be able to recognize, write, identify, compare, and sequence the numbers 0-20, as measured by Bridges lessons, assessments, and teacher observation. Strategies include Bridges, Number Corner, and classroom lessons and activities.

First Grade: By June 2017, 85% of all 1st grade students will achieve proficient level in all CCSS for math as covered in the Bridges Math curriculum. Measured by Bridges CGA given mid-year and end of year.

Second Grade: By June 2017, 80% of 2nd graders will demonstrate understanding of key concepts presented in units 1-7 of Bridges all-inclusive curriculum. Assessments to include pre-tests, post-tests and Check Points in Units 1-7. Strategies include daily lessons, Number Corner, pre-post tests, check points in Units 1-7. Students needing extra support will be assisted by paras/volunteers.

Third Grade: By June 2017, 85% of students will demonstrate at least 10 points growth as measured by MAP and 85% of students will meet standard as measured by Bridges comprehensive Growth Assessment. Strategies Include: Number Corner Implementation, re-teaching when necessary, teachers meet monthly to analyze and interpret summative and formative assessments embedded in the Bridges curriculum.

Fourth Grade: By June 2017, 85% of 4th grade students will improve from intensive to strategic or from strategic to benchmark (or remain at benchmark) as measured by Pre and Post Unit Assessments before and after each Bridges unit.

Fifth Grade: By June 2017, 85% of 5th graders will meet or exceed standard on the Math MAP test. Strategies to accomplish this include: using Bridges curriculum, Number Corner and daily work.

SPED: Each individual student will be taught at his/her identified instructional level and 100% of the students on IEPs in Math will show improvements toward his/her IEP goals as measured through routine progress monitoring and assessments specific to the IEP.

MATH SPED

Our current SBA results show that 50% of our 3rd graders, 50% of our 4th graders, and 76.9% of our 5th graders on IEPs did not meet standard on the Math SBA. We will improve these SBA results on identified students on IEPs by reducing this percentage by 10 points in each grade level (or increasing the passage rate by 10 percent in each grade level) as measured by the 2017 SBA results. We will do this by targeting students who earned a “2” on this assessment in 2016. We will provide them with intentional and specially designed instruction aimed at earning a “3” or above. We will also work to sustain quality instruction and intervention that resulted in the 50%, 50%, and 23.1% who met or exceeded the standard in 2016.

MATH POVERTY

Our current SBA results show that 52.9% of our 3rd graders, 54.5% of our 4th graders, and 50% of our 5th graders identified as children from poverty households did not meet standard on the Math SBA. We will improve these SBA results on this group of students by reducing this percentage by 10 points in each grade level (or increasing the passage rate by 10 percent in each grade level) as measured by the 2017 SBA results. We will do this by targeting students who earned a “2” on this assessment in 2016. We will provide them with intentional in class interventions aimed at earning a “3” or above and whole group instruction on the CCSS. We will also work to sustain quality instruction and intervention that resulted in the 47%, 45.4%, and 50% who met or exceeded the standard in 2016.

SCIENCE:

Kindergarten: By the end of May 2017, 90% of kindergarten students will show understanding of trees, wood, paper and magnets. All students will make observations and apply knowledge by using tools and materials for investigation and problem solving. Student achievement will be measured by formative assessment, teacher observation and student work. Strategies include FOSS science kits, classroom lessons, cooperative groups, hands-on experiences and informational text.

First Grade: By June 2017, 95% of 1st grade students will show basic understanding of the scientific process, and basic understanding of rock formation and the plant life cycle as measured by observation and assignments. Students will actively engage in questioning, observation, and recording techniques to draw conclusions as measured by teacher anecdotal records and FOSS kit assessments.

Second Grade: By June 2017, 80% of 2nd graders will show understanding of key concepts taught in 2nd grade FOSS science kits (balance & motion, insects). The level of their learning will be measured by teacher observation, recorded observations and labeled drawings in science journals, and verbal explanations shared in class. Formal student achievement will be measured by formative and summative assessments given throughout and at the end of each unit.

Third Grade: By June 2017, 85% of 3rd graders will demonstrate understanding of key concepts pertaining to grade level FOSS kits. Growth will be measured by formative and summative assessments administered throughout the units.

Fourth Grade: By June 2017, 85% of 4th graders will demonstrate understanding of key concepts pertaining to grade level Foss kits. Growth will be measured by formative assessments administered throughout each unit.

Fifth Grade: By June 2017, 85% of 5th graders will demonstrate understanding of key concepts pertaining to grade level Foss kits. Growth will be measured by formative assessments administered throughout each unit.

SCIENCE SPED

Our current MSP results show that 23% of our 5th graders on IEPs did not meet standard on the Science MSP. Though we are generally pleased with these outcomes, we will work to improve them with our current group of 5th graders. We will improve these Science MSP results on identified students on IEPs by reducing this percentage by 10 points to 13% not meeting the standard as measured by the 2017 MSP results. We will do this by continuing the work of full implementation of the FOSS kits K-5, full implementation of scientific method K-5, and focusing on science vocabulary K-5. These students will receive intentional and specially designed instruction that will support their learning and move the success rate from 76.9% to 86.9% in this sub-group.

SCIENCE POVERTY

Our current MSP results show that 41.6% of our 5th graders identified as children from poverty households did not meet standard on the Science MSP. We will improve these Science MSP results on this group of students by reducing this percentage by 10 points to 31.6% not meeting the standard as measured by the 2017 MSP results. We will do this by fully implementing the FOSS kits K-5, fully implementing instruction on the scientific method K-5, and focusing on science vocabulary K-5. We will provide them with intentional instruction and science journals that will require application of vocabulary in context. We will apply the NGSS and practice opportunities for our students and shift from a 58.3% passage rate in this sub-group to a 68.3% passage rate on the 2017 MSP.

Professional Growth Goal:

Overall Goal: 100% of our teachers will participate in professional development that is meaningful to his/her own practice. This will be accomplished through identifying the target areas, seeking trainers, and participating in the training. This will occur throughout the school year. This site-based model will be created in addition to any district or ESD offerings. Our instructional leadership team (ILT) members will seek input from the team that they represent so that purposeful and meaningful professional development can be coordinated. The ILT has started this work and some teams have identified targets for growth such as technology, behavior intervention training, and data-driven instruction. Once every team has determined their focus, a PD plan will be developed that aligns with the target areas.

PLC work: Pioneer teachers will grow professionally through meaningful use of the collaboration days. They will use this time to work in professional learning communities in order to monitor and adjust student growth goals and examine data. Teachers will increase their depth and breadth of knowledge when designing learning activities for Wonders implementation. They will also support student learning in all subject areas through partnering with one another in a variety of manners: sharing resources and ideas, using data to inform instruction, sharing students, and sharing strategies. The teachers are committed to operating by the norms of the PLCs as they target their own growth as individuals and teams.

SIP Review: Our grade level goals and school-wide goals on this SIP will be assessed in January and May of this school year. This progress monitoring will enable us to maintain a clear focus on our targets, celebrate our accomplishments, and adjust our work as needed.

Safety Goal:

We will promote safety of staff and students through intentional work:

- Our safety team will meet to develop specific protocols for emergency scenarios. We will practice drills in each of these areas including lockdown, earthquake, active shooter, and fire drills.
- Staff will know and practice their responsibilities for every drill by the end of the first semester.
- Parents will be made aware of our protocols at the PTA meeting in January. This will inform them of our efforts and invite them to support our efforts. It will also empower them to have critical information in the event of an actual emergency.
- All staff will wear OSD name badges.
- All visitors will check in at the office and wear a visitor sticker.
- Pioneer will conduct required emergency safety drills as scheduled.
- Safety team will meet regularly to continue refining safety protocols and identify areas of training needed.
- Professional development will be provided for lockdown scenarios.
- We will focus on safety through two instructional efforts: 2nd Step Curriculum, and PAWS instruction. One of the components of PAWS is the "Act Safely". This has been defined and practiced through our PBIS efforts in every class and in every setting.
- Our bus drivers will promote safety through required evacuation drills. This effort will be supported through routine conversations with busers about safe and respectful bus etiquette.
- Communication and practice will occur related to the various intersections and crossing guard areas surrounding our school zone. This will include our 5th grade patrol students.

PBIS:

- Pioneer’s PBIS committee will continue to drive the work of developing and implementing PBIS efforts in our school. They will review input from staff and merge that input with best practice to develop a PBIS school that is specific to the needs at Pioneer.
- This year, we will build a solid foundation of a school-wide Tier 1 incentive program. Our staff will promote common language and expectations by teaching PAWS: **P**actice responsibility, **A**ct safely, **W**ork with courage and **S**how respect. Staff will use our behavior matrix school-wide to teach these expected behaviors.
- PBIS efforts will reduce the number of “major and minor discipline referrals” as measured by data collected every two months. These efforts will also increase the sense of school pride and ownership as measured by student council surveys.
- Our concentration on Tier I interventions will provide a strong foundation for the development and implementation of Tier II implementation next school year. The intent of Tier II will be to support the needs of those students who are not responding to Tier I (school-wide) interventions.

STRENGTHS:

Staff Celebrations:

- We have developed a school vision and mission statement. These statements were developed by and are supported by our entire staff.
- We have developed norms for operating meetings as a staff and PLCs. These norms are in line with our PBIS efforts and reflect each of the areas of PAWS (**P**actice responsibility, **A**ct safely, **W**ork with courage, and **S**how respect) and have been applied to our staff meetings, committee meetings, and PLC team meetings.
- Teams have been formed and are working together to meet goals as PLCs.
- Our PBIS committee has built a solid foundation for successful Tier I implementation. Staff have collaborated to fully implement the vocabulary and a consistent model of PBIS Tier I.

Data Celebrations:

- Our Smarter Balanced data on the ELA assessment for grades 3, 4, and 5 are above the district and state averages.
- Our Smarter Balanced data on the Math assessment for grades 3, 4, and 5 are above the district and state averages.
- Our 5th grade Science MSP results are above district and state norms. We attribute this outcome to the consistent instruction of the scientific method and the FOSS kits.
- Our spring MAP Scores in Reading and Math for grades 2, 3, 4, and 5 are above the district and national norms .

OPPORTUNITIES FOR SCHOOL GROWTH:

Staff Opportunities:

- We will focus on attaining 100% compliance on PBIS Tier I implementation by June of 2017. This will be measured through the TFI inventory. We will follow up with the development of Tier II planning for the following school year.
- Our staff will continue to learn about Wonders and apply it with fidelity in every grade level.
- We will expand our work in PLCs to include supports in instruction, assessment, culture, interventions, and inclusion. We will troubleshoot testing issues (SBAC, MAP, MSP, Bridges, Wonders, etc.) BEFORE testing “season” (i.e. freezing screens, bumped out of test, timing out, session issues, login problems, pausing etc.).
- We will develop strategies to increase our PLC time without reducing instructional time.

Data Opportunities:

- Our Growth Norms on math and reading MAP from fall to spring will meet or exceed the NWEA National Growth Norms in each grade level assessed.
- Our cumulative SBA data in ELA averages 75.56% proficiency in grades 3, 4, and 5. Our goal is to increase this cumulative data to 85% proficiency in 2016-17.
- Our cumulative SBA data in math averages 76.36% proficiency in grades 3, 4, and 5. Our goal is to increase this cumulative data to 85% proficiency in 2016-17.
- Our MSP data in science is 84.7% proficiency in grade 5. Our goal for 2016-17 is to increase this data to 90% proficiency.