

# The Single Plan for Student Achievement

**School:** Pierce Elementary School  
**CDS Code:** 15-73742-6009294  
**District:** Sierra Sands Unified School District  
**Principal:** Pam Barnes  
**Revision Date:** November 10, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on January 15, 2015.**

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## **School Vision and Mission**

### **Pierce Elementary School's Vision and Mission Statements**

#### **VISION**

We believe all students can learn to become successful life-long learners through meaningful and varied learning experiences. We believe that learning occurs by implementing a rigorous, balanced curriculum that engages and stimulates students. We believe that children learn best in a welcoming, safe, and clean environment that promotes school pride. We believe that the home-school connection is an important element in the development of successful, life-long learners. We believe in providing parents with educational opportunities and the support they may need to foster their child's development. We believe that all people are unique, valuable and need to feel safe and respected in our school environment.

#### **MISSION**

At Pierce School our mission is to assist staff and students with their efforts to:  
Pursue Individual Excellence Relentlessly in a Caring Environment.

## **School Profile**

Pierce Elementary School is a rural school serving 336 students in grades K-5. We are a Title I school with about 74% of our students being designated as socioeconomically disadvantaged. In August 2013, we entered our 2nd year of Program Improvement despite having a very solid Academic Program Index of 856 (above the California target of 800). We offer our families a State Preschool, a Before School Program (7-9 am) and an After School Program (3:15-6:15 pm). Our population is diverse with representation from 8 different ethnic groups. Our two largest groups are Hispanic (38%) and White (50%). 23% of our students are English Learners. The predominate primary language of our English Learners is Spanish, although we currently have students who speak Arabic and Russian. One hundred percent of our teaching staff and paraprofessionals are Highly Qualified. We offer gifted and talented (GATE) students an enrichment class during their school day, taught by our GATE certified project teacher. Our students in grades 1-5 also receive Art Class once a week as part of their instructional day.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

We survey our parents every spring (April or May) with a comprehensive survey. Results of the survey are always shared with parents at our first School Site Council meeting in the fall. Survey results are also shared with parents at our ELAC (English Learners Advisory Committee) and with our Pierce PTO. Please see the attached survey for the results of our 2013-2014 Parent Survey.

### **Classroom Observations**

Pierce teachers receive formal evaluations every two years. During formal evaluation years, teachers will have at least one formal observation that they schedule with the principal. The principal will then do multiple unannounced observations and walk throughs in order to complete the formal evaluation process. In our district, administrators are expected to visit each classroom at least once a week, looking for evidence of clear objectives linked to grade level standards, student engagement, utilization of ELD (English Language Development) strategies and involvement of English Learners, checking for understanding, and standards based instruction. One hundred percent of Pierce teachers are highly qualified, well trained, professional educators who work well in collaboration to meet the needs of our students.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state and district assessments in math and language arts (CAASPP, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student subgroup, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as weekly formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Pierce teachers also use STAR Early Literacy, STAR Reading and STAR Math assessments to modify instruction to meet the academic needs of individual students.

A new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELD components were adopted for use K-5 and materials were purchased for all special education programs. A new K-8 Math adoption was purchased for 2014-2015 in response to ever increasing accountability targets, data analysis results, and staff input. This new Math adoption is aligned with Common Core State Standards and better meets the needs of our students.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Pierce teachers use a variety of assessments to monitor student progress and modify instruction. This year is a little different as we had no California State Testing except for 5th grade Science last year. At the beginning of this school year, we will use data from STAR Early Literacy, STAR Reading, and STAR Math tests, as well as SIPPS assessments and placement tests from Moby Max to begin forming intervention groups for our students. Following those initial assessments, we use chapter and end of unit tests to track student progress and modify instruction between benchmark exams. At the end of each trimester, we assess student progress with benchmarks and then modify instruction and/or reconfigure our intervention groups.

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of Pierce teachers and paraprofessionals meet the requirements to be highly qualified staff.

#### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Sierra Sands Unified School District offers all classroom teachers grade level specific ELA and Math professional development three full days each school year. Pierce teachers attend every available training day. Our teachers work collaboratively at these grade level training sessions to improve alignment to common core state standards and learn about research based teaching strategies that will improve student achievement in their classrooms. Whenever our district adopts new instructional materials, the district provides training in order to implement these materials appropriately so as to provide universal access to all our students. Almost 100% of Pierce teachers have attended conferences for Professional Learning Communities.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on district initiatives and individual school and teacher needs. Currently staff development at the district and school level is geared to implementation of Common Core State Standards. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Pierce school's staff development has been predominantly in the area of English/Language Arts and English Language Development. Pierce teachers are professionally developed through grade level ELA and Math training sessions offered at the district level.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coaches, district Math Coach, ELD Teacher Coordinator, Special Education Program Support Teachers, a district math/technology coach is also working with our 4th and 5th grade teachers according to a grant the district received to improve math and technology, and a Title I Project Teacher. They support site teachers by assisting with reading/language arts instruction, assisting with math instruction, assisting and coaching technology related to Chromebooks, offering model lessons, Step Up To Writing, Academic Language Development, and provide lessons/activities for gifted students. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, and benchmark test analysis, in order to assist teachers in planning instruction. In 2013 all teachers also received three days IMBT (Instructional Materials Based Training) for their Treasures ELA adoption. In the summer of 2014 all teachers received a one day training in their new Go Math! Math adoption.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers at each grade level have a scheduled weekly planning time during the school day. In these meetings they do their lesson planning, review benchmark and classroom assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate across grade levels at monthly staff meetings. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use state adopted textbooks & supplementary materials, California Common Core State standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math, and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, STAR EL, STAR Reading, and STAR Math assessments, as well as formative assessments to analyze student performance and adjust instruction accordingly.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA and Math to more closely address identified needs and match our current adoptions. Report cards have also been adjusted. Our school gives 3 math and 4 ELA benchmarks during the school year in order to assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student progresses at an appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) and new Math adoption are aligned to maximize student success. Outside resources are also utilized as necessary or appropriate.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

We currently have standards based instructional materials for all English Language Arts/English Language Development and Math aligned with current California Common Core State Standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed frequently, and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student academic needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Assistance Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

A variety of research-based educational practices are used to raise student achievement at Pierce. We extend the school day through our Before School and After School Programs. We offer targeted intervention before the school day begins. We offer interventions during the school day for students needing strategic intervention in ELA and/or Math. Our teachers are trained to use Comprehensive Early Learning and/or Extended Literacy Learning research-based teaching strategies. All staff use UNRAVEL strategies for ELA and Math, follow the District Instructional Norms, and use the Explicit Direct Instruction strategies they have been taught during their local professional development. We also work collaboratively in a Professional Learning Community.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District, community, family and school resources available to assist underachieving students:

- District Nurse
- Resource Teachers: Special Education (RSP, Speech, Adaptive P.E., Kern County Itinerant Vision Specialist), Literacy Coaches, Project Teacher, ELD coordinator, and Math/Technology Coach.
- Intervention Teachers for before and within school intervention classes for grades 1-5.
- Instructional aides: classroom paraprofessional, before and after school program instructors and tutors, and special education paraprofessional.
- School Counselor (3 days a week)
- Translators
- School Resource Officer
- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program (both before and after school)
- State Preschool
- Kern County Children's Dental Health Network
- Parent and Community Volunteers
- Indian Wells Family Resource Center
- Kern Regional Center
- College Community Services

Our school communicates with parents through:

- School - Parent Compact
- Parent informational meetings and visitations
- Back To School Barbecue, Back-To- School Night, Lights on After School, and Open House
- Superintendent's Council
- Parent /Teacher Conferences twice a year
- Family Nights
- School Site Council
- Title 1 Parent Meetings
- Gifted and Talented Education (GATE) Parent Meetings
- English Language Advisory Committee (ELAC) Meetings
- PTO
- Home School Connection newsletter sent home each month
- Monthly School Activity Calendar sent home each month
- EdLine and school web pages
- Automated phone system
- Annual Parent Surveys (Title I and ELAC)

Our School Site Council meets state requirements for parity and consists of (number):

  1   Principal

  3   Classroom teachers

  1   Other staff

  5   Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services. An annual Title I parent survey and evaluation is reviewed by the SSC.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Pierce School has a Parent Involvement Policy that is shared with parents each year and revised by the School Site Council each year. Our School Site Council reviews our Single Plan for Student Achievement, all budgets, and our Safe Schools Plan. The Single Plan is also shared with parents attending our English Learner Advisory Committee meetings and the PTO. Pierce parents are encouraged to volunteer in classrooms, and the library. They are also informed about district meetings such as the monthly Superintendent's Council and School Board meetings. Parents are actively recruited to serve on district committees for textbook adoptions, calendar development, and school safety.

#### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the underperforming student at this school include: flex reading groups, Title 1 intervention, paraprofessional support, before school intervention, and before and after school programs. Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are used to purchase intervention materials, pay intervention teachers, and provide staff development. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Reading teachers are provided for struggling students to re-teach lessons in small groups. Instructional paraprofessionals provide small group support in reading and writing. Our counselor provides support through Friendship Circles, Parenting classes, and classroom instruction on conflict resolution and bully prevention strategies.

18. Fiscal support (EPC)

District provides fiscal support through LCFF decentralized (general fund) allocation. We also receive funding through the Title I Program (categorical).

### **Description of Barriers and Related School Goals**

At Pierce we are constantly working to eliminate barriers to student learning even though many of these barriers are beyond our abilities to solve. We constantly work to minimize the effects these barriers have on our students. With 74% of our students being designated as socioeconomically disadvantaged, poverty is one of our biggest hurdles to overcome. Many of our families are in distress due to recent economic downturns both nationally and locally. Some of our parents are working 2-3 jobs just to feed and clothe their families. We have students who are living in shelters, or sharing accommodations with other families. 23% of our students are English Learners. Some of their parents may be illegal in our country. This makes them reluctant to come to school or be more than minimally involved in their child's education. Many of our families have no health or dental insurance and students have to go weeks without glasses, or medical/dental appointments. Making the switch from county provided to district provided mental health services also affects our families dealing with mental health issues. Another barrier that is affecting our students is the reduced funding for schools.



## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	202	210		94	93		10	10		4	4	
Growth API	857	856		860	864							
Base API	817	858		827	863		803					
Target	A	A		A	A							
Growth	40	-2		33	1							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	78	88		52	54		142	148		28	25	
Growth API	832	834		823	818		833	819		693	738	
Base API	801	831		780	822		798	834		718	693	
Target	A	A		5	A		2	A				
Growth	31	3		43	-4		35	-15				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

#### Conclusions based on this data:

1. Based on data analysis for the 2012-13 year (the last year that we received an API score), all subgroups are currently above 800 except for our Students with Disabilities subgroup.
2. While our English Learners and SES students showed small dips, we will continue our current interventions for Reading and Math that are generally closing the achievement gap.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	126	132		63	63		--			--		
Percent At or Above Proficient	62.4	62.9		67.0	67.7		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		99	99		100	100	
Number At or Above Proficient	41	47		24	27		79	82		6	13	
Percent At or Above Proficient	52.6	53.4		46.2	50.0		55.6	55.4		21.4	52.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	No		--	--	

#### Conclusions based on this data:

1. Based on data analysis from the 2012-13 school year, we have a 17 point or less gap between our subgroups and our white population. Even though the gap is closing, it is still a gap, so we will continue to focus on ELA subgroup data.
2. As evidenced by a reflection of this data and our Academic Program Survey, we need to provide more intensive intervention during the school day for targeted students who are two or more years behind their peers.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	149	160		69	73		--			--		
Percent At or Above Proficient	74.1	76.2		74.2	78.5		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		99	99		100	100	
Number At or Above Proficient	55	65		33	37		97	102		10	14	
Percent At or Above Proficient	70.5	73.9		63.5	68.5		68.8	68.9		35.7	56.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		No	Yes		Yes	Yes		--	--	

#### Conclusions based on this data:

1. Based on data analysis from 2012-13, Math performance is stronger than ELA. There is only a 10 point gap between our white students and our English learners.
2. The achievement gap is closing slowly, but it looks like the interventions we currently have in place are working. We will continue our current efforts.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			3	30	5	50	1	10	1	10	10
2			3	21	7	50	4	29			14
3			1	9	7	64	2	18	1	9	11
4			3	50	3	50					6
5	1	9	7	64	3	27					11
<b>Total</b>	<b>1</b>	<b>2</b>	<b>17</b>	<b>33</b>	<b>25</b>	<b>48</b>	<b>7</b>	<b>13</b>	<b>2</b>	<b>4</b>	<b>52</b>

#### Conclusions based on this data:

1. Our Beginning Level English Learners are all in first grade with the exception of a new student in 3rd grade and a 4th grader who is in the process of being tested for Special Education.
2. Too many of our students are progressing to the intermediate level and then getting stuck there. We need to strengthen our designated ELD program to help these students move up to Early Advanced levels.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	9	5	45	5	45	11
1	1	8	4	33	5	42	1	8	1	8	12
2			3	21	7	50	4	29			14
3			1	9	7	64	2	18	1	9	11
4			3	50	3	50					6
5	1	9	7	64	3	27					11
<b>Total</b>	2	3	18	28	26	40	12	18	7	11	65

#### Conclusions based on this data:

- 53% of our English Learners are at the Intermediate level spread over grades 2-5.
- Students in grades 3-5 will be targeted and require the classroom teacher to provide the designated ELD instruction to enable these students to move up at least one level this year.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	64	58	53
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	64	58	53
Number Met	36	28	29
Percent Met	56.3%	48.3%	54.7%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	62	11	58	10	50	14
Number Met	16	--	12	--	9	--
Percent Met	25.8%	--	20.7%	--	18.0%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	No	*	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

### Conclusions based on this data:

1. Data analysis shows that our ELL students have made significant progress in AMAO I, but still did not meet the target of 59%.
2. In AMAO II, our students did not meet the NCLB target of 22.8 % and actually lost 2.7 points from the previous year.
3. In AMAO III, we did meet all the targets for AYP.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>

#### Conclusions based on this data:

- 20132-2014 data indicates that the district did not meet its AMAO 1 or AMAO 2 targets for annual growth, but did meet AMAO 3 adequate yearly progress. Based on this data, the district will continue to provide targeted services to our English Learners to increase success.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP #4, State Priority #1-Basic Services</b>	
<b>LEA GOAL:</b>	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
<b>SCHOOL GOAL #1:</b>	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. We will continue to work closely with the maintenance department to keep our campus clean and well maintained. We will update all safety plans and safety/emergency equipment as required.	
<b>Data Used to Form this Goal:</b>	
Spring 2014 District Student Survey results	
<b>Findings from the Analysis of this Data:</b>	
District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition.	
<b>How the School will Evaluate the Progress of this Goal:</b>	
Annual Target for 2015 Increase student survey results to 43% agree	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Collaborate with district personnel to communicate staffing needs.	August - May	Principal	Principal will notify district immediately if staffing changes. There is no site cost associated with this action item unless new staff needs to be hired.		



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Attend all District Safety Committee meetings for 2014-2015 school year.	August - May	Principal	Principal will attend district meetings and report back to site staff. There is no site cost associated with this action item.		Amount
Replace all emergency water supplies that are expiring in April 2015  (I estimated this cost, based on what a pallet of water would cost from Walmart.com)	March	District Office	District Safety Office will provide new cases of emergency water. 64 cases of water in total. (32 for general emergency use and 32 cases in classrooms in case of lockdown.)	None Specified	District Funded
Provide snacks to be kept with emergency supplies in each classroom in case of a lockdown. (I estimated the cost of this item based on a 96 count box of Nature Valley Granola Bars at Amazon for \$24 a box.)	August-September	Pierce PTO	Purchase granola type bars for each student and adult in classrooms.	None Specified	Parent Teacher Association 100
Provide custodial supplies.	August-May	Principal and custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted 3800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Adequately staff and support the Before School Program and the ASES After School Program.	August - May	BSP and ASES Personnel	Personnel Salaries - After School Program	None Specified	After School and Education Safety (ASES)
			Personnel Benefits - After School Program	None Specified	After School and Education Safety (ASES)
			Supplies	None Specified	After School and Education Safety (ASES)
			Custodial Supplies - for BSP and ASP.	None Specified	After School and Education Safety (ASES)
			Personnel Salaries - Before School Program	None Specified	After School and Education Safety (ASES)
			Personnel Benefits - Before School Program	None Specified	After School and Education Safety (ASES)
Purchase P.E. equipment and supplies to support the teaching of P.E. Replacing old, worn out or broken equipment.	August - May	Principal	Playground equipment and/or supplies. (Balls, hoops, jump ropes, etc.)	4000-4999: Books And Supplies	General Unrestricted 1000
Support staff use of Eno Boards, projectors, computers, computer lab, ELMOs, etc. with replacement of tech items as necessary due to wear and tear in classrooms or the computer lab.	August - May	Principal Tech Dept.	Technology Equipment	4000-4999: Books And Supplies	General Unrestricted 2000
Office and instructional supplies to support instruction	Ongoing	Principal and teachers	Office and classroom materials Printshop costs	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	General Unrestricted 17708 General Unrestricted 700

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards</b>
<b>LEA GOAL:</b>
Provide an academic program fully aligned to the Common Core State Standards
<b>SCHOOL GOAL #2:</b>
Provide an academic program fully aligned to the Common Core State Standards. We will continue to implement CCSS in ELA/ELD and Math utilizing Treasures (ELA/ELD) and Go Math! (new Math adoption). Provide staff with professional development that will enable them to fully implement CCSS.
<b>Data Used to Form this Goal:</b>
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
<b>Findings from the Analysis of this Data:</b>
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2015 APS Rubric 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Adopt/Purchase Common Core instructional materials	September - November	Principal	<p>Purchase SIPP materials to strengthen reading achievement in grades K-3.</p> <p>Purchase 18 copies of book - "Text Dependent Questions, Grades K-5: Pathways to Close and Critical Reading" by Douglas Fisher. Staff and principal will use this book for staff development.</p>	<p>4000-4999: Books And Supplies</p> <p>Title I Part A: Allocation</p> <p>4000-4999: Books And Supplies</p> <p>Title I Part A: Professional Development (PI Schools)</p>	5417.00    516
Develop and implement Common Core common assessments	September-May	Staff and principal working with district trainers.	Staff and principal will attend district and site grade level collaborative meetings. There is no site cost associated with this action item other than subs for when teachers attend training. See that action item listed later in this section.	None Specified	District Funded
Identify best practices of CCSS	September-May	Staff and principal working with district trainers.	Staff and principal will attend district and site collaborative meetings.	None Specified	District Funded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Identify and roll out CCSS resources and technological tools as needed	September - May	Principal and staff	Renew Reading Eggs computer subscription to support reading instruction in grades K-2. (Purchased 3 year subscription to insure continuity of program.)	5000-5999: Services And Other Operating Expenditures	General Unrestricted 3238
			Purchase one year ESGI computer program to assist kindergarten teachers with assessing and monitoring student progress.	5000-5999: Services And Other Operating Expenditures	General Unrestricted 388
Provide Illuminate training/coaching support	August - May	Julie Frisbee	Offer Illuminate training and support in after school training sessions.	None Specified	District Funded
			Teachers receive stipends to attend training sessions. \$20 per hour salary and \$22 per hour benefits.	None Specified	District Funded
Project Teacher will provide math/technology support to classroom teachers, instruct GATE students, provide a Moby Max intervention program, facilitate family nights, student enrichment activities, and provide math intervention.	September - May	Project Teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation 44,647
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation 21,834.82

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Provide Moby Max training/coaching support.	August-May	Project Teacher	Offer Moby Max training and support in after school training sessions and during staff meetings.  Teachers receive stipends for attending after school training sessions for Moby Max. \$20 per hour salary and \$22 per hour benefits.  Purchase district license for Moby Max Computer Program, which is used at Pierce for reading, language arts, and math intervention. Moby Max is aligned with Common Core.	None Specified  None Specified  None Specified	
Classroom paraprofessional will provide classroom assistance for struggling students through the SIPPS program, and will provide art instruction for students so that teachers have collaboration time each week.	August-May	Paraprofessional	Personnel Salary  Personnel Benefits	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	15,375.26  12,283.58
Intervention teacher will provide additional reading tutoring for struggling students in grades 1-3. (3 hrs. per day, 4 days per week - during the school day.)	October-April	Intervention Teacher	Personnel Salary  Personnel Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	5760  650
Intervention teacher will provide homework support for the After School Program. (1 hr. per day, 4 days per week.)	August - May	Classroom Teacher	Personnel Salary  Personnel Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	5180  580

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Intervention teacher will provide homework support for the After School Program. (1 hr. per day, 4 days per week.)	August-May	Classroom Teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	5180
			Personnel Benefits	3000-3999: Employee Benefits	580
Intervention teacher will provide additional reading or math intervention for struggling students as determined by classroom teachers after first trimester. (Before school hours.)	December - May	TBD - probably our current intervention teacher -	Personnel Salary	1000-1999: Certificated Personnel Salaries	4500
			Personnel Benefits	3000-3999: Employee Benefits	500
Provide substitutes so that Pierce classroom and special education teachers can attend district training about common core state standards and ELA/ELD standards.	3 days each for 12 classroom teachers.	Office manager Classroom teachers	Pay for certificated substitutes	1000-1999: Certificated Personnel Salaries	4100
				3000-3999: Employee Benefits	400
Provide opportunities for staff members to attend a workshop or conference about Common Core instructional strategies. We are currently looking for opportunities.	Ongoing	Principal Classroom Teachers Sp. Ed. Teacher Project Teacher	Pay for substitute for staff members	1000-1999: Certificated Personnel Salaries	450
				3000-3999: Employee Benefits	50
			Materials	4000-4999: Books And Supplies	500
			Travel costs	5000-5999: Services And Other Operating Expenditures	1060

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Staff is currently looking at supplemental materials/ DVDs to include in their professional reading group this year to improve instructional practices.	Ongoing	Principal Classroom Teachers Sp. Ed. Teacher Project Teacher	Books and/or materials	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools) 1971



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP #1, #3, #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access</b>	
<b>LEA GOAL:</b>	
Reduce rate of students receiving a D or F in a core course	
<b>SCHOOL GOAL #3:</b>	
Not Applicable for Elementary	
<b>Data Used to Form this Goal:</b>	
<b>Findings from the Analysis of this Data:</b>	
<b>How the School will Evaluate the Progress of this Goal:</b>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP #4, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access</b>	
<b>LEA GOAL:</b>	
Improve school connectedness and school climate for students	
<b>SCHOOL GOAL #4:</b>	
Improve school connectedness and school climate for students. Train more staff members in PBIS and implement PBIS at Pierce. Coordinate PBIS implementation with the school counselor.	
<b>Data Used to Form this Goal:</b>	
2014 District Student Survey	
2012-13 Data:	
Suspension Rate	
Expulsion Rate	
Attendance Rate	
Dropout Rate	
Graduation Rate	
<b>Findings from the Analysis of this Data:</b>	
District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey	
2012-13 Data:	
Suspension Rate: 8.8%	
Expulsion Rate: 0.5%	
Attendance Rate: 95%	
Dropout Rate: 1.0%	
Graduation Rate: 92.7%	

### How the School will Evaluate the Progress of this Goal:

#### Annual Targets for 2015

District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey

#### 2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Review student/staff/parent survey responses and discuss concerns	August - September	Principal Staff Counselor	There is no cost associated to this action item.		
Develop and implement strategies to improve school connectedness	August - September	Principal PBIS Team Staff Counselor	There is no cost associated with this action item.		
Implement PBIS	August - May	Principal PBIS Team Staff Counselor	PBIS team - 6 teachers, principal, counselor, and school psychologist attend training July 31, Aug. 1, Aug. 4  Purchase supplies and materials for student recognition throughout the year. (Brag tags, attendance tags, medals, and other student awards. )	None Specified  4000-4999: Books And Supplies	District Funded  General Unrestricted 2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Purchase "Engaging Students With Poverty In Mind" books and DVDs for staff development. Provide staff development through a professional reading group with this material. (This book was highly recommended by our PBIS trainer.)	November - purchase Staff reading group to begin when books arrive.	Principal Staff	Purchase 17 copies of the book Engaging Students With Poverty in Mind. Purchase 2 Elementary DVDs - Engaging Students With Poverty in Mind and Teaching Students With Poverty in Mind for our staff development sessions.	4000-4999: Books And Supplies Title I Part A: Professional Development (PI Schools)	903
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies. Counselor will serve on PBIS team and help implement PBIS and Bucket Filling at Pierce School.	August - May	Counselor - Nichole Harris	Personnel Salaries - District paid. Personnel Benefits - District paid. Supplies	None Specified 4000-4999: Books And Supplies District Funded General Unrestricted	100
Parent communication and involvement will be encouraged through the use of Homework Folders, monthly school activity calendars, flyers sent home about school events, family night programs, and a monthly newsletter.	August - May	Principal Clerk Project Teacher	Supplies for family nights. Homework Folders for home/school communication. Home-School Connection Newsletter in Spanish and English	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement Title I Part A: Parent Involvement Title I Part A: Parent Involvement	500 500 500
Purchase art supplies to continue our art program for students in grades 1-5. This program provides enrichment for students who may not otherwise have a chance to excel at school and helps us identify those students who might be gifted in fine arts for the GATE program.	As necessary for projects and lessons.	Art Instructor - Cheryl Bockhahn Principal	Supplies	4000-4999: Books And Supplies Donations	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Purchase birthday books so each child receives a free book for their birthday (or a welcome to school book if the child doesn't celebrate birthdays)	As necessary to replenish supply of books for appropriate grade levels.	Librarian - Lina Bartels Principal	Books	4000-4999: Books And Supplies	Donations 600
Purchase a chapter book for each family at Pierce (in English or Spanish). We want to do a school wide family read aloud of a chapter book to encourage families to read together. Then we will have some sort of culminating activity at school when everyone has finished the book.	Purchase books and supplies.	Librarian - Lina Bartels Principal.	Books Supplies for culminating activity	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Donations 800 Title I Part A: Parent Involvement 100
Purchase supplies/materials to be used at Family Nights.	August - May	Principal	Supplies/Materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement 500
Purchase light refreshments for parents who attend parent meetings and/or family nights.	August - May	Principal	Refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement 200

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP #2, State Priority #5, State Priority #6</b>
<b>LEA GOAL:</b>
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)
<b>SCHOOL GOAL #5:</b>
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT). Insure that all English Learners are getting both integrated and designated instruction at their appropriate level daily. Also provide access to ELA and Math intervention programs to English Learners.
<b>Data Used to Form this Goal:</b>
2012-13 Annual AMAO 2 (CELDT) Results
<b>Findings from the Analysis of this Data:</b>
2012-13 AMAO 2-CELDT: 22.1%
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2015: AMAO 2-CELDT: 23.1%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	September-May	Jennifer Williams	During district grade level collaborative meetings, staff and principal will receive professional development on ELA/ELD instructional model. There is no site cost associated with Pierce principal and staff - just for the trainer which is provided by the district.	None Specified	District Funded
Create and implement a school wide ELD plan for designated and integrated instruction.	September	Principal and staff	During staff meetings, principal and staff will develop a school wide ELD Instructional Plan and schedule. There is no site cost associated with this action item.		
In conjunction with Adult School - provide an evening ESL class at Pierce. While parents attend ESL class our staff provide childcare for preschooler and a paraprofessional to help school age English learners do their homework.	September - May	2 Adult School Teachers 2 Child Care Providers 1 Homework Paraprofessional.	Personnel Salaries for 2 teachers.  Personnel Benefits for 2 teachers. Personnel Salaries for 2 childcare providers. Personnel Benefits for 2 childcare providers. Personnel Salaries for 1 paraprofessional. Personnel Benefits for 1 paraprofessional.	None Specified  None Specified None Specified None Specified None Specified None Specified	District Funded  District Funded District Funded District Funded District Funded District Funded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Continue to support English learners and their families by providing information and support through English Learner Advisory Committees.	Twice a year.	Principal	There is no site cost associated with this action item. The district provides funding for this.	None Specified	District Funded



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	31,434	0.00
Title I Part A: Allocation	114,096	2,368.34
Title I Part A: Parent Involvement	1,902	-398.00
Title I Part A: Professional Development	9,950	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	5,760.00
Donations	2,000.00
General Unrestricted	31,434.00
Intervention (BS/AS)	5,000.00
Parent Teacher Association	100.00
Title I Part A: Allocation	111,727.66
Title I Part A: Parent Involvement	2,300.00
Title I Part A: Professional Development (PI Schools)	9,950.00

## Summary of Expenditures in this Plan

### Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	69,817.00
2000-2999: Classified Personnel Salaries	15,375.26
3000-3999: Employee Benefits	36,878.40
4000-4999: Books And Supplies	40,715.00
5000-5999: Services And Other Operating Expenditures	5,386.00
None Specified	100.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	5,180.00
3000-3999: Employee Benefits	After School and Education Safety (ASES)	580.00
4000-4999: Books And Supplies	Donations	2,000.00
4000-4999: Books And Supplies	General Unrestricted	27,108.00
5000-5999: Services And Other Operating	General Unrestricted	4,326.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
None Specified	Parent Teacher Association	100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	55,587.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15,375.26
3000-3999: Employee Benefits	Title I Part A: Allocation	35,348.40
4000-4999: Books And Supplies	Title I Part A: Allocation	5,417.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	4,550.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	450.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI	3,890.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	1,060.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,308.00
Goal 2	135,160.66
Goal 4	7,803.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mrs. Pam Barnes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Samantha Mascher (Vice Chair.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Ronda Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Kiahna Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Rebecca Chirinos (Chairperson)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Emily McArtor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Sara Olson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Fernando Vargas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Kim St. George	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Judy Williamson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☐ State Compensatory Education Advisory Committee

Signature

☐ English Learner Advisory Committee

Signature

☐ Special Education Advisory Committee

Signature

☐ Gifted and Talented Education Program Advisory Committee

Signature

☐ District/School Liaison Team for schools in Program Improvement

Signature

☐ Compensatory Education Advisory Committee

Signature

☐ Departmental Advisory Committee (secondary)

Signature

☐ Other committees established by the school or district (list):  
PTO Board and interested PTO Members

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 10, 2014.

Attested:

Pam Barnes

Typed Name of School Principal

*Pam Barnes*

Signature of School Principal

11/10/2014

Date

Rebecca Chirinos

Typed Name of SSC Chairperson

*Rebecca Chirinos*

Signature of SSC Chairperson

11-10-2014

Date

## **Title I School-Level Parental Involvement Policy Pierce Elementary School 2014-15**

Pierce Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents and other school site members are asked to preview the policy and come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed and distributed at the next School Site Council meeting which is open to the public. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Pierce Elementary School, the following practices have been established:

**The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.**

- *Parents of Title I student are invited to attend the first Title I meeting of the school year. A flyer is sent out which states the date, location, and time of the annual Title I meeting.*
- *At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about Pierce programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher concerns about their child's progress.*

**The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.**

- *All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via the monthly school calendar sent home with students, the school website, and posting of meeting notices in the office. The agenda is posted in the school office at least 72 hours in advance of the meeting.*
- *Title I parents are invited to request a Title I meeting. This is announced at the annual Title I parent meeting.*

**The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.**

- *Parents of Title I students are provided timely information about Title I programs at:*
  - *Parent Teacher Conferences*
  - *Title I Parent Meetings*
  - *School Site Council Meetings*
  - *English Learner Advisory Committee Meetings*

**The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at:**

- *Back to School Night*
- *Parent Conferences*
- *Student Study Teams*
- *School Site Council Meetings*
- *English Learner Advisory Committee (ELAC) Meetings*
- *School Plan for Student Achievement*

**If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.**



- *All parents are welcome and invited to attend the School Site Council meetings which are held 4-5 times throughout the school year. SSC meetings are announced at the school office via postings and an agenda is posted 72 hours prior to the meeting*
- *All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via a phone call, email, or letter.*
- *Parent conferences are especially designed to address student needs. Formal Parent conferences occur two times per school year (November and March as needed). At least one week prior to the scheduled conferences, a notice is given to the students to give to their parents. These notices are provided in English and Spanish. Parents can request a translator if needed. Parents are also reminded of parent conferences via the monthly school calendar, and the school website. If a parent cannot attend a meeting, a phone conference is encouraged. On some occasions, teachers will reschedule a parent conference to meet the parent's needs.*
- *Parents and staff can request a Student Study Team meeting to discuss student concerns.*
- *Scheduled meetings are planned for students with Individual Educational Plans (IEPs) and/or 504 Plans.*