Consolidated School Improvement Plan

Title I Part A, Schoolwide, Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Pioneer Elementary	**1g. Grade Span:** K-5 **School Type:** Elementary
1b. Principal: Paul McKenzie.	**1h. Building Enrollment:** 647
1c. District: Auburn School District	**1i. F/R Percentage:** 72.9%
1d. Board Approval Date: August 2024	**1j. Special Education Percentage:** 13%
1e. Plan Date: June 2024	**1k. English Learner Percentage:** 45.3%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Support Tier 1: Targeted 1-2	

Section 2a: School Leadership Team Members and Parent-Community Partners **Please list by (Name, Title/Role)**	
Paul McKenzie, Principal Rachel Collins, Assistant Principal Stephanie Peterson, SLC Teacher	Daniela Rowe, Instructional Specialist DeAnn Fredrickson, ML Specialist Kayla Cuddie, Parent

Kim Seng, Title Specialist	Kimberly Tenorio, Parent

Section 2b: Superintendent and School Board Directors

Please list by (Name, Title/Role)

Dr. Alan Spicciati, Superintendent Valerie Gonzales (School Board Director) Tracy Arnold (School Board Director)	Laura Theimer (School Board Director) Arlista Holman(School Board Director) Sheilia McLaughlin (School Board Director)

Date Plan Reviewed by School Board Directors: August 2024

President Board of Directors: _____ **Date:** _____

Signature of Approval

Section 3a: Mission Statement

Together, we believe, achieve and succeed - all day, every day!

Section 3b: Vision Statement

We believe all Pioneer students can achieve and succeed in school! We believe excellent systems lead to more equitable results for our students. We put these beliefs in action by committing to collaboration, inclusive and culturally responsive practices, evidence-based strategies, and data driven decision making. We envision a joyful school community that commits to building relationships with all students every day. In this learning environment, all students will thrive in their academic and social-emotional development. After graduating high school, Pioneer students will be prepared for the future they choose.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the Comprehensive Needs Assessment Toolkit found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

   Click or tap here to enter text.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.
   Click or tap here to enter text.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).
   a. What strengths do they possess?
      Click or tap here to enter text.

   b. What challenges do they face?
      Click or tap here to enter text.

   c. What are some important relationships in their life?
      Click or tap here to enter text.

4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students**
   a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**
      Students are initially identified using the following forms of data:

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Kindergarten: DIBELS, Tri Skills, iReady Reading and Math

1st – 5th Grade: DIBELS, Really Great Reading Grouping Matrix, iReady Reading and Math

b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

Process of rank ordering and serving students is in the following ways:

- Small group instruction provided by the teacher (which is built into the master schedule).
- Small group instruction provided by Title, ML and Special Education staff. This includes push in and pull out instruction.
- A triple dip of instruction (via 1:1 tutoring with staff) is provided to students performing at Tier III levels.
- For ELA, students are progress monitored monthly using DIBELS data. For Math, students are progress monitored monthly using iReady data and the ASD spiral review.
- Intervention groups are reconfigured each trimester, and as needed throughout the year.
- Instruction during intervention groups aligns with CORE instruction. Teachers providing intervention (to students performing in Tier II and III levels) use the same district approved materials and programs. Examples include Really Great Reading and Wonders for ELA, and Big Ideas and ASD Spiral Review for Math.

c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Intervention groups are reconfigured each trimester, and as needed throughout the year.

Educators

1. Describe the degree to which your vision and the equity statement (ASD Policy 0050 & 0050P) are reflected in the actual building culture and day to day activities of your school?
   Click or tap here to enter text.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
   Click or tap here to enter text.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
   Click or tap here to enter text.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development** Link to PD Calendar

    a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

    b. **How will the professional development activities benefit the students receiving targeted assistance services?**

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
   Click or tap here to enter text.

2. How did your school identify these areas of strengths and improvement?
   Click or tap here to enter text.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
   Click or tap here to enter text.

4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?
   Click or tap here to enter text.

5. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions**
    a. **How does your targeted assistance program coordinate with core and additional programs in the school?**
       Instruction during intervention groups aligned with CORE instruction. Teachers providing intervention (to students performing in Tier II and III levels) use the same district approved materials and programs. Examples include Really Great Reading and Wonders for ELA, and Big Ideas and ASD Spiral Review for Math.

    b. **How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**
       Classroom teachers, IS, Title, ML, Sped teachers, and learning specialists collaborate in PLCs, grade level meetings and staff meetings on implementation of targeted supports/interventions to use with students identified by WSIF as needing additional support.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Additionally, these meetings will allow for calibration, making sure that the delivery of these services is consistently implemented across these grade levels and departments. MTSS PD sessions will also provide further opportunity for this work.

c. How do you support transitions between grade spans?

There are several ways Pioneer supports students between grade spans:

- Welcome to Kindergarten Event: All incoming Kindergarten students and families are invited to this event in the spring to meet staff, learn about what to expect in Kindergarten and tour classrooms.
- Move Up Day for K-4th grade students: Each grade level will spend 30 minutes in the grade level above them for a snapshot of what to expect and how to be prepared for the following school year.
- 5th to 6th Grade Transition: All 5th grade students will visit Olympic Middle School for a field trip to learn about academics, extracurricular activities, and school expectations, while also meeting school staff.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?

All students receiving Tier II and III support have equitable access to enrichment activities open to all students.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – Parent and Family Engagement

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

In August, school administrators and FEL attend school district Kick-Off. Families are provided with a variety of resources for the upcoming school year.

In August, we begin the school year with a Kick-Off event. This event provides an opportunity for students and families to meet teachers prior to the first day of school.

At the beginning of September, all Pre- K through Kindergarten students and families meet with their childś teacher for a conference.

In September, we host an Open House for all students and families. Teachers share important information with families about how they can support their child and get involved with the school community.

In November, we host a Title I school information night for families.

In November, Parent-Teacher conferences are held.

In March, we host a Title I reading night to support our Science of Reading implementation and provide strategies for families to use with their children at home.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

In March we host an information night for 5th Grade Camp Auburn for families about ways they can support their child attending camp.

In May we host a Welcome to Kindergarten event to welcome incoming kindergarteners and their families.

Late May/ early June, we host a Multicultural Night to celebrate the cultures represented within our school community.

Throughout the school year, we host a variety of Parent Family Engagement meetings, hosted by admin and FEL. These meetings focus on connecting with families within our three identified OSSI subgroups.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Tracking attendance rates for students.
Tracking attendance at Parent & Family Engagement events held throughout the year.
Analysis and discussion of 2026 CEE Data results, as compared to 2024 CEE Data results.
Analysis and discussion of Title I Parent & Family Engagement survey results (done each year)

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note*: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

** Please use the following guidance to support your reform goals and strategies: Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior.*

Needs Assessment Summary/Prioritized Challenges

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

In the cohort of ML students who were in 4th grade in Spring 2022 and 5th grade in Spring 2023, the percentage of students who scored intensive on Dibels ORF increased by 18%, from 32% in Spring 2022 to 50% in Spring of 2023.

In the cohort of ML students who were in 3rd grade in Spring of 2022 and in the 4th grade in Spring of 2023, the percentage of of students who were at Core on Dibels ORF decreased 10% from 31% Spring 2022 to 21% Spring 2023

The percentage of ML students who met standard on SBA ELA decreased by 11.8%, going from 28.7% in Spring 2019 to 16.9% in Spring 2023.

In the cohort of SWD who were in 3rd grade in the spring of 2022 and 4th grade in spring 2023, the percentage of students at risk in iReady Reading increased by 25% from 75% in 2022 to 100% in 2023.

The percentage of male students who met standard on SBA ELA decreased by 27.8%, going from 52% in Spring 2019 to 24.2% in 2023

In the cohort of ML students who were in 1st grade, Spring 2019 and 5th grade 2023, the percentage of students who were at risk in iReady Math increased by 17% from 45% to 62%.

In the cohort of SWD who were 1st grade in Spring of 2022 and 2nd grade in the Spring of 2023, the percentage of students who were at risk on iReady Math increased 37% going from 64% in Spring of 2022 to 100% in Spring 2023.

The percentage of 3rd grade students who met standard on SBA Math decreased 25.1%, going from 58.4% in Spring 2019 to 33.3% in Spring 2023.

Hispanic/Latino students who met standard on Math SBA in 3rd, 4th, and 5th grades, decreased 13.2%, going from 51.1% in Spring 2019 to 37.9% in Spring 2023.

From the years 2018-2019 to 2022 -2023, the percentage of all students grades 3-5 meeting standards on SBA Math decreased 17% from 52.3% in spring of 2019 to 35.3% in the spring of 2023.

The absence rate for all Pioneer students in the at-risk and moderate risk categories increased by 17% from 60% in 2018 to 77% in 2023.

The discipline exclusion rate for fighting/violence increased 26.5%, going from 12.8% in 2017-18 to 39.3% in 2022-2023.

Student positive response (on the CEE survey) to the prompt “There’s at least one adult in this school I can talk to if I have a problem” decreased by 18%, going from 86% in 2022 to 68% in 2024.

Student positive response (on the CEE survey) to the prompt “I feel safe at this school” decreased by 23%, going from 69% in 2022 to 46% in 2024.

Staff positive response to the “Openness to New Ideas” (CEE survey prompts), resulted in an “I vs. They Gap” score of 34.5% in 2024. This same paired

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

survey items had an "I vs. They Gap" score of 34.4% in 2022. This resulted in a 0% change in the gap score from 2022 to 2024.

Staff positive response to the "Willingness to Work at Change" (CEE survey prompts), resulted in an "I vs. They Gap" score of 31.0% in 2024. This same paired survey items had an "I vs. They Gap" score of 28.1% in 2022. This resulted in an increase of 3% in the gap score from 2022 to 2024.

5a. SY 2023–2024 SMARTIE Goal #1:

The percent of all students in Grades 3, 4, and 5 at Pioneer Elementary School scoring at Levels 1 and 2 in ELA will decrease from 69.9% in 2023 to 39.9% in 2027, with the percent of ML Levels 1 and 2 decreasing from 83.1% in 2023 to 53.1% in 2027 as measured by the State assessment in ELA.

- Baseline by Grade (Spring 2023): 3rd 75.9%, 4th 66.7%, 5th 65%
- Baseline for ML by Grade (Spring 2023): 3rd 65%, 4th 89%, 5th 95%

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities/Action Steps	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity/Action Step 1 - All teachers will increase the 4 parts of Teacher Credibility (TC): Trust,	Student Data: Breakdown of Reading Achievement on Outcome	n/a (this will be done Sept. - June)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional	PD time (2.5 Building Hours) - TC Overview

Competence, Dynamism, Immediacy (1.09 ES & CRTP 1-3,6) **August** Launch	measures including WIDA, SBA, DIBELS, and iReady and TRI Skills (K) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)		Specialist, Title I Coordinator	The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 PD Time (6 Principal Hours) - Fast Llama
Sept-Nov Teachers intentionally build Trust & Competence with students, components 1-2 of Teacher Credibility.	Student Data: *1st - 5th use Fall iReady (K uses TRI-Skills) to identify student strengths/challenges; intentional focus on students in subgroup *Teachers analyze Spiral review and plan for/adjust instruction *Teachers analyze pre/post chapter test data to monitor individual student growth *Set short term goals Student Data: Reading Achievement on Outcome measures including WIDA, DIBELS, iReady (1-5) and TRI Skills (K) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	Student benchmark data in DIBELS & iReady collected (Sept/Oct) Progress monitoring data (Nov. DIBELS)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	Sept. 0.5 hour Staff Meeting Nov. 0.5 hour Staff Meeting The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 - Ch. 2 Trust, Ch. 3 Competence

	The Teacher Credibility Playbook: Administer TC Trust: Student survey, page 46 Grades 3-5 (October) Teacher self-reflection activity			
Dec-Jan Teachers continue developing Trust and Competence with students. Teachers implement strategies to increase Dynamism, component 3 of Teacher Credibility.	Student Data: Reading Achievement on Outcome measures including WIDA, DIBELS, iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander) Administer TC Trust & Competence Student Survey (January) Teacher self-reflection activity	Progress monitoring data in DIBELS (Dec) Benchmark data in DIBELS & iReady (Jan)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	Dec. 1-hour Bldg. PD Jan. 1-hour Bldg. PD The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 - Ch. 3 Competence & Ch. 4 Dynamism
Feb-Apr Teachers continue developing Trust, Competence, and Dynamism. Teachers implement strategies that demonstrate Immediacy.	Student Data: Reading Achievement on Outcome measures including WIDA, DIBELS, iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	Progress monitoring data in DIBELS (Mar and April)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	Feb: 0.5 hour Staff Meeting Mar: 1-hour Bldg. PD Apr: 0.5 hour Staff Meeting The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 - Ch. 4 Dynamism & Ch. 5 Immediacy

	Administer TC Trust, Competence, & Dynamism Student Survey (March) Teacher self-reflection activity			
May - June Teachers regularly demonstrate all 4 components of Teacher Credibility.	Student Data: Reading Achievement on Outcome measures including WIDA, DIBELS, iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander) Administer Trust, Competence, Dynamism, & Immediacy Student Survey (May) Teacher self-reflection activity	Benchmark data in DIBELS & iReady (May)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	May: 0.5 hour Staff Meeting June: 0.5 hour Staff Meeting The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 - Ch. 5 Immediacy
Activity/Action Step 2- All teachers will collaborate to enhance the effectiveness of our Multi-Tiered Systems of Support (MTSS), with initial emphasis on strengthening core instruction (0.73 ES & CRTP 4-5) **August** Launch	Student Data: Breakdown of Reading Achievement on Outcome measures including WIDA, SBA, DIBELS, and iReady and TRI Skills (K) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	n/a (this will be done Sept. - June)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	MTSS Start-Up Guide PD time (1.0 Building hour) MTSS Overview Weekly PLC Time

Sept-Nov All teachers will strengthen core instruction in ELA.	Student Data: *1st - 5th use Fall iReady (K uses TRI-Skills) to identify student strengths/challenges; intentional focus on students in subgroup *Teachers analyze Spiral review and plan for/adjust instruction *Teachers analyze pre/post chapter test data to monitor individual student growth *Set short term goals Student Data: Reading Achievement on Outcome measures including WIDA, DIBELS, iReady (1-5) and TRI Skills (K) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	Student benchmark data in DIBELS & iReady collected (Sept/Oct) Progress monitoring data (Nov. DIBELS)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	MTSS Start-Up Guide Weekly PLC Time October - 0.5 hr. PD during Staff meeting - MTSS 1.5 Building Hours - MTSS Data Meetings November - 0.5 hr. PD during Staff meeting- MTSS
Dec-Jan Continue to strengthen core instruction to ensure 80% of students are meeting standard. Use data to inform classroom Tier 2 instruction (small group).	Student Data: Reading Achievement on Outcome measures including WIDA, DIBELS, iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	Progress monitoring data in DIBELS (Dec) Benchmark data in DIBELS & iReady (Jan)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	MTSS Start-Up Guide Weekly PLC Time December - 0.5 hr. PD during Staff Meeting - MTSS January - 0.5 hr. PD during Staff Meeting - MTSS

Feb-Apr Continue to strengthen core instruction to ensure 80% of students are meeting standard. Use data to inform classroom Tier 2 instruction (small group).	Student Data: Reading Achievement on Outcome measures including WIDA, DIBELS, iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	Progress monitoring data in DIBELS (Mar and April)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	MTSS Start-Up Guide Weekly PLC Time February 1.5 Building Hours - MTSS Data Meetings March 1.0 Building Hours MTSS/Student Growth Goals
May - June Continue to strengthen core instruction to ensure 80% of students are meeting standard. Use data to inform classroom Tier 2 instruction (small group).	Student Data: Reading Achievement on Outcome measures including WIDA, DIBELS, iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	Benchmark data in DIBELS & iReady (May)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	MTSS Start-Up Guide Weekly PLC Time May 1.5 Building Hours - MTSS Data Meetings

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. $4,500.00 for Fast Llama PD w/ Doug Curry - paid with ESSER Funds
2. $1,500 for 56 copies of the "How to Train a Llama - Exceptional Classroom Management" - paid with Principal PD Funds
3. $550 for 12 copies of the "MTSS Start-Up Guide"- paid with Title funds
4. $2,500.00 for 56 copies of "The Teacher Credibility and Collective Efficacy Playbook" - paid with Title funds

5b. SY 2023-2024 SMARTIE Goal #2:

The percent of students in Grades 3, 4, and 5 at Pioneer Elementary School scoring at Level 1 and 2 in Math will decrease from 63.2% in 2023 to 33.2% in 2027, with the percent of ML Levels 1 and 2 decreasing from 71.4% in 2023 to 41.4% in 2027, as measured by the State assessment in Math.

- Baseline by Grade (Spring 2023): 3rd 66.7%, 4th 57.3%, 5th 69%
- Baseline by Grade for ML (Spring 2023): 3rd 70%, 4th 79%, 5th 73%

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities/Action Steps	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity/Action Step 1 - All teachers will increase the 4 parts of Teacher Credibility (TC): Trust, Competence, Dynamism, Immediacy (1.09 ES & CRTP 1-3,6) **August** Launch	Student Data: Breakdown of Math Achievement on Outcome measures including iReady by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	n/a (this will be done Sept. - June)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	PD time (2.5 Building Hours) - TC Overview The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 PD Time (6 Principal Hours) - Fast Llama
Sept-Nov Teachers intentionally build Trust & Competence with students, components 1-2 of Teacher Credibility.	Student Data: *1st - 5th use Fall iReady to identify student strengths/challenges; intentional focus on students in subgroup *Teachers analyze Spiral review and plan for/adjust instruction	Student benchmark data in iReady collected (Sept/Oct)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	Sept. 0.5 hour Staff Meeting Nov. 0.5 hour Staff Meeting The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 - Ch. 2 Trust, Ch. 3 Competence

	*Teachers analyze pre/post chapter test data to monitor individual student growth *Set short term goals Student Data: Math Achievement on Outcome measures including iReady (1-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander) The Teacher Credibility Playbook: Administer TC Trust: Student survey, page 46 Grades 3-5 (October) Teacher self-reflection activity			
Dec-Jan Teachers continue developing Trust and Competence with students. Teachers implement strategies to increase Dynamism, component 3 of Teacher Credibility.	Student Data: Math Achievement on Outcome measures including iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	Benchmark data in iReady (Jan)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	Dec. 1-hour Bldg. PD Jan. 1-hour Bldg. PD The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 - Ch. 3 Competence & Ch. 4 Dynamism

	Administer TC Trust & Competence Student Survey (January) Teacher self-reflection activity			
Feb-Apr Teachers continue developing Trust, Competence, and Dynamism. Teachers implement strategies that demonstrate Immediacy.	Student Data: Math Achievement on Outcome measures including iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander) Administer TC Trust, Competence, & Dynamism Student Survey (March) Teacher self-reflection activity	Progress monitoring data (Feb Big Ideas Spiral Review)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	Feb: 0.5 hour Staff Meeting Mar: 1-hour Bldg. PD Apr: 0.5 hour Staff Meeting The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 - Ch. 4 Dynamism & Ch. 5 Immediacy
May - June Teachers regularly demonstrate all 4 components of Teacher Credibility.	Student Data: Math Achievement on Outcome measures including iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander) Administer Trust, Competence, Dynamism, & Immediacy Student Survey (May) Teacher self-reflection activity	Benchmark data in iReady (May)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	May: 0.5 hour Staff Meeting June: 0.5 hour Staff Meeting The Teacher Credibility and Collective Efficacy Playbook, Grades K-12 - Ch. 5 Immediacy

Activity/Action Step 2- All teachers will collaborate to enhance the effectiveness of our Multi-Tiered Systems of Support (MTSS), with initial emphasis on strengthening core instruction (0.73 ES & CRTP 4-5) **August** Launch	Student Data: Breakdown of Math Achievement on Outcome measures including iReady by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	n/a (this will be done Sept. - June)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	MTSS Start-Up Guide PD time (1.0 Building hour) MTSS Overview Weekly PLC Time
Sept-Nov All teachers will strengthen core instruction in Math. *Teachers consistently use pre-test to identify what students already know *Teachers follow district Instructional Calendar *Teachers use explicit instruction with high levels of student participation *Analyze the Pre test to guide instruction, while looking at Math standards. *Teachers consistently build review/reteach into daily lessons *Analyze chapter Post test for common errors. 80-85% should be at	Student Data: *1st - 5th use Fall iReady to identify student strengths/challenges; intentional focus on students in subgroup *Teachers analyze Spiral review and plan for/adjust instruction *Teachers analyze pre/post chapter test data to monitor individual student growth *Set short term goals Student Data: Math Achievement on Outcome measures including iReady (1-5) by	Student benchmark data in iReady (1-5) collected (Sept/Oct) Progress monitoring data (Nov Big Ideas Spiral Review)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	October - PD during Staff meeting - MTSS 1.5 Building Hours - MTSS Data Meetings Grade Level Data Sheet for Big Ideas Chapter Assessments, Pre & Post (K-5) Grade Level Data Sheet for Problem Solving (Gr. 3-5)

core. Plan for reteach or spiral review.	Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)			
Dec-Jan Continue to strengthen core instruction to ensure 80% of students are meeting standard. Use data to inform classroom Tier 2 instruction (small group). *Teachers consistently use pre-test to identify what students already know *Teachers follow district Instructional Calendar *Teachers use explicit instruction with high levels of student participation *Analyze the Pre test to guide instruction, while looking at Math standards. *Teachers consistently build review/reteach into daily lessons *Analyze chapter Post test for common errors. 80-85% should be at core. Plan for reteach or spiral review.	Student Data: Math Achievement on Outcome measures including iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	Benchmark data in iReady (Jan)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	December - PD during Staff Meeting - MTSS Grade Level Data Sheet for Big Ideas Chapter Assessments, Pre & Post (K-5) Grade Level Data Sheet for Problem Solving (Gr. 3-5)

Feb-Apr Continue to strengthen core instruction to ensure 80% of students are meeting standard. Use data to inform classroom Tier 2 instruction (small group). *Teachers consistently use pre-test to identify what students already know *Teachers follow district Instructional Calendar *Teachers use explicit instruction with high levels of student participation *Analyze the Pre test to guide instruction, while looking at Math standards. *Teachers consistently build review/reteach into daily lessons *Analyze chapter Post test for common errors. 80-85% should be at core. Plan for reteach or spiral review.	Student Data: Math Achievement on Outcome measures including iReady (K-5) by Tiers. (Including subgroup data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)	Progress monitoring data (Feb Big Ideas Spiral Review)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	Feb: 0.5 hour Staff Meeting Feb. - Apr. February 1.5 Building Hours - MTSS Data Meetings March 1.0 Building Hours MTSS/Student Growth Goals Grade Level Data Sheet for Big Ideas Chapter Assessments, Pre & Post (K-5) Grade Level Data Sheet for Problem Solving (Gr. 3-5)
May - June Continue to strengthen core instruction to ensure 80% of students are meeting standards.	Student Data: Math Achievement on Outcome measures including iReady (K-5) by Tiers. (Including subgroup	Benchmark data in iReady (May)	SIP Team, Building Leadership Team (BLT), Admin Team, Instructional Specialist, Title I Coordinator	May 1.5 Building Hours - MTSS Data Meetings Grade Level Data Sheet for Big Ideas Chapter

Use data to inform classroom Tier 2 instruction (small group). *Teachers consistently use pre-test to identify what students already know *Teachers follow district Instructional Calendar *Teachers use explicit instruction with high levels of student participation *Analyze the Pre test to guide instruction, while looking at Math standards. *Teachers consistently build review/reteach into daily lessons *Analyze chapter Post test for common errors. 80-85% should be at core. Plan for reteach or spiral review.	data for each Tier, including ML, SWD, Native Hawaiian/Pacific Islander)			Assessments, Pre & Post (K-5) Grade Level Data Sheet for Problem Solving (Gr. 3-5)

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. $4,500 for Fast Llama PD w/ Doug Curry - paid with ESSER Funds
2. $1,500 for 56 copies of the "How to Train a Llama - Exceptional Classroom Management" - paid with Principal PD Funds
3. $550 for 12 copies of the "MTSS Start-Up Guide"- paid with Title funds
4. $2,500 for 56 copies of "The Teacher Credibility and Collective Efficacy Playbook" - paid with Title funds

5c. SY 2023–2024 SMARTIE Goal #3:

The percent of students in Grades K-5 "at risk" for attendance (greater than 10% absence rate) will decrease from 44% in the 2022-2023 school year to 14% in 2026-2027, with "at risk" attendance for Multilingual students decreasing from 43% in 2022-2023 to 13% in 2026-2027.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities/Action Steps	Measures	Timeframe	Lead	Resources

What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity/Action Step 1 - August Implement School-wide Systems that Support Positive Attendance RTI ES 0.73 CRTP 1-7 Launch Review the school-wide plan during in-service week, this includes script messages teachers use in written communication to families, Attendance Success Plan process, and details of the Sept. to Oct. implementation. Share info about the On Time Tardy incentive with teachers	Baseline data from 2022-23 and 2023-24 school years	n/a (this will be done Sept. - June)	Attendance Team: Admin, Office Assistant, Family Engagement Liaison (FEL). Admin prepares parent communication about importance of attendance	PD time (1 Building Hours) PD Time (6 Principal Hours) - Fast Llama School-Kickoff Event (1.75 Building Hours)

Sept-Nov All teachers greet every student at the door with a personalized connection, every day. After 2 consecutive absences, the teacher checks in with family via Parent Square. All teachers use the On Time Attendance plan Teachers initiate Student Attendance Success Plans with support (Nov.) The Attendance Team recognizes best class attendance of the week. Staff Meeting check ins on monthly or every other month basis	Monthly attendance data	Weekly review of students with at-risk attendance Monthly review of school wide attendance	Attendance Team: Recognize best class attendance of the week	0.5 hour Staff Meeting - October (Attendance Review)
Dec-Jan Continue plans: On-time Attendance Plan, Student Success Plans Teachers initiate Student Attendance Success Plans as needed with support Teachers provide Attendance Resources to parents at Conferences. (see note in column 4)	Monthly attendance data	Weekly review of students with at-risk attendance Monthly review of school wide attendance	Attendance Team: Recognize best class attendance of the week; Provide Attendance Resources to Teachers (to give to families); 1st Trimester Attendance Recognition (resource)	0.5 hour Staff Meeting - December (Attendance Review) 0.5 hour Staff Meeting - January (Attendance Review)

Feb-Apr Continue above plans	Monthly attendance data	Weekly review of students with at-risk attendance Monthly review of school wide attendance	Attendance Team: Recognize best class attendance of the week 2nd Trimester Attendance Recognition (resource)	0.5 hour Staff Meeting - March (Attendance Review) 0.5 hour Staff Meeting - April (Attendance Review)
May - June Continue above plans Beginning of May: Review student attendance data and need for Attendance Success Plans	Monthly attendance data	Weekly review of students with at-risk attendance Monthly review of school wide attendance	Attendance Team: Recognize best class attendance of the week 3rd Trimester Attendance Recognition (resource)	0.5 hour Staff Meeting - May (Attendance Review for Year)
Activity/Action Step 2- Intentional Focus on implementation of all components of the 7 Culturally Responsive Teaching Practices Belonging ES 0.46 CRTP 1-7 **August** Launch	n/a	n/a (this will be done Sept. - June)	SIP Team	

Sept-Nov All staff will implement their "Fast Llama plans" with students. (CRTP 6) All teachers will engage students in memorizing the Mission Statement with agreed upon school-wide motions Every classroom teacher will have a consistent morning routine that includes welcoming students with a personalized connection. CRTP 1-2-3 (include Gary Howard verbiage) - think about what you want to emphasize from CRTP 1 and 2, page 182 and 183 All teachers will have planned cooperative learning activities during class meetings (CRTP 7)	SIP team classroom walk-through	Weekly review of students with at-risk attendance Monthly review of school wide attendance	SIP Team	0.5 hour Staff Meeting - 7 Culturally Responsive Practices (CRTP) - September 0.5 hour Staff Meeting - 7 Culturally Responsive Practices (CRTP) - November

Dec-Jan Continue implementation of above steps. All teachers will post pictures of their students to recognize cultural connections and/or future aspirations.(CRTP 1,3) All staff will review their "Fast Llama plans" the week following a break. (CRTP 6)	Continue SIP team classroom walk-through	Weekly review of students with at-risk attendance Monthly review of school wide attendance	SIP Team	0.5 hour Staff Meeting - 7 Culturally Responsive Teaching Practices (CRTP) - December
Feb-Apr Continue implementation of above steps. Engage families, students and staff on a review/selection process for new mascot and colors (rebranding process). All staff will review their "Fast Llama plans" the week following a break. (CRTP 6)	Compile feedback from staff, students, and community members	Weekly review of students with at-risk attendance Monthly review of school wide attendance	SIP Team	0.5 hour Staff Meeting - 7 Culturally Responsive Teaching Practices (CRTP) - February 0.5 hour Staff Meeting - 7 Culturally Responsive Teaching Practices (CRTP) - April

May - June Continue implementation of above steps Conclude rebranding process	Vote and communicate the outcome.	Weekly review of students with at-risk attendance Monthly review of school wide attendance	SIP Team	0.5 hour Staff Meeting - 7 Culturally Responsive Practices (CRTP) - May
1. $1,500 for 56 copies of the "How to Train a Llama - Exceptional Classroom Management" - paid with Principal PD Funds 2. $1,600 / year of SIP implementation for Title PFE events 3. $800 / year for attendance initiatives and incentives/recognition				

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023–24)

***NOTE**: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Instructional Specialist to support teachers as they implement ELA and Math instruction for all students, Parent & Family Engagement Activities, Extended Day Program, Summer School
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.*
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.*
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of the intervention curriculum for K-6 students.*
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	

** Link to 2023-2027 ASD SIP Planning Document*