

Pony Express Elementary

School Name



2014-15 School Development and Improvement Plan

**Sacramento City Unified School District
Strategic Plan Framework**

Pillar I: Career- and College-Ready Students
Pillar II: Family and Community Engagement
Pillar III: Organizational Transformation

Vision:

Our vision for success is a safe school where all students are empowered to achieve high academic standards, be critical thinkers and become technologically prepared for a competitive global society.

Mission:

To accomplish our vision we will:

- Provide a rigorous, standards-based curriculum that enables all students to meet and exceed established measures of success;
- Employ effective, research-based teaching strategies that meet the needs of all students;
- Provide a balanced curriculum that develops the confidence and abilities needed for independent decision-making
- Consistently involve all students, staff, parents and community members in decision-making to improve the achievement of all students;
- Be a professional, reflective community engaging in active and open communication to support the needs of our students;
- Be a “21st Century” school with state-of-the art technology used for teaching, learning, assessment, and achievement.

Profile of School (DATA)

Guide To Success: Site Level Metrics

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
				2012-13	2013-14	2014-15 Target
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST “proficiency” in ELA		63%		
			Schoolwide	48%		
			Black or African American	50%		
			American Indian or Alaska Native	71%		
			Asian	78%		
			Filipino	57%		
			Hispanic or Latino	13%		
			Native Hawaiian or Pacific Islander	77%		
			White	61%		
			Two or More Races	50%		
			Socioeconomically Disadvantaged	27%		
			English Learners	25%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement				
				2012-13	2013-14	2014-15 Target	
		CST “proficiency” in Math		70%			
			Schoolwide	70%			
			Black or African American	53%			
			American Indian or Alaska Native	50%			
			Asian	86%			
			Filipino	56%			
			Hispanic or Latino	62%			
			Native Hawaiian or Pacific Islander	25%			
			White	79%			
			Two or More Races	61%			
			Socioeconomically Disadvantaged	59%			
			English Learners	57%			
		Students with Disabilities	29%				
		“Proficiency” in Science			2012-13	2013-14	2014-15 Target
			Schoolwide	78%			
			Black or African American	73%			
			American Indian or Alaska Native	0%			
			Asian	81%			
			Filipino	100%			
			Hispanic or Latino	77%			
			Native Hawaiian or Pacific Islander				
			White	86%			
Two or More Races	100%						
Socioeconomically Disadvantaged	64%						
English Learners	33%						
Students with Disabilities	100%						

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
			2012-13	2013-14	2014-15 Target	
		"Proficiency" in History-Social Sciences (pending)	Schoolwide			
			Black or African American			
			American Indian or Alaska Native			
			Filipino			
			Hispanic or Latino			
			Native Hawaiian or Pacific Islander			
			Two or More Races			
			Socioeconomically Disadvantaged			
			English Learners			
			Students with Disabilities			
	2. Post High School Preparation	8th grade cohort who graduate				
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*				
		On-track to meeting UC/CSU requirements (a-g)*				N/A
K-2 Literacy Assessment (Team desires to move to PK-12)					N/A	
3. 21st Century Skills	Student Guide to Success (pending)				N/A	
ENGAGEMENT	4. Attendance	Chronic absenteeism			7.91%	
		Staff attendance	Certificated	94.75%		
			Non-Certificated	98.23%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement	
	5. School Connectedness	School Environment (staff, students, families)	N/A	
		School Communication (staff, students, families)	N/A	
		School Achievement (staff, students, families)	N/A	
	6. Social-Emotional Learning	Information on the five indicators		
		Suspension Rate	suspension rate per 100 students	3.4
			Percent of school year missed (in days) from suspensions	0.05%
TRANSFORMATION	7. State Academic Performance of Target Demographics	CST "catch-up/keep-up" in ELA	Grd. 3	56.00%
			Grd. 4	76.83%
			Grd. 5	72.34%
			Grd. 6	67.16%
		CST "catch-up/keep-up" in Math	Grd. 3	76.00%
			Grd. 4	74.07%
			Grd. 5	84.78%
			Grd. 6	52.94%
		CST "catch-up/keep-up" in Science		
		CST Cohort Performance in ELA (2+ consecutive years at site)	Grd. 3	55.56%
			Grd. 4	73.53%
			Grd. 5	79.49%
			Grd. 6	66.15%

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement				
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 3	75.56%			
			Grd. 4	74.63%			
			Grd. 5	87.18%			
			Grd. 6	53.03%			
		CST Cohort Performance in Science (2+ consecutive years at site)					
		Achievement Gap Performance CST ELA			Number Taken	Percent Passed	Gap
			White	53	77.36%	N/A	
			African-American	58	48.28%	29.08%	
			Asian	111	71.17%	6.19%	
			Hispanic/Latino	86	56.98%	20.38%	
			American Indian	4	50.00%	27.36%	
			Filipino	9	77.78%	-0.42%	
			Pacific Islander	8	12.50%	64.86%	
			Two or more ethnicities	23	60.87%	16.49%	
			Non-Special Ed	331	65.26%	N/A	
			Special Ed	21	23.81%	41.45%	
			Non-ELL	256	65.23%	N/A	
			ELL	49	26.53%	38.70%	
			Non-Foster Youth	370	63.24%	N/A	
			Foster Youth	6	33.33%	29.91%	
Non-FRPL	177		77.40%	N/A			
FRPL	175	48.00%	29.40%				

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
			Number Taken	Percent Passed	Gap	
		Achievement Gap Performance CST Math	White	53	79.25%	N/A
			African-American	58	53.45%	25.80%
			Asian	111	86.49%	-7.24%
			Hispanic/Latino	86	61.63%	17.62%
			American Indian	4	50.00%	29.25%
			Filipino	9	55.56%	23.69%
			Pacific Islander	8	25.00%	54.25%
			Two or more ethnicities	23	60.87%	18.38%
			Non-Special Ed	331	72.21%	N/A
			Special Ed	21	28.57%	43.63%
			Non-ELL	256	68.36%	N/A
			ELL	49	57.14%	11.22%
			Non-Foster Youth	370	70.81%	N/A
			Foster Youth	6	16.67%	54.14%
			Non-FRPL	177	80.79%	N/A
			FRPL	175	58.29%	22.51%
			8. Post High School Performance of Target Demographics	8th Grade Graduation "Cohort Performance"		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap 8th Grade Graduation			
					White
					African-American
					Asian
					Hispanic/Latino
					American Indian
					Filipino
					Pacific Islander
					Two or more ethnicities
					Non-Special Ed
					Special Ed
					ELL
					Non-Foster Youth
					Foster Youth
					Non-FRPL
					FRPL
		AP/IB Courses "Cohort Performance"			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Enrollment	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Passing	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
		FRPL			
		UC/CSU On-Track Catch-up and Keep-Up		N/A	
		UC/CSU On-Track "Cohort Performance"		N/A	
		Achievement Gap UC/CSU On Track		N/A	
		Literacy "Catch-up and Keep Up"		N/A	

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement
		Literacy Cohort Performance (2+ consecutive years at site)	N/A
		Achievement Gap Performance Literacy	N/A

Academic Performance Index – A.P.I.

Groups	2011 Base	2012 Growth	2011-12 Growth Target	2011-12 Growth	Met Target	2012 Base	2013 Growth	2012-13 Growth Target	2012-13 Growth	Met Target	2013 Base	2014 Growth	2013-14 Growth Target	2013-14 Growth	Met Target
Schoolwide	866	872	A	6	Yes	872	856	A	-16	Yes					
Black or African American	828	817				818	782								
American Indian or Alaska Native															
Asian	908	909	A	1	Yes	909	910	A	1	Yes					
Filipino															
Hispanic or Latino	830	857	A	27	Yes	857	830	A	-27	Yes					
Native Hawaiian or Pacific Islander															
White	861	887	A	26	Yes	887	908	A	21	Yes					
Two or More Races	877	881				881	842								
Socioeconomically Disadvantaged	813	816	A	3	Yes	817	802	A	-15	Yes					
English Learners	843	839	A	-4	Yes	839	823	A	-16	Yes					
Students with Disabilities	652	659				660	645								

Adequate Yearly Progress (AYP) Components – Pony Express Elementary (PI Status:)

Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	95.0			95.0			95.0			95.0			95.0			95.0		
Schoolwide	100	Yes	SH	100	Yes					100	Yes		100	Yes				
Black or African American	100	Yes	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
American Indian or Alaska Native	100	--		100	--					100	--		100	--				
Asian	100	Yes		100	Yes					100	Yes		100	Yes				
Filipino	100	--		100	--					100	--		100	--				
Hispanic or Latino	100	Yes	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
Native Hawaiian or Pacific Islander	100	--		100	--					100	--		100	--				
White	100	Yes	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	100	Yes		100	Yes					100	Yes		100	Yes				
English Learners	100	Yes	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
Students with Disabilities	100	--		100	--					100	--		100	--				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Pony Express Elementary (PI Status:)

Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target (ES/MS)	78.4			100						79.0			100					
AYP Target (HS)	77.8			100						77.4			100					
Schoolwide	69.9	Yes	SH	63.7	No					71.5	No		70.7	No				
Black or African American	59.2	--		51.0	No					55.1	--		56.9	Yes	SH			
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	76.4	Yes	SH	70.9	No					85.8	Yes		86.4	Yes	SH			
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	65.6	Yes	SH	58.0	No					64.1	No		63.0	No				
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	72.0	No		77.4	Yes	SH				74.0	Yes	SH	79.2	Yes	SH			
Two or More Races	77.8	--	N/A	60.9	--					70.4	--	N/A	60.9	--				
Socioeconomically Disadvantaged	58.3	Yes	SH	49.7	No					62.0	No		59.5	No				
English Learners	59.8	Yes	SH	47.9	No					72.8	No		68.5	No				
Students with Disabilities	35.3	--		28.6	--					35.3	--		33.3	--				

Adequate Yearly Progress (AYP) Components – Pony Express Elementary (PI Status:)

Component 3: Academic Performance Index (API)
Additional Indicator for AYP

Component 4: Graduation Rate

Category	2012			2013			2014			2012			2013			2014		
	2011 Growth API	Met AYP Criteria	Alt. Method	2012 Growth API	Met AYP Criteria	Alt. Method	2013 Growth API	Met AYP Criteria	Alt. Method	2011 Grad. Rate (Class of 2009-10)	Met Grad. Rate Criteria	Alt. Method	2012 Grad. Rate (Class of 2010-11)	Met Grad. Rate Criteria	Alt. Method	2013 Grad. Rate (Class of 2011-12)	Met Grad. Rate Criteria	Alt. Method
AYP Target	710			740			770											
Schoolwide	866	Yes		872	Yes						N/A			N/A				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Safe Harbor Targets for Pony Express Elementary

Using 2014 Percent Proficient to Determine Minimum Safe Harbor Percent

GROUPS	English-Language Arts								Mathematics							
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target
Schoolwide																
Black or African American																
American Indian or Alaska Native																
Filipino																
Hispanic or Latino																
Native Hawaiian or Pacific Islander																
Two or More																
Socioeconomically Disadvantaged																
English Learners																
Students with Disabilities																

2014 AYP Percent Proficient Targets

ES: ELA: 100% / Math: 100%

MS: ELA: 100% / Math: 100%

HS: ELA: 100% / Math: 100%

The SDIP Process

Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.



- [X] Gather data
- [X] Analyze, reflect upon & discuss data
- [X] Find Big Messages from Data
- [X] Organize Big Messages by Common themes
- [X] Identify 2-3 priorities from Big Messages
- [X] Plan actions to support priorities
- [X] Merge actions, create time line and identify funding
- [X] Design evaluation process and structures
- [X] Inclusive list and dates of collaborative stakeholder meetings

1. Principal met with each staff member to review student data.
2. Principal and teachers identified students that were advanced, proficient, basic, below basic and far below basic.
3. Discussion on methods to keep students in the proficient and advance range on target while servicing the at-risk students.
4. Methods of discussion were small group, after school tutoring, instructional support, one-on-one, and team teaching.
5. School Site Council will met to discuss the plan on December 3rd, 2013
6. Staff will review plan at the November 7th, 2013 staff meeting.

Big Messages

From our analysis of current school context, the following BIG messages were identified:

1. API for the 2011-2012 school year 872.
2. In 2012-2013 school year, the principal retired after 14 years being at Pony Express.
3. The new principal met with each teacher in October 2012 to learn about each teacher, their goals for the year, and to discuss what was working and what needed to improve.
4. Primary teachers K-2 grade attended the district Language Arts Common Core training. There were (4) release days and (2) days on site.
5. The intermediate teachers 3-6 grade attended the district Math Common Core training. There were (4) release days and (2) days on site.
6. The entire staff met throughout the year during CPT to discuss school vision, mission, goals, purpose, strengths, needs, direction & desires, and concerns.
7. Out of those discussions, two focus areas arose: Curriculum and Safety.

CURRICULUM:

The staff identified several areas of focus in Language Arts:

- *Develop curriculum and assessments to support the new Common Core standards in Language Arts.
- *Lack of cohesiveness between grades levels in writing and spelling.

The staff identified several areas of focus in Math:

- *Identify gaps from grade level to grade level
 - *Identify and supplement the gaps with curriculum, intervention, and other means.
 - *Develop curriculum and assessments to support the new Common Core standards in Math.
- Have coloboration time to look at how to achieve cohesion between the grades.

SAFETY:

The staff identified:

- *That there needs to have a student accountability system, discipline and behavior reporting.
- *Students need to be recognized and acknowledged for following the rules with activities such as: drawings, prizes, assemblies, lunch with the principal, etc.
- *Look at available programs to support a character education / school culture that promotes common language, staff training, positive behavior, and recognition.

8. With the start of the 2013-2014 school year:

- *Currently 7 staff members are attending Common Core math and 5 teachers are attending Common Core LA.
- *Safety Team met in June and August to develop a school-wide discipline/behavior support plan.
 - character Education plan was developed to include Academic Assembly to recognize achievement
 - Extraordinary Citizenship Tickets to support positive behavior on campus
 - Lunch with the principal
 - Steps to Respect Bully Prevention Program
 - Gates to be closed during school hours
 - new cameras installed

GOALS for the 2013-2014 school year:

1. Continue training and using Common Core standards in the classroom
2. Develop pacing guides and assessment tools to support Common Core standards.
3. Improve our technology to get newer equipment in the classroom
4. Continuously improve curriculum to support student learning in LA and Math
5. Identify at-risk students through formative and summative assessments to provide tutoring to support learning.
6. Continue to promote the school through community outreach.

OUTCOMES for the 2013-2014 school year:

Common Core training: 5 teachers attended Language Arts training and 7 teachers attended Math training

Purchased 39 Mac computers for staff and student use

Monday Morning Message: informed all about the weeks activities

Extraordinary Citizenship tickets: catch them being good

Many Clubs: Dance, Band, Web Design, and Garden

Activities: Girls on the Run, District Track Events, Nature Bowl competition, and Girl Scouts

PTA: Harvest Festival, Movie Night, Family Dance, fundraisers, Community Car Show, Last Day-Fun Day

Adopted the "SMART" Panther as our school theme: science, math, arts, relationships, and technology

Transitions:

1. Switched from Escape to Infinite Campus attendance program mid year,
2. adopted a new common core report card for next year,
3. began using the units of study in common core math that the district developed
4. began the discussion on complete implementation from state standards to common core standards

GOALS for the 2014-2015 school year:

1. Implement Common Core standards in the classroom in all subjects
2. Train staff and students on Mac computers
3. Continue to support general education, GATE, Special Education, English Learners
4. Focus on writing: Implement FALL/SPRING writing assessment
5. Determine what a years growth is for each grade level, develop clear expectation and have the students master those expectations
6. Data analysis
7. Train staff on Infinite Campus: new adopted attendance program

Priority 1:	To improve the quality of Teaching & Learning and its impact on student learning in order to improve performance and enable students to meet their personal, academic, and career goals.
Priority 2:	To enhance collaborations and significant expectations among all stakeholders in order to improve student achievement.
Priority 3:	

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other:	Other:
\$44951	\$65318	\$17540			

**Parent Engagement and Partnership Activities
To Reach School Priority Goal**

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

Parenting

To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.

Communication

To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school's newsletter or an awareness campaign that culminates in recognition awards.

Home Learning

To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.

Volunteering

To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.

Decision Making

To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support

Community

To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.

LCAP Goals and Sub Goals

Goal 1: Increase percent of students who are on track of graduate college and career ready.

Sub Goal 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Sub Goal 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Sub Goal 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Sub Goal 2.1: Students will be provided cleaner, better maintained learning environments.

Sub Goal 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Sub Goal 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD

Sub Goal 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Sub Goal 3.2 Stakeholders will receive improved district and site communications, including translation/interpretation services.

Whole School Priority #1

Priority Goal 1	To improve the quality of Teaching & Learning and its impact on student learning in order to improve performance and enable students to meet their personal, academic, and career goals.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>In order for all of our students to reach proficiency and above, especially our Hispanic, African-American, English Learners and low socio-economic students, all teachers will use effective teaching strategies to include:</p> <p>a) Differentiated instruction i. Critical Thinking, problem solving, independent investigations ii. Project-based learning iii. Cooperative Learning iv. Culturally Responsive strategies v. Common Core strategies: depth of knowledge</p> <p>b) In order for all of our students to reach proficiency and above, especially our Hispanic, African-American, English Learners and low socio-economic students, our students will be provided support as soon as a learning need becomes apparent to learn in small, flexible grouping and individualized instruction during: Workshop Tutoring: before/during/after school Targeted Instruction Block RTI model instruction</p>	a.i-iii) Cyndy Eberle and Sandy SanAhmadi (leads)	Subs: Prof. Dev. \$11,000 Title I \$500 LCFF /LEP \$7,500 LCFF F/R (Ac. Conf.) Extended Day, Tutoring, Clubs, Targeted Instruction Block: \$12,500 Title I \$3,500 LCFF/LEP \$16,000 LCFF F/R	1.1	<p>Int 1 By January In 30% of classrooms students work in engaging, common core instruction.</p> <p>Tutoring and Targeted Instruction Block is used for individualized and flexible, small group tutoring by 50% of students.</p>	Back to School Night, Open House, Parent Conferences, Family Fridays, School Site Council, (SSC), District School Site Council English Learner Advisory Council, District English Learner Advisory Council (DELAC). Gifted and Talented Education Parent Advisory Council (GATEPAC), Dad's Club, Parent Teacher Association (PTA), Monthly Family Events	<p>Principal walk-through notes indicate an increase in teachers using the listed effective learning strategies and students learning through these strategies.</p> <p>Principal and Leadership walk-through notes and observations show an increase in students asking application and evaluation questions using higher level thinking skills.</p> <p>Principal walk-through notes indicate an increase in students working in small, flexible groups.</p>

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>d) Grade level teams discuss small, flexible grouping and individualized support during grade level meetings and common planning time to support at-risk students.</p> <p>e) District Offered Trainings: Common Core Language Arts and Math</p> <p>f) Outside staff development resources to support Common Core, At-risk student, and EL students.</p>				<p>Int 2 By March In 50% of classrooms students work in engaging common core instruction</p> <p>Tutoring and Targeted Instruction Block is used for individualized and flexible, small group tutoring by 70% of students.</p>		<p>Principal and Leadership walk-through notes and observations show an increase in students working in project-based groups and staying engaged in learning.</p> <p>Principal and Leadership walk-through notes and observations show an increase in teaching revising and editing.</p> <p>Principal and Leadership walk-through notes and observations show an increase in students working with common core depth of knowledge strategies.</p>

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	a.i-iv. Professional Development 1. Differentiated Instruction. 2. Common Core 3. Data Inquiry	Staff Development \$1,000 Title I \$1,000 LCFF/LEP \$2,000 LCFF F/R		End By June In 100% of classrooms students work in engaging common core instruction. Tutoring and Targeted Instruction Block is used for individualized and flexible small group tutoring by 100% of students.		There is an increase in posting examples of the writing process and student evaluation of their work. Students show an increase in achievement according to the following: Teacher Observations Daily and Weekly curricular assessments Trimester Benchmark Assessments California Standardized Tests (CST) Tutored and Targeted Instruction Block students show an increase in achievement according to the following: Teacher Observations Daily and Weekly curricular assessments

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>In order for all of our students to reach proficiency, especially our Hispanic, African-American, English Learners and low socio-economic students, our students are afforded the opportunity to learn through the Integration of Technology.</p> <p>Applications to be integrated into the curriculum include: Curriculum Companion, Discovery Streaming, Orchard, Language Acquisition Programs, Accelerated Reader and Accelerated Math, Common Core Programs, and others.</p>	<p>Pat Davis Sandy SanAhmadi</p> <p>Leadership Team: Kelly Melvin, Bobbi Jo Bowland, Maureen Jensen, Cyndy Eberle</p>	<p>Integrated Technology & Equipment: \$4,999 LCFF/LEP \$4,999 LCFF F/R \$4,999 Title I Instructional Supplies: \$5,000 Title I \$5,500 LCFF/LEP \$7,000 LCFF F/R</p>	<p>2.3</p>	<p>Int 1 By January 20% of students learn through integrated technology.</p>		<p>Principal walk-through notes indicate an increase in students learning through integrated technology.</p>
<p>In order to help our below proficient students achieve, they will learn in multiple modes (visual, auditory, kinesthetic, oral) small group, individualized learning and through the use of technology compatible, interactive boards, computers, projectors and response clickers and other devices to support student learning.</p>		<p>Staff Development & Outside Services: \$441 EIA/LEP \$2,859 EIA/SCE \$3000 Title I</p>		<p>Int 2 By March 50% of students learn through integrated technology.</p>		<p>Principal and Leadership walk-through notes and observations show an increase in students working in small groups or individually using integrated technology.</p> <p>Students show an increase in achievement according to the following: Teacher Observations Daily and Weekly curricular assessments, summative and formative assessments</p>
				<p>End By June 100% of students learn through integrated technology.</p>		<p>Trimester Benchmark Assessments Formative and Summative classroom assessments, common core assessments.</p>

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>With support of an instructional sub aide , additional support teachers and effective classroom teacher instruction, our below proficient students to include Elgnish Learners, Hispanic, African-American and low socio-economic students will learn in small groups, one-on-one, and tutoring before/during/after school.</p> <p>In order to help our below proficient students reach proficiency and above, they will learn in multiple modes (visual, auditory, kinesthetic, oral) of individualized learning and through the use of technology compatible, interactive boards, computers, projectors and response clickers and other devices to support student learning.</p> <p>Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions and duration of interventions are based on individual student responses to instruction and outcome data based on RTi model tier 2 and tier 3.</p>	Sharon Jull	Duplicating: \$2000 LCFF F/R	1.2	Int 1 By January 20% of our below proficient students will be engaged in learning using multiple modes of learning.	English Learner Advisory Council Meetings, Family Fridays, PTA	Principal walk-through notes indicate an increase in our at-risk students learning through integrated technology.
	Instructional Aide	Instructional Aide Substitute: \$4,000 Title I \$4,000 LCFF F/R		Int 2 By March 50% of our below proficient students will be engaged in learning using multiple modes of learning.		Principal and Leadership walk-through notes and observations show an increase in at-risk students working in small groups or individually using integrated technology.
				End By June 100% of our below proficient students will be engaged in learning using multiple modes of learning.		Our below proficient students will show an increase in achievement according to the following: Teacher Observations Daily and Weekly curricular assessments Trimester Benchmark Assessments Formative and Summative classroom assessments

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>Teachers post objectives daily.</p> <p>Students and teachers refer to standards during teaching and learning.</p> <p>Students use rubrics to gauge their own learning.</p> <p>Develop and implement schoolwide expectations for the quality of work and staff expectations to include a schoolwide assessment system for consistency in every grade.</p>	Classroom Teachers Students		3.1	<p>Int 1</p> <p>By January</p> <p>Monitoring shows that objectives are posted daily, teachers refer to them throughout their lessons, and students gauge their own learning through the use of rubrics in 20% of classrooms</p>	Parents will understand the use of rubrics through parent conferences and meetings.	Principal notes and observations demonstrate exemplary work along with rubrics are posted and understood by 100% of students and the school community.
			1.1	<p>Int 2</p> <p>By March</p> <p>Monitoring shows that objects are posted daily, teachers refer to them throughout their lessons, and students gauge their own learning through the use of rubrics in 75% of classrooms</p>		Teacher and principal observations and notes indicate that students use rubrics to grade their own work and gauge their progress in writing.
				<p>End</p> <p>By June</p> <p>Monitoring shows that objects are posted daily, teachers refer to them throughout their lessons, and students gauge their own learning through the use of rubrics in 100% of classrooms</p>		Students show an increase in achievement according to the following: Teacher Observations Daily and Weekly curricular assessments Trimester Benchmark Assessments California Standardized Tests (CST)

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>With the help of the librarian, students conduct research, and apply project-based learning techniques through the use of the library, Accelerated Reader, interest-based reading and through RIF (Reading is Fundamental), and technology integration.</p> <p>The librarian ensures that students have access to library collections that are rich in cultures and interests and reflect the diversity, needs, and interests of our students.</p>	Joanne Haleem	.475 FTE EIA-SCE \$14,160 Other Books (RIF) \$1,000 Title I \$1,000 LCFF LEP Copier Rental for supplemental Materials: \$2,000 LCFF F/R	1.1	<p>Int 1 By January Library collections show an increase of 10 titles reflecting the diversity and interests of our students and that 30% of our students demonstrate the use of an enriched vocabulary and language skills.</p>	Volunteers for RIF	<p>Teacher and principal observation and notes indicate an increase in student interest in reading and related research projects using library materials.</p> <p>Students show an increase in achievement according to the following: Teacher Observations Daily and Weekly curricular assessments Trimester Benchmark Assessments California Standardized Tests (CST)</p>
				<p>Int 2 By March library collections show an increase of 20 titles reflecting the diversity and interests of our students and that 50% of our students demonstrate the use of an enriched vocabulary and language skills</p>		
				<p>End By June Library collections show an increase of 10 titles reflecting the diversity and interests of our students and that 30% of our students demonstrate the use of an enriched vocabulary and language skills</p>		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
All students consistently learn in a standards-based, balanced curriculum to include English Language Arts, Math, Social Studies, Science, Visual & Performing Arts, and Physical Education.	Leadership Team	Other Books \$2,000 LCFF F/R	1.1	Int 1 By January 50% of students work in collaborative groups in project-based learning and learn through hands-on product in a balanced curriculum exchange for science, music and social studies		Principal and Leadership walk-through notes and observations show an increase in students participating in a balanced curriculum.
				Int 2 By March 75% of students work in collaborative groups in project-based learning and learn through hands-on product in a balanced curriculum exchange for science, music and social studies		Students show an increase in achievement according to the following: Teacher Observations Daily and Weekly curricular assessments Trimester Benchmark Assessments
				End By June 100% of students work in collaborative groups in project-based learning and learn through hands-on product in a balanced curriculum exchange for science, music and social studies.		

Whole School Priority #2

Priority Goal 2	To enhance collaborations and significant expectations among all stakeholders in order to improve student achievement.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Teachers collaborate during SST, Common Planning Time (CPT), Academic Conferences, Targeted Instruction Block, Team Meetings, Articulation Time, Leadership Meetings, Curriculum Thursdays, staff meetings, and observation days to plan goals and objectives that will improve teaching and learning (as outlined in Whole School Priority #1 above). Grade levels will meet (horizontally & vertically) a minimum of 18 hours a year to discuss data, student achievement, action plans, enhancing teaching strategies, and the school plan.	Leadership Team: Maureen Jensen, Bobbi Jo Bowland, , Cyndy Eberle, Davina Martinez, Kelly Melvin, Debra Hetrick		1.3	Int 1 By January As a result of collaboration, 50% of students work in collaborative groups in project-based learning and learn through hands-on product in a balanced curriculum exchange for science, music, and social studies	Through notices, phone calls, email and/or attending meetings, the entire school community will be informed of and/or participate in the development of school goals and success criteria.	Common Planning Time agendas and minutes indicate teacher collaboration around improving teaching and learning and providing a balanced curriculum.
				Int 2 By March As a result of collaboration, 75%students work in collaborative groups in project-based learning and learn through hands-on product in a balanced curriculum exchange for science, music, and social studies		In principal walk-throughs, and notes students participate in a more balanced curriculum that includes science, social studies, the visual and performing arts, and physical education.
				3.1	End By June As a result of collaboration, 100% of all students work in collaborative groups in project-based learning and learn through hands-on product in a balanced curriculum exchange for science, music, and social studies	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>Increased collaboration and decision-making will occur through: a) Student surveys, Parent surveys and staff surveys Increased dialogue, effective decision-making and evaluations of programs will occur through SSC, ELAC, GATEPAC, PTA, Family Fridays and other parent forum/community forums</p>		Duplicating Copier \$200 LCFF/LEP \$341 Title I Communicate Cost \$299 LCFF F/R Copier Rental \$2,000 LCFF F/R		Int 1 By January Through the development of a parent and student survey student and parent voice contributes to increased student engagement and higher achievement in 40% more classrooms		Team Leaders act upon the feedback of the surveys.
		Food \$500 LCFF F/R \$400 LCFF-LEP		Int 2 By March Student and parent voice contributes to increased student engagement and higher achievement in 70% of the classrooms		Daily, weekly, benchmark and CST Assessments indicate an increase in achievement.
		Conference Fees: \$111 Title I Food Supplies \$1,000 Title I		End By June Student and parent voice contributes to increased student engagement and higher achievement in 100% of the classrooms.		
<p>Increase partnerships to include partners created through: Communicating with partners in education (colleges, businesses, parents, community, associations) willing to partner with us to expose our students to the world at large (jobs-sharing, excursions, project-</p>	Leadership Team	District Transportation \$1,000 Title I	3.1	Int 1 By January 20% of students experience exposure to the community and the world at large.	Parents will be involved by participating to share their jobs with students through presentations.	Teacher lesson plans, notes, and observations indicate that students are exposed to our partners in education and the world-at-large.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
based learning, etc.)				Int 2 By March 50% of students experience exposure to the community and the world at large.	PTA assemblies and on-site field trips.	Principal walk-throughs, notes, and observations indicate that students are exposed to our partners in education and the world-at-large.
				End By June 100% of students experience exposure to the community and the world at large.	Volunteers for community excursions, in the classroom, and extra-curricular activities.	Field Trips, campus visitors, community presentations and technology presentations such as through Discovery Streaming
Celebrate the successes of our students, staff and community through monthly events and assemblies	Principal Office Manager PTA		3.1	Int 1 .Students, staff and community are recognized in three - six assemblies and/or events will be held.	Parent voice and participation at events, during extra-curricular activities and in the classroom.	Calendar of Events Sign in sheets Photographs

Whole School Priority #3

Priority Goal 3	
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
		N/A		Int 1		
		N/A		Int 2		

School Site Council Membership: Pony Express Elementary

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Debra Hetrick	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pat Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maureen Jensen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vern Henrich	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erin Duarte	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norma Ochoa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gladys Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sabrina Cinder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria G. Duarte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Ellis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4		5	

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.

Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Programs and Funding Resources

School: Pony Express Elementary

Programs and Resources included in the School Development and Improvement Plan:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Title I (Schoolwide Program) (including carryover)
<input type="checkbox"/> Title I (Targeted Assistance) (including carryover)
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Free & Reduced
<input type="checkbox"/> Local Control Funding Formula (LCFF) – English Learner
<input checked="" type="checkbox"/> Program Improvement (PI)
<input type="checkbox"/> Discretionary Block Grant (Carryover) | <input type="checkbox"/> QEIA (Quality Education Investment Act)
<input type="checkbox"/> Art, Music and PE Grant (Carryover)
<input type="checkbox"/> Arts & Music Grant (Carryover)
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants: |
|--|---|

This School Development and Improvement Plan has been reviewed and approved by the school staff and the Schoolsite Council (SSC). It will be submitted to the SCUSD Board of Education for approval and implementation in the 2014-15 school year.

Sabrina Cinder

SSC Chairperson's Name Typed

6-3-14

Date

Sabrina Cinder

SSC Chairperson's Signature

ELAC Chairperson's Name Typed

Date

ELAC Chairperson's Signature

Debra Hetrick

Principal's Name Typed

6/03/14

Date

Debra Hetrick

Principal's Signature