

**Quincy School District
School Improvement / Title I Schoolwide Plan
2015 - 2016**

**School: Pioneer Elementary
Principal: Nik Bergman**

Date: 10/23/15

Leadership Team Members (RLT, MLT, BLT)					
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Signature:					

School Mission/Vision Statement:

Mission

Pioneer is committed to developing responsible learners and implementing high academic standards through the excellence of teaching and learning. This commitment is shared by the school, the family, and the community.

Vision

Inspire students to be goal oriented, life-long learners.

School Improvement Goals:

- **School Improvement Goal:** All Pioneer Elementary students will demonstrate proficiency and measureable growth, in reading, toward their individualized year end goal as indicated by local and state assessments. Specific, low-scoring/standard areas to improve: vocabulary/word recognition, analyzing text, and comprehension.
- **School Improvement Goal:** All Pioneer Elementary students will demonstrate proficiency and measureable growth, in math, toward their individualized year end goal as indicated by local and state assessments. Specific, low-scoring/standard areas to improve: Math Vocabulary, Number Sense, Problem Solving Strategies, and Geometry/measurement.

School Improvement Planning Timeline:

- The school improvement planning will be on-going throughout the year.

School Profile:

Pioneer Elementary school serves kindergarten through third grade students in the city of Quincy and the surrounding area. Quincy is an agriculturally based community, where a significant percentage of the population participates in agriculture related occupations, such as farm owner, employee of a local food processing plant, or seasonal farm laborer.

To understand our School Improvement Goals (reading, math, and language acquisition) is to understand our community and its unique needs. Quincy, like many small towns, is very limited in its availability to resources. Although there is a small library and a hospital in Quincy, many services must be obtained in the larger nearby communities of Moses Lake and Wenatchee. Most recently, technology companies such as Microsoft, Sabi, Yahoo, Dell, and Intuit have constructed data centers in Quincy. With the arrival of the companies the tax base of Quincy has greatly changed; positively affecting our levy rates and commercially diversifying Quincy.

Eighty-three percent of students in our district are children of poverty; 86.4 percent of our students are children of poverty at Pioneer elementary. Our student demographics offer us cultural diversity; however, language issues in classes that are heavily vocabulary dependent (such as math and reading) are causing additional challenges for both students and staff. The Pioneer students' demographics are: Hispanic, 88.5 percent; Asian .5 percent, and Caucasian 10.2 percent.

Our school improvement plan describes our Title I Schoolwide program (SWP). The planning process and SWP are designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.

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NEEDS		School Needs Assessment #1		
DATA REVIEW	<p>Demographic Data:</p> <p>Enrollment: 425</p> <p>Free/Reduced Lunch Rate: 86.4%</p> <p>Male: 48.4% Female: 51.6%</p> <p>Average Years of Experience Among the Teaching Staff: 9</p> <p>Ethnic Composition of the Student Body: Hispanic 88.5%, Asian .5%, White 10.2%</p> <p>Special Education: 13.2%</p> <p>Transitional Bilingual: 64.8%</p>	<p>Student Achievement Data:</p> <p>Measure of Student Progress (MSP)</p> <p>Dynamic Indicator of Basic Literacy Skills (DIBELS)</p> <p>Measure of Academic Progress (MAP)</p> <p>Washington Language Proficiency Test (WLPA)</p> <p>Classroom Based Assessments (CBAs)</p> <p>Math Benchmark Assessment (MBA)</p>	<p>Perception Data:</p> <p>School-wide Climate Survey</p> <p>TPEP Survey Monkey</p> <p>District Parent Climate Survey</p>	<p>Program/Context Data:</p> <p>Reviewed all assessment data from the 2013-14 school year.</p> <p>Continual alignment of state standards (Kinder -3rd Common Core) with reading and math curriculums.</p> <p>Aligned all assessments with ELA and Math CCSS</p>
CONCLUSIONS	<p>What areas of strength were identified while reviewing your data?</p> <p>Language Arts: Reading scores on MAP and DIBELS assessments continue to improve. DIBELS fluency scores are higher than they have ever been starting the new school year. Spring DIBELS Data was very high at 3rd grade. In addition to 3rd Grade, Kindergarten student had Pioneer's highest historical benchmark percentage. DIBELS assessment indicates that students are doing much better reading fluently. Pioneer Elementary students did very well in applying their reading skills on informational text, especially in identifying main idea and details in non-fiction text.</p> <p>Math: 2014-15 MAP scores indicate Pioneer Elementary students' areas of strength were numbers and base ten, geometry. Pioneer's Math 2nd and 3rd grade MAP scores were 2nd highest historically.</p>		<p>What areas of concern were identified?</p> <p>Language Arts: Reading scores according to the MAP have shown a need for improvement in the areas of vocabulary/word recognition, analyzing text, and comprehension. Especially in the area of comparing and contrasting. Class CBAs concur with this finding.</p> <p>Math 2014-15 MBA/MAP scores indicate concerns in the areas in Math Vocabulary, Operations and Algebraic Thinking, Problem Solving Process, and Measurement. Pioneer will also be utilizing EngageNY assessments and CBA data spreadsheets to action plan. All assessments are aligned to CCSS.</p>	

Schoolwide Reform Strategies #2 English Language Arts Action Plan

- **School Improvement Goal:** All Pioneer Elementary students will demonstrate proficiency and measureable growth, in reading, toward their individualized year end goal as indicated by local and state assessments. Specific, low-scoring/standard areas to improve: vocabulary/word recognition, analyzing text, fluency and comprehension.
- **Learning Strategy(ies):** We will implement Common Core ELA state standards to ensure the standards are understood and applied, utilizing the adopted curriculum. The implementation of GLAD and Marzano instructional strategies will help to further enhance students' background knowledge, vocabulary/word recognition, analyzing text, and comprehension.
- **Rationale (or Research Support):** Research-based reading instruction is critical for all students, especially when used in leveled groups. Pioneer Elementary reading data indicates the need for additional support in the areas of vocabulary/word recognition, analyzing text, and comprehension.

Activities	Professional Development	Timeline	Resources	Person/ Department Responsible	Evidence of Implementation	Evidence of Impact
Monitoring and evaluation of district adopted curriculum	Staff needs further support in implementing the ELA standards and new curriculum CCSS Breakdown via scales	On-going	Time with teams to implement curriculum Collaboration	ELA, staff, Principal, District	Collaboration agendas and minutes. Training opportunities made available, district PD schedule	Increased student achievement in the area of ELA.
GLAD Implementation	GLAD Partner Observation and Coaching Opportunities, Continued Use of GLAD Strategies Building-wide	Oct-May	Collaboration and time in the schedule, Observation Feedback	Staff, Principal, Reading Coach	All trained staff will be implementing GLAD strategies.	Improvement on MAP, WELPA, and SBAC, results
Peer classroom observations	Continued Training in the Marzano Domains	Oct-May	Time/Coverage/Observation Outline	District/Teaching Staff/Principal	Outlook calendar with scheduled observations Completed Observation Form	Improvement in selected areas to modify

Integrate student work(writing) into collaboration	Additional assistance with on-line assessments	On-going	Wonders training opportunities	Reading Coach, Building Administrator and ELA Members	Collaboration agendas and minutes	Improved student work sample
Fluency Practice and Intervention	Fluency intervention and structure planning	On-going	Wonders Leveled Readers and Reading Coach Support	Staff	Progress Monitoring, classroom observations, collaboration minutes	Increased DIBLES scores

MATH Action Plan

- **School Improvement Goal:** All Pioneer Elementary students will demonstrate proficiency and measureable growth, in math, toward their individualized year end goal as indicated by local and/or state assessments. Specific, low-scoring/standard areas to improve: Math Vocabulary, Operations and Algebraic Thinking, Problem Solving Process, and Measurement.
- **Learning Strategy(ies):** We will implement Common Core math state standards to ensure the standards are understood and integrated into the curriculum. The implementation of GLAD and Marzano instructional strategies will help to further enhance students' math vocabulary and mathematical practices.
- **Rationale (or Research Support):** Research-based math instruction is critical for all students. Pioneer Elementary math data indicates the need for additional support in the areas of Math Vocabulary, Operations and Algebraic Thinking, Problem Solving Process, and Measurement.

Activities	Professional Development	Timeline	Resources	Person/ Department Responsible	Evidence of Implementation	Evidence of Impact
Implement and monitor math curriculum guide that is aligned to the Common Core standards.	Team Meeting Collaboration MLA Trainings Common Core Trainings	On-going	Time to allow for feedback Time available to work on alignment document Materials to Arrange in Binders	MLT Math Teachers Principal	The curriculum guide is used to pace math instruction by 100% of the teaching staff.	Increased Student Achievement Data
All staff will understand and connect meaning to common core standards in regards to curriculum instruction and assessments	MLT Members guiding	On-Going	Collaboration Dates and Team Meetings	MLT	All curriculum guides are being taught and followed	Increased Student Achievement Data
Implement spreadsheets for data from (EngageNY) pre/post assessments, staff will have a common input date to ensure accurate data analysis.	MLT Members	On-going	Created spreadsheets on District Drive	Math Teachers	Completed Spreadsheets	Pre/post assessments Data-driven collaboration

Analyze systemically and on-going formative and summative (MAP, Module Assessment, scale data) math data to inform instruction with a focus on student work.	First Steps Training Collaboration Common Core Training Deeper on Domain Training	On-going	Time to collaborate with grade level teams	Principal MLT	Schedule quarterly collaboration meetings to analyze data (after report cards)	Increased Student Achievement Data
GLAD Strategies to ensure vocabulary development and active engagement.	Time to create Training for new staff Observe peers teaching Make it and Take Its	On-going	Time to create and collaborate with teams Time to observe colleagues	Principal MLT Instructional Coach	All Teachers will participate in a peer observation	Increased Teacher Knowledge and Student Engagement
Implement and monitor measurement Lab to increase student understanding of measurement through hands on application of measurement tasks.	MLT Leaders Deeper on Domain Trainings First Steps Trainings	On-going	Measurement Lab Carts (see supply list) Measurement Lab Lesson Plans MLT	Math Teachers MLT	Grade Level Math Meeting Check Ins	Increased Measurement Scores
Attendance at MLA trainings to stay current in best math practices.	MLA Opportunities	On-going	MLA Trainings	All Staff	Teachers Using Strategies from Trainings in Class Deeper Understanding of CCSS	Increased Student Achievement

TECHNOLOGY Action Plan

- **School Improvement Goal:** Technology integration at Pioneer Elementary will further enhance and support instruction and curriculum while giving students transferable technological skills.
- **Learning Strategy:** Staff will integrate technology into a core subject area to ensure Pioneer Elementary students are given the opportunity and exposure to experience 21st century learning strategies.
- **Rationale (or Research Support):** Research indicates that the integration of technology creates a more engaging and authentic educational experience for all students.

Activities	Professional Development	Timeline	Resources	Person/ Department Responsible	Evidence of Implementation	Evidence of Impact
Integrate the use of documents cameras, projectors and SMART Boards. Apple TV, iPads, Educational Apps, Connect Ed	In-house/In-district support	On-going	Additional time for training Time in the Computer Lab	Staff	All instructional staff and students comfortable using technology tools.	Increased WELPA MAP, and SBAC scores.
Integration of technology tools used by teachers and students e.g.: Websites, Microsoft Office, Search Engines, key boarding.	In-house/In-district support	On-going	Additional time for training Time in the Computer Lab Websites: PBS Kids, Star Fall	Staff	All instructional staff and students using a tech tool: Websites, Microsoft Office, Search Engines	Increased WELPA, MAP, and SBAC scores
Continue to familiarize staff in using iObservation to help in the TPEP process and Reading Wonders the online component of the Wonders Reading curriculum.	In-house/In-district support	On-going	Collaboration Time to take self-assessment and develop goals	Staff	All instructional staff will use iObservation	Teachers will achieve deliberate practice plan goals

Increase student aptitude of technology such as: Chrome books, iPads, Microsoft Office	In-house support	On-going	None at this time Additional iPads and Chrome Books	Staff	Students will use technology at least 30 minutes in the classroom per week.	3 rd Grade students will know how to operate and create with Chrome Books in MS Office Programs.
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Strategies to Increase Parental Involvement #6

Title I Building Parent Involvement Plan

When and how will Title I, Part A requirements be explained to parents? When is your annual meeting to share information regarding your school improvement plan?

The annual meeting to inform parent of the school improvement plan will take place at Open House at the end of August in the library. The Building Administrator, Reading Coach, and Math Interventionist will be available to answer parents' question and/or concerns.

When will additional meetings with parents be held?

Additional meetings will be held at spring and fall student led conferences. Information regarding Title I requirements and components will be an agenda item addressed during quarterly Parent Volunteer Committee meeting.

How will parents be involved in planning, reviewing and improving the parent involvement plan?

The Pioneer Elementary Parental Involvement Policy/Procedures will be developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by Building Leadership Team meeting minutes. The Parent Involvement Policy/Procedures were developed/revised by Pioneer Elementary on 10/22/15 and will be in effect for the period of 2015-2016. The school will distribute these Parent Involvement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 01/08/2016.

When and how will parents be provided information about the Title I, Part A program throughout the year?

Additional meetings will be held at spring and fall student led conferences. Information regarding Title I requirements and components will be an agenda item address during quarterly Parent Volunteer Committee meeting.

How can parents request meetings, provide suggestions and participate in decisions related to their children's education?

Parents attend monthly Building Leadership Team and Parent Volunteer Committee Meetings. Additional time is available for parents to meet with their child's teacher on an as-need basis at 7:30-8:00 and 3:00-3:15. Parents may meet with the building principal at any time their schedule allows.

How will school personnel respond to parents' requests and suggestions?

An effort will be made to value the contributions, requests, and suggestions of parents. Parents have extremely vital information to share with schools about their children. All suggestions will be reviewed and evaluated by the Building Leadership Team and Parent Volunteer Committee Meetings to determine the appropriateness and feasibility of implementation.

How will parents be involved in the school/parent compact?

Parents have an important role to play in the academic lives of their children both at home and at school. Parent comments, opinions, views, suggestions, and ideas are invaluable in developing the school/parent compact. Parents are given four choices to choose from on the compact:

- Support school discipline so that your student may have successful behavior.
- Parent will become familiar with what their child is being taught. Parent will keep communication open with the school.
- Provide a time where he/she can study.
- Other: _____

It is then up to the parents to decide their role as part of the school compact.

How will you use your school-parent-student compacts*?

(Include a copy of the compact with your plan)*

The compacts are signed during the first conference of the year. The compact is included as part of the student led conference. The compact outlines the roles and responsibilities for the school, parent, and child.

Sample 2015-2016 Compact below on Page 11:

Student/Parent/Teacher/Principal Compact
Pioneer Elementary

Part 1 Parent /Guardian Compact

I want my son/daughter to succeed. For this reason I will do the following:

- Support school discipline so that your student may have successful behavior.
- Parent will become familiar with what their child is being taught. Parent will keep communication open with the school.
- Provide a time where he/she can study.
- Other: _____

Parent /Guardian Signature _____

Part 2 Student Compact

It is important that I work the best that I can. I will try to do the following:

- Work daily on completing and handing in all assignments on time.
- Practice reading and math at home, or any time before or after school.
- Follow school and individual class rules even if they are different at home or outside of school.
- Student will give their very best every day.
- Other: _____

Student Signature _____

Part 3 Teacher Compact

I want each student to be successful. For this reason I will do the following:

- Provide strategies to the student so that they can successfully complete their homework.
- I will provide regular information to the parent and the student concerning student progress.
- Pioneer Elementary Staff will facilitate parent involvement so that they are more actively involved in their son or daughter's education.
- Other: _____

Teacher Signature _____

Part 4 Principal Compact

I want to support parent participation. For this reason I will facilitate and/or enable the following:

- Provide an atmosphere that will permit positive communication between teacher, parent and student.
- Help the teachers and staff to provide a healthy and successful learning environment.
- Encourage the teachers to provide homework and strategies so students will be successful in completing assignments.
- Provide the opportunity to increase parent involvement so that we might see improved student academic achievement.
- Other: _____
- Principal Signature _____

Together we will attempt to provide a place where we are free to voice our thoughts without being judged. Hand in hand we will work together to fulfill this compact.

Strategies to Build Capacity for Parent Involvement

In what ways can parents be more effectively involved with school personnel in improving their children's academic achievement?

Overall parent involvement at Pioneer Elementary is high. Over 350 people were in attendance at our first family night and each spring and fall music program. 2014 fall conferences and 2015 spring conferences were very well attended with a 98% attendance rate. This year the Pioneer Elementary Parent Volunteer Committee (PVC) is incredibly active and organized, leading the way for various school functions and activities such as: popcorn Fridays, conference dinners, fundraising, Pacific Science Center Night, STEAM Family Night, Family Movie Night, Dr. Seuss Night, school pictures, classroom helpers, etc.

What strategies will be implemented to build capacity for parental involvement?

Many efforts are made to connect parents with Pioneer Elementary such as: Open House, Schoolwide Student Led Conferences and individually scheduled teacher/coach/student conferences, classroom/school newsletters or information sent home, monthly building newsletters sent home, school and district websites, linkages to other outside agencies and programs are being developed through counseling, monthly newsletters, bulletins, and student contracts (see attendance contract), home visitations are available to all families upon teacher, administrator and/or parent request, parent Liaison provides 2nd language support for our Spanish speaking families, fall and spring family nights, quarterly PVC and Building Leadership Team meetings, and lastly popcorn Fridays.

How will your annual parent survey be used to evaluate the effectiveness of the parent component of your school improvement plan?

The Building Leadership Team will review the data collected on the parent survey in conjunction with data available from other sources, such as the Schoolwide Climate Survey, to make adjustments and revisions in the School Improvement Plan. Areas that are viewed as strengths will be celebrated and continued, while areas of concern will be addressed. The school-wide plan will be analyzed three times using school-wide data.

Title I Plan Components

Instruction by Highly Qualified Staff #3

The Quincy School District implemented the following strategies, training, and resources to assure all students are taught by highly qualified teachers:

- Hiring practices involving screening of applicants who meet the definition of highly qualified. Teachers are assigned according to their endorsement and specified training expertise.

District professional development is specifically designed to ensure staff is highly qualified and follows district goals for student achievement. In addition, teachers attend coursework and training specific to their field and specific plan for certification.

To recruit and retain highly qualified staff, the school district offers a new teacher mentor program, district support services and a variety of professional development opportunities specific to the identified needs of staff.

All para educators are highly qualified at this time; hiring practices involve screening of applicants who meet the definition of highly qualified

High Quality, Ongoing Professional Development #4

Below is a list of professional development activities, events, opportunities, etc. according to what the Building Leadership Team (BLT), Math Leadership Team (MLT), Reading Leadership Team (RLT), etc. established for the Pioneer Elementary staff. These may include collaboration days, out of building trainings, out of district trainings, workshops, and much more.

<i>August</i>	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>
<ul style="list-style-type: none"> Wonders Reading Program PBIS Training New Hire GLAD Training Jensen Teaching and Engaging with Poverty in Mind 	<ul style="list-style-type: none"> School Goals: Math, reading, Technology School Wide Data Review School Mission and Vision Analyses 504 Training LASER Science Kits Science Kit Implementation Staff self-assessment Math common core training Deeper in Domain Training GLAD Class Demonstrations Side by Side GLAD Coaching Jensen Teaching and Engaging with Poverty in Mind 	<ul style="list-style-type: none"> Parent Involvement Peer Observations Student Led Conferences Student Goal Setting First Steps Staff Professional Goals Setting First Steps ELA common Core training ELA writing analysis GLAD Class Demonstrations Side by Side GLAD Coaching Jensen Teaching and Engaging with Poverty in Mind 	<ul style="list-style-type: none"> ELA Common Core Training Peer Observations School-wide Data Analysis and Student Action Plans: Reading and Math Letters Training First Steps Training GLAD Class Demonstrations Side by Side GLAD Coaching 	<ul style="list-style-type: none"> SMART Goal Review/Changes Peer Observations Student Led Conference/Goal Setting Review PBIS/School-Wide Discipline Review GLAD Class Demonstrations Side by Side GLAD Coaching 	<ul style="list-style-type: none"> Peer Observation PBIS Expectation Review First Steps GLAD Follow-up GLAD Class Demonstrations Side by Side GLAD Coaching New Hire GLAD Training
<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>July</i>
<ul style="list-style-type: none"> Reading Data Analysis (DIBELS, MAP)/Action Planning Math Data Analysis (MAP, CBA's)/Action Plan Goal Review/Changes Peer Observation Professional Goal Progress Monitoring GLAD Class Demonstrations Side by Side GLAD Coaching 	<ul style="list-style-type: none"> Student Led Conference Preparation Peer Observation Math CBA Action Planning Reading Benchmark Assessment Overview GLAD Class Demonstrations Side by Side GLAD Coaching 	<ul style="list-style-type: none"> PBIS Expectation Review Peer Observation Vertical Teaming Pre -3 transition planning GLAD Class Demonstrations Side by Side GLAD Coaching 	<ul style="list-style-type: none"> Parent Involvement Review (BLT) Vertical Planning for 2015-2016 Peer Observation School-wide Data Analysis SIP Plan Analysis Pre-3 transition event GLAD K training 	<ul style="list-style-type: none"> Celebrate Success Professional Development/Collaboration Analysis for 13/14 year 	TBD

Strategies to Attract and Retain Highly Qualified Staff #5

The Quincy Valley is a very attractive area for potential staff to locate to. There are numerous outdoor recreation opportunities such as: Mission Ridge Ski Area, Feathers Rock Climbing Area, The Columbia River, The Gorge Amphitheater and various recreational fishing and hunting areas. In addition to recreational activities shopping and restaurants are all within driving distance. Once a new teacher is hired they are partnered with a mentor teacher to help guide them through their first year. Every Monday from 7:30-9:00 is an opportunity for staff to collaborate with each other. This collaboration opportunity offers another element of support for our new teachers. The building administrator and building administrative assistant also meeting with new staff on a Quarterly basis.

Plans for Assisting Preschool Children in the Transition from Preschool Programs to Local Elementary Programs and Between Grade Levels #7

Currently, the transition plan for preschool consists of communication with the Migrant Head Start state program(s) and Loving and Learning Pre-school. The Quincy School District Special Services department generates the needed collaboration and documentation to support such transition. The transition into Kindergarten is as follows:

- ECAP Field Trip to Pioneer Elementary and Principal visit to the ECAP pre-school
- Loving and Learning Pre-school Field Trip To Pioneer
- Ready for Kindergarten Training for Incoming Kinder Parents
- QSD developmental pre-school trip to Pioneer and Principal/SPED Teachers visit to the QSD developmental pre-school
- Spring Kindergarten Registration
- Kinder Spring Open House
- Kindergarten August Conferences
- August Open House

Grade to Grade Transitioning

End of year reading summary with in-building staff members
Permanent records available in the office
Placement meeting with grade level staff and principal
Informal teacher to teacher conferences
Class list overview with the next year's teacher

Pioneer to Monument Transition

End of year reading summary
Placement data collected from 3rd and 4th grade teachers
Placement meeting is held in May with the Pioneer Principal, Pioneer Counselor, Monument Principal and Monument Counselor to discuss student placement and need.
Pioneer Elementary Third Grade Students spend a day at Monument Elementary to meet their new teacher and to become familiar with their, soon to be, school.

Inclusion of Teachers in Decisions About the Use of Academic Assessment Information #8

Teachers meet as grade levels to design the reading, math and writing Classroom Based Assessments. Common rubrics are used to provide the consistency and understanding of student benchmarks. The Math and Reading Leadership Teams monitor the assessments and make recommendations for improvements to the assessment instruments. Teachers also use the DIBELS progress monitoring that is done routinely, to inform their instruction and assist in making decisions about reading group placement for students.

Other assessments monitored by teachers include the MAP assessments in math and reading. Although these tests are given only three times a year, they help inform the staff about student growth and which students will need to be closely monitored. In addition to monitoring student growth, the MAP informs teachers of specific targeted skills that the need is strong in and/or that may need to improve on.

The following schedule delineates the various student assessments throughout the school year:

Fall Assessments	Winter Assessments	Spring Assessments
<ul style="list-style-type: none"> ▪ *DIBELS Reading (K-4) ▪ **MAP Math ▪ **MAP Reading ▪ * ELPA Placement ▪ Reading Wonders Assessments ▪ EngageNY Assessments ▪ Quarterly Report Card Assessments 	<ul style="list-style-type: none"> ▪ DIBELS Reading ▪ Diagnostic Decoding Survey ▪ **MAP Math ▪ **MAP Reading ▪ * ELPA Assessment ▪ Reading Wonders Assessments ▪ EngageNY Assessments ▪ Quarterly Report Card Assessments ▪ Math/ELA Interim Assessments 	<ul style="list-style-type: none"> ▪ *DIBELS Reading ▪ Diagnostic Decoding Survey ▪ **MAP Math ▪ **MAP Reading ▪ *MSP Math and Reading ▪ *Math/ELA SBAC ▪ Reading Wonders Assessments ▪ EngageNY Assessments ▪ Quarterly Report Card Assessments

Each assessment is aligned with the state standards, essentially measuring student learning at each grade level according to specified instructional area (i.e. Math strands, Reading strands, Phonics, Language Acquisition, Writing CCSS, etc.). The assessments identified with an (*) indicates required and therefore aligned with state standards. Assessments with (**) identify tests aligned with common core state standards, but not required by the state (although Quincy School District requires them). All assessments correspond with the action plans and data emphasis at Pioneer Elementary School. Each action plan reflects data and scores needed in order to guide student learning.

Effective, Timely and Additional Assistance for Students Who Have Difficulty

Mastering the Standards at Proficient and Advanced Levels #9

Pioneer Elementary has been afforded the structure of a Tier III RTI system that will keep staff focused on Common Core standards for reading. Students receive core instruction and interventions in the following areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension. McGraw-Hill Reading Wonders K-6 has recently been adopted by Quincy School District. The Wonders program is designed to meet the rigorous challenges of the Common Core state standards yet offering students individualized support when needed. During 45 minutes of instruction all student are exposed to complex text which is designed to build oral vocabulary and guides purposeful rereading as students learn to use text evidence. The next 45 minutes of instruction includes Leveled Reading which offers differentiated levels within the same topic to give students an easier version of challenging text. This process is designed to move students through multiple versions of the text to gain both skills and confidence to take on the greater challenge of rigorous complex text. In the afternoons students engage in Wonders Language Arts to support budding writers who develop ideas and write clearly. The program integrates writing process, writing traits, spelling and grammar instruction for all students. Classroom Based Assessments, DIBELS and MAP are in place to provide the means to assess student growth, monitor instruction for our students and provide Tier 2 and Tier 3 interventions. Other systems in place at Pioneer Elementary that focus on reading standards and high expectations include: noon homework help and pacing calendars for reading and math. This year the Pioneer Elementary Enrichment/Interventionist is helping to address the interventions necessary for students to meet benchmark math expectations. Origo Math, a research based intervention program, will be utilized as a Tier 1 classroom intervention as well as Tier 2 interventions in the Math Fluency Lab.

CAST

Teachers are to rank order the students in their classroom with number one being the student in greatest need. Students that are already identified as Special Education students are not placed on the form. If the teacher has concerns about these students, he/she is to contact the MDT to set up another meeting. The teachers are told that during the CAST meetings, we will only speak to the bottom quartile of students. The schedule is set so that each teacher has about 45 minutes to discuss the students in her classroom. Parents are not invited at this time. The teacher is to bring to the meeting any information that would help inform the team: permanent record, recent assessments, student profiles, MAP, DIBELS, MSP etc. The information gained during the CAST meetings will be kept by the counselor who is responsible to then schedule follow-up meetings that will take place during the weekly RTI meetings at which the parents are invited to be part of the discussion. During the CAST meetings the staff discusses possible interventions for the student: double dip time for math and/or reading, counseling, additional testing etc.

Coordination and Integration and Documentation of Federal, State and Local Services and Programs #10

Pioneer Elementary School Combining Funds in Schoolwide Program		
Program	Amount Available	How the intents and purposes of the program will be met
Title I, Part A	\$77,931.00	Staff and educational materials
Basic Education/ Local Levy	\$2,121,769.47	Staff and educational materials
TOTAL	\$2,199,700.47	

Our schoolwide program combines funds from Title I, State and District Levy at Pioneer Elementary. The schoolwide program coordinates with other state and federal programs to assure that students are receiving the most appropriate interventions.

Annual Evaluation of Plan

Annually, a Needs Assessment (Student Achievement Data, Demographic, Attendance Data, etc.) will be conducted to determine the current student needs, as well as areas of strength and challenge in our Title I program. Utilizing the data, staff will evaluate the Plan and make necessary adjustments to address identified areas. Parent input will also be solicited.