

OSD School Improvement Plan

Building Data	
1a. Building: Pioneer Elementary	1g. Grade Span: K-5 School Type: Elementary
1b. Principal: Joel Lang	1h. Building Enrollment: 367
1c. District: Olympia	1i. F/R Percentage: 12.61%
1d. Board Approval Date: Click or tap here to enter text.	1j. Special Education Percentage: 19.65%
1e. Plan Date: October 20, 2023	1k. Multilingual Percentage: 2.1%

School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Robyn Muzatko, Kindergarten	Janet Tallman, 4th grade
Jennifer Martin, 1st grade	Nancy Major, 5th grade
Cindy Johnson, 2nd grade	Erin Erbele, Special Education
Laura Barber, 3rd grade	Mary Sperline, Music teacher
	Joel Lang, principal

Vision and Mission Statement

- Vision = At Pioneer, we will focus on serving the whole child as we hold high academic and social standards in the service of our community.
- Mission=Pioneer's community nurtures and supports each individual to reach full potential by fostering mutual respect, trust, cooperation, and a love of learning.

SY 2023–2024 SMARTIE Goal #1:

Pioneer will increase student **sense of belonging** from 66% to 80% for all students and specifically increase students' rates of feeling being shown respect by peers from 56% to 75% by May 2024 as measured by the Panorama Survey.

Students in grade 4 will increase their favorable responses to the question, “How much respect do students at your school show you?” from 46% to 75% by May 2024 as measured by the Panorama Survey

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal?

Outcomes 1, 3, 4

Activities	Measures	Timeframe	Lead	Resources
<p><i>Activity 1</i> All classrooms will have class meetings on a daily basis, during which many topics will be discussed, including respectful behavior between peers.</p>	<p><i>Weekly or monthly, classrooms will discuss respectful behavior between students.</i></p> <p><i>Students will self-reflect on their own actions of respectful or disrespectful behavior over the prior week or month (depending on age of student).</i></p>	<p><i>All year, monitored monthly or weekly at younger grades.</i></p>	<p><i>Classroom teachers</i></p>	
<p><i>Activity 2</i></p>	<p><i>Classroom goals are set</i></p>	<p><i>All year, monitored</i></p>	<p><i>All staff will be involved</i></p>	<p><i>Individual BearPaws, and</i></p>

<i>Use BearPaws, both individually and class-wide to recognize respectful behavior between students.</i>	<i>for the # of BearPaws on a monthly basis. Achievement of classroom goals will determine if this activity is successful.</i>	<i>monthly.</i>	<i>in noticing and recognizing respectful behavior among individual students and groups of students.</i>	<i>"Golden" BearPaws for classroom recognition.</i>
<i>Activity 3 Staff will incorporate elements of Culturally Responsive Education and Inclusionary Practices into unit planning and lesson design.</i>	<i>Monthly reflections at Leadership Team meetings.</i>	<i>Monthly</i>	<i>The Leadership Team will lead this effort, both with their own grade level teams and collectively as a leadership group.</i>	<i>Various resources from Teaching and Learning department, specifically the information delivered to TILT members.</i>
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Copying costs for the BearPaws				

<p>SY 2023–2024 SMARTIE Goal #2: All students will either meet grade level fluency expectations each quarter or demonstrate at least 15% growth between the current and prior reading fluency check as measured by Wonders Fluency passages.</p> <p>80% of students with IEPs in the area of reading fluency in grades 1-5 will meet or exceed their annual IEP goals as measured by monthly progress monitoring conducted by the special education staff.</p> <p>Additionally, 80% of students in grades 1-5 will meet their MAP growth goal in the area of reading as measured by the spring MAP reading assessment.</p>				
<p><u>OSD Student Outcome(s)</u>: What OSD Student Outcomes are tied to this SMARTIE goal?</p> <p>Outcome 2, 5</p>				
Activities	Measures	Timeframe	Lead	Resources
<i>Activity 1</i>	<i>Monthly fluency</i>	<i>Weekly at a minimum,</i>	<i>Classroom teachers in</i>	<i>Wonders intervention</i>

<p>Students read passages at their level to selves and partners.</p>	<p>readings.</p> <p>Comprehension question(s) associated with fluency reading passages.</p> <p>Monthly progress monitoring from IEP goals as it relates to fluency.</p> <p>Progress toward fluency goals will be discussed monthly at PLC meetings.</p>	<p>and more often in younger grades.</p>	<p>partnership with Special Education resource staff. Volunteers are also central to this activity.</p>	<p>readers. Leveled readers from Wonders.</p> <p>Wonders practice books and the fluency passages from this.</p> <p>Volunteers.</p>
<p>Activity 2</p> <p>Explicitly teach and practice aspects of reading fluency - specifically punctuation and expression when reading aloud.</p> <p>Instructional staff will use echo reading as a strategy, which allows for the explicit modeling of fluent reading.</p>	<p>Student tracking of fluency progress, with goal-setting included in reflection.</p>	<p>Weekly teaching of fluency aspects. Monthly fluency tracking and student self-reflection.</p>	<p>Classroom teachers and Special Education resource staff..</p>	<p>Reading fluency passages.</p>
<p>Activity 3</p> <p>Comprehension is connected to fluency. Use of frequent comprehension assessments (either from curriculum or other sources) to monitor</p>	<p>Comprehension measures given as appropriate, depending on student age and relative progress.</p>	<p>Frequency will fluctuate between weekly and monthly, based on current student progress and curricular timelines.</p>	<p>Classroom teachers and Special Education resource staff.</p>	<p>Comprehension assessments, either from curricular or other resources.</p>

<i>growth.</i>				
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