
Schoolwide Plan Worksheet

School Name: Pioneer Elementary

Principal Name: Brenda LoPresto

School Planning Team:

Instructions: Must have Administration, Title I Teacher(s), a good representation of Grade Level and Special Area Teachers, and Parents .

Representative	Name	Position	Phone	E-Mail
Administration	Brenda LoPresto Becky Rusher	Principal Asst. Principal	(623) 412-4551 (623) 412-4552	blopresto@pusd11.org brusher@pusd11.org
Certified	Becky Hiner Lisa Washburn	Title I Teacher 1 st Grade Teacher	(623) 412-4550	bhiner@pusd11.org lwashburn@pusd11.org
Classified	Carol Strege Karen Jordan	Title I Assistant Secretary	(623) 412-4550	cstrege@pusd11.org kjordan@pusd11.org
District Office	Dr. Stacie Crain Hacker	Title I Director	(623) 412-5338	shacker@pusd11.org
Parents	Leanne Roberts Susan MacWilliams		(602) 448-3622 (623) 824-4925	leanneis@cox.net rdrn4x4@cox.net
Community / Business	Gary Spruill		(602) 920-0193	gspruill@gnaz.org

Student	Megan Higuera		(602) 980-1789	MHiguera0510@ student.pusd11.net

Comprehensive Needs Assessment:

1. Identify and list the data sources.

- Student achievement results **AZMerit, SAT10**
- Grades **K-8**
- Performance on state assessments
- Enrollment count **Admin**
- Attendance rate **PBIS**
- Disciplinary incidences **PBIS**
- Dropout rate **N/A**
- Graduation rate **N/A**
- Demographic statistics **PUSD**
- Screening Assessments **DIBELS, Math and ELA Benchmarks**
- Standardized Assessments
- Formative Assessments
- Summative Assessments
- Surveys **Parent Involvement Survey, School-Wide Satisfaction Survey, Teacher Satisfaction Survey**

2. What trends does the data suggest?

	AzMERIT (% passing)			
	Math		English Language Arts	
	2015	2016	2015	2016
3rd Grade	43	47	55	35
4th Grade	36	33	34	55
5th Grade	38	43	37	43
6th Grade	26	39	31	35
7th Grade	30	40	37	45
8th Grade	29	46	28	27

**DIBELS NEXT: Screener
(% at Core)**

Grade	2015	2016
Kinder	68	48
First	70	66
Second	38	68
Third	63	57

AzMERIT English Language Arts data for Pioneer Elementary School data shows that an average of 40% of the students demonstrated proficient or highly proficient in the state standards for English Language Arts achievement during the 2015-2016 school year. This is a slight increase over the prior year where the average was 37%. The trend suggests minimal growth in the area of English Language Arts. Kindergarten and 2nd grade DIBELS scores reflect the widest variation of scores from year to year. The AzMERIT Math data reflects an achievement profile similar to reading with scores consistently averaging 41% of students scoring in the proficient or highly proficient range for grades 3 through 8, an overall increase of 7% from the previous school year.

3. What subject areas/concepts are in greatest need of improvement based your AzMERIT results?

Based on the AzMERIT results, students in grades 3 through 8 are in need of additional support in the areas of English Language Arts and Math with less than 50% of students demonstrating proficiency in either area. In addition, 1st and 3rd grade showed a significant decrease in their English Language Arts and Reading scores based on the most current AzMERIT and DIBELS data available.

4. Which subgroups need the greatest improvement and in which subject areas/concepts?

The data illustrates that the number of special education students tested make up a considerable portion of the students needing the most support in the bottom quartile of assessments in both English Language Arts and Math.

Another subgroup that needs improvement is the students who are learning English, whose primary language spoken at home is one other than English. These students are

experiencing the greatest difficulty in reading comprehension, writing, and math due to academic vocabulary and written instruction.

One concept that seems to be lowest trending through all grade levels is number sense according to the AzMERIT data.

5. List and prioritize the weaknesses uncovered in the needs assessment and other data analysis. Justify the priorities.

Priority 1: Curriculum, Instruction and Professional Development: Math and Reading

Based on the data, students struggling with Math achievement will take priority. With the implementation of the Arizona College and Career Readiness Standards, it is vital that we provide teachers with materials, training and instructional support to help students be successful. Current assessment data clearly suggests improvements in this area are in need. Emphasis will be placed on grade levels and students scoring lowest on the AzMERIT test. Although, school wide support in this area is also called for in order to strengthen the core instruction.

In the area of English Language Arts, Pioneer Elementary will continue to strive to advance all K-3 students to benchmark at each grade level. The justification is the Move on With Reading Initiative. Students must be proficient or highly proficient on the 3rd Grade AZMerit English Language Arts assesment to advance to 4th grade. This makes it imperative that we intervene early to support mastery of grade level skills.

Priority 2: Classroom and School Assessments

Testing data is used extensively to review student achievement from state and district assessments and for placement into specific programs (i.e. Title I, tutoring, RTI). A greater emphasis needs to be placed on utilizing this data to differentiate and drive instruction in the classroom at all grade levels. Classroom assessments and evaluations need to be refined to better meet the rigor and depth of the Arizona College and Career Readiness Standards. There are multiple assessment and evaluation strategies that are used effectively in the classroom, but alignment to the standards continues to be a challenge. Additionally, the results from these assessments should be used to communicate the results to students and families with respect to students' abilities to meet Arizona College and Career Readiness Standards.

Priority 3: School Leadership Capacity

Leadership ensures that time is allocated and protected to focus on curricular and instructional issues. Effective time management-based schedules have been developed that allow for collaboration and implementation of Professional Learning Communities. Leadership expects staff to utilize time as an instructional resource. Leadership will continue emphasize the importance and effectiveness of collaboration. The schedule allows for opportunities during the school day for collaboration within grade levels to focus on continued implementation of Arizona College and Career Readiness Standards, effective instructional strategies, and data analysis. Staff development will be guided by focused areas identified through regular professional development opportunities at the site and district level.

6. What are the instructional and content needs of your teaching staff?

The instructional and content needs of our staff are related to the state and district changes involving the implementation of the Arizona College and Career Readiness Standards. Teachers need training and support to implement them properly and effectively. They also need additional support and training in the area of data analysis in order to make appropriate adjustment in instruction and intervene with students in a timely manner. Finally, classroom instructional techniques including differentiated instruction, questioning techniques, assessments, student engagement and technology are areas for refinement and growth.

7. What are the needs of parents and families in relation to student achievement?

Parents need information, education and resources for working with their child at home. Parents are also challenged with the implementation of the Arizona College and Career Readiness Standards. They often comment that they do not have the resources or knowledge to effectively help their children at home. Parents also need help establishing consistent expectations, discipline, homework routines and technology limits.

8. Are there other significant issues that are impacting achievement?

At this time, many diverse changes and challenges face Pioneer school community. The following issues are currently impacting achievement at some level.

- Implementation of the Arizona College and Career Readiness Standards
- Restructuring of instructional units and new text adoption
- Unstable Economy (families moving frequently, joblessness, more families with both parents working, less family involvement etc.)
- State, District and School budget cuts (maintenance changes, shortage of qualified teachers, reduction in support staff, reduction of supplies like paper, classroom resources, etc.)
- Increased number of children entering kindergarten with no prior academic exposure

9. Type(s) of instruction offered: (check the appropriate box)

Language Arts	Math	Both
		X

GOAL Reading/Language Arts and Math Proficiency

Pioneer School will achieve the Annual Measurable Objective (AMO) in 2016-2017 as measured by the State designated test in Reading, Language Arts and Math at all grade levels.

Strategy 1 - School Leadership

ACTION STEP Vision and Mission Sharing

Pioneer will include all stakeholders, all media such as FB, School Messenger, site council, Title I Parent and School meetings, quarterly Title I meetings

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I

ACTION STEP Job-Embedded Professional Development

Based on teacher and principal evaluations (Love and Logic for Teachers, Managing Quality Instruction, conference attendance, frequent classroom walkthroughs, and strong classroom presence), site administration uses available resources to identify needs and plans for staff development accordingly.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I, PD

ACTION STEP Promoting High Expectations for All Students

Promote and reinforce high expectations for academic success through Instructional Audit feedback, PBIS, and professional goals.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: PD

Strategy 2 - Strengthening Instruction for All Students

ACTION STEP **SBR Reform Model**

Collaboration with McRel for Balanced Leadership and Rtl, in alignment with District's initiatives.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: PD

ACTION STEP **Core Instruction**

Increase rigor of core instruction and provide reteaching, enrichment and alternate core instruction including Tiered Model and differentiation by HQ teachers through the implementation of Common Core Standards. (Tier 1, LL1, Rtl)

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: PD

ACTION STEP **Individualized Coaching**

Provide individual job-embedded coaching across all content areas based on classroom observation data/classroom walk-throughs (i.e. planning with instructional coach, lesson plan design, mentoring of new teachers, peer to peer observation, in and out coaching, Thinking Maps and Template training. Utilize substitutes for the purpose of professional development.)

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I, PD

ACTION STEP **Teacher Quality**

Site Administration verification of teacher attestation for HQT status. Address teacher effectiveness and equitable distribution of teachers.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags:

ACTION STEP **Professional Development**

Provide training in Reading and Math curricular efforts, the use of technology and how to embed it into instruction and subject-related professional development.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I, PD

ACTION STEP **Implement Use of Student iPads and Laptops**

Implement project based learning, flipping the curriculum and online assessments using iPads and laptops.

Start-End Dates: 07/01/2016 - 06/30/2017

Tags:

Title I, PD

Strategy 3 - Interventions for Struggling Students

ACTION STEP **After-School Tutoring/Summer School**

Provide after school academic clubs/tutoring for struggling students with a particular focus on students not passing benchmarks and students in lowest quartile.

Start-End Dates:

07/01/2016 - 06/30/2017

Tags:

Title I, PD

ACTION STEP **Instructional Support**

1 Reading Interventionist(s), 1 Math Interventionist, and 1 HQ paraprofessionals provide support for instruction. Make connections to real life experiences and further language and math development integrated with standards-based curriculum.

Start-End Dates:

07/01/2016 - 06/30/2017

Tags:

Title I, PD

ACTION STEP **21st Century Classes**

Provide additional after school classes to strengthen reading and math skills funded by 21st Century Grant.

Start-End Dates:

07/01/2016 - 06/30/2017

Tags:

ACTION STEP **Academic Motivations and Student Behavior**

Continue to implement programs to increase student academic motivation and conflict resolution (i.e. PBIS, Capturing Kids' Hearts, Love and Logic, student recognition assemblies, middle school incentive programs, student data tracking).

Start-End Dates:

07/01/2016 - 06/30/2017

Tags:

Title I, PD

ACTION STEP **Computer Assisted Technology**

Continue programs and technology tools to assist with student learning, instruction, data collection, and data analysis (i.e. IPADS, IPODS or teacher IPADS, Study Island, SMART boards, Edu Tech, eCampus).

Start-End Dates:

07/01/2016 - 06/30/2017

Tags:

Title I, PD

ACTION STEP **Supplemental Materials**

Supplemental instructional materials and technology will be purchased to support additional learning opportunities in reading and math.

Start-End Dates:

07/01/2016 - 06/30/2017

Tags:

Title I, PD

ACTION STEP **Tier II Instruction**

Tier II intervention will be provided for reading and math by HQ teachers and paraprofessionals as needs are determined based on current data, targeting students who need strategic, targeted intervention.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I, PD

Strategy 4 - Data-Driven Decision Making

ACTION STEP **Rtl Data Meetings**

Site Administration facilitates Rtl and data meetings for all grade levels to analyze data for placement of students in re-teach and enrich, strengthening of instruction, and student learning with a particular focus on students in the lowest quartile, in order to provide cohesive and seamless communication and support between all tiers of intervention. (Title I funded employees only so we can use the Title I tag.)

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I, PD

ACTION STEP **Title I Planning Meeting**

(Data driven decision making – evaluate needs assessment, systematic assessment and data collection process, etc.)

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I, PD

Strategy 5 – Coordinated and Comprehensive Services and Stakeholder Involvement

ACTION STEP **Transition Programs** (Non-Title I funded– do not use Title I tag)

Continue partnerships to ensure seamless transitions for students from Pre-school to Kinder and from 8th grade to High School (Headstart visit, Kinder Readiness, Kinder round-up, High School Fair). Identify K-8th grade students not at grade level or in lowest quartile and provide tiered instruction so they are ready to transition to the next grade level.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I, PD

ACTION STEP **ECAPs**

Education and Career Action Plans will be completed for all students. Through the pre-registration process conducted by guidance counselors between October and December all students will either create or update their ECAP.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags:

ACTION STEP **Parent Involvement**

Continue parent involvement programs with support of District parent liaison (i.e. Academic Parent Teacher Teams, parent meetings, Continuous Improvement Plan (CIP) implementation team, parent trainings, parent learning calendars, translations, online PINNACLE, school effectiveness surveys, individual teacher, school, and district websites).

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I

ACTION STEP **Dropout Prevention** (Non-Title I funded – do not use Title I tag)
Continue programs to support dropout prevention (i.e. Positive Behavior Intervention System, NJHS, Student Council, Law Related Education, Extra Curricular Clubs, Sports, High School Fair).

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: PD

Strategy 6 - Plan Development, Implementation, and Evaluation

ACTION STEP **Development of Plan/Annual Evaluation**
Establish a Continuous Improvement (CI) team in order to administer the Standards and Rubrics for School Improvement and/or other needs assessments and analyze all relevant data for the purpose of annually revising the Continuous Improvement Plan.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I

ACTION STEP **Implementation of Plan**
Title I Facilitator will conduct an annual meeting for parents and staff to review the plan. CI team will oversee the ongoing implementation and revision of the plan.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I

ACTION STEP **Evaluation of Plan**
Conduct ongoing evaluation of plan for the purpose of assessing progress towards meeting goals.

Start-End Dates: 07/01/2016 - 06/30/2017
Tags: Title I

Goal Evaluation: Was the goal met?
Look at the data sources identified in Question 1. Identify areas of strength and weakness based on end of year data.