

CEP TEMPLATE FOR UPSTATE/LONG ISLAND AND CHARTER SCHOOLS 2011-12

COMPLETE THOSE SECTIONS OF THIS PLAN
REQUIRED FOR YOUR HIGHEST LEVEL OF
IDENTIFICATION, AS DESCRIBED
IN THE GUIDANCE MANUAL.

USE THIS CHECKLIST TO ENSURE THAT ALL REQUIRED COMPONENTS FOR THE
CEP ARE SUBMITTED

WE HAVE COMPLETED AND ARE SUBMITTING

- Pages 1- 2 Cover page and CEP Planning Team Membership Table (ALL SCHOOLS)
- Pages 3 – 4 PART 1: School Profile and other data/information used in analyzing school improvement issues (ALL SCHOOLS)
- Pages 5 – 14 PART 2: Causal Analysis - Submit only those pages required for the school’s identification level
- Pages 15 - 20 PART 3: Action Plan – Submit only those pages required for the school’s identification level
- Page 21 - 22 Part 4: District Corrective Action Plan – The district submits this part only for a school in Corrective Action
- Pages 23 - 28 Part 5: District Restructuring Plan – The district submits this part only for a school in Restructuring
- Pages 29 - 35 Part 6: USDOE and NYSED Required Forms –All schools must complete and submit the forms in this section that pertain to their status. Non-Title I do not have to complete the federally required forms, and charter schools do not have to complete the AIS forms.**
- Pages 36 - 37 Part 7: CEP Revision Form – Use these pages only to submit second year revisions



COMPREHENSIVE EDUCATIONAL PLAN (CEP) For Upstate/Long Island Schools and All Charter Schools 2011-2012

SCHOOL NAME	Pioneer Middle School	DISTRICT NAME	Pioneer Central Schools
CONTACT NAME	Ravo Root	CONTACT NAME	Dr. Sharon Huff
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APPROVAL OF THIS PLAN BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS MANDATORY. THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Dr. Sharon Huff		_ / _ / _
PRESIDENT, B.O.E.	Mary Lou Merlau		
DATE APPROVED BY B.O.E. _ / _ / _	DATE REC'D BY NYSED - OSI _ / _ / _	SED REVIEWER	DATE _ / _ / _

PLEASE NOTE:

- BEGINNING WITH THE 2010 -11 PLAN, ALL NYSED IDENTIFIED SCHOOLS/DISTRICTS MUST USE THIS TEMPLATE TO PREPARE THEIR CEP. CHECK REQUIREMENTS FOR THE SCHOOL'S PHASE AND CATEGORY TO VERIFY WHICH COMPONENTS OF THIS PLAN ARE REQUIRED.
- ALL IDENTIFIED SCHOOLS MUST COMPLETE AND SUBMIT TWO COPIES (ONE HARD COPY AND ONE ELECTRONIC) OF THEIR CEP TO SED. FOR YEAR TWO, SCHOOLS MUST REVISE THEIR CEP AND SUBMIT THE UPDATE TEMPLATE (PART 7).
 1. SUBMIT WRITTEN COPY WITH ORIGINAL SIGNATURE IN BLUE INK TO: REGIONAL SCHOOL SERVICES, NYS EDUCATION DEPARTMENT, 381 EBA, ALBANY NY 12234.
 2. SUBMIT ELECTRONIC COPY TO RSS@MAIL.NYSED.GOV.
- SCHOOL IMPROVEMENT PLANS ARE PUBLIC DOCUMENTS AND WILL BE SHARED WITH OTHER SED OFFICES, AND REGIONAL NETWORKS AND PARTNERS.
- THE PLAN MUST BE IMPLEMENTED BY THE BEGINNING OF THE SCHOOL YEAR DURING WHICH IT IS SUBMITTED OR, FOR NEWLY IDENTIFIED SCHOOLS, WITHIN 90 DAYS OF IDENTIFICATION

SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:

Each school should have a single School Leadership Team (SLT) and a single improvement plan. For example, if the school must also complete a VESID Quality Improvement Plan (QIP), the action steps in that plan must be incorporated into this plan. Plan development must include all constituencies in the school community, consistent with Part 100.11 of the Commissioner’s Regulations. Parents must be a part of developing this plan, including parents who are NOT employed by the district or school. Other participants who are regularly involved in your school improvement initiatives, such as community organizations, institutes of higher education and the NYSED Regional School Services (RSS) Liaison as consultants through part or all of the planning process.

Name	Position / Constituency Represented	Signature**
Dr. Sharon Huff	Superintendent / District	
Nick Silvaroli	Assistant Superintendent / District	
Ravo Root	Principal / Middle School	
Michael Lucow	Director of Special Education /Special Education	
Ann Pajak	Assistant Director of Special Education / Special Education	
Pam Katterman	Director of Instruction / District	
Christina Brooks	Parent / Parents	

**** Signature of constituent only indicates participation in the development of the Comprehensive Educational Plan, not approval. Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.**

PART I: MIDDLE SCHOOL PROFILE: COLLECT YOUR DATA

Districts should provide schools with the most up-to-date disaggregated assessment data available, including state assessment data, other local assessments, and demographic data for use in analyzing school improvement needs. These data may include internal use of scores not yet released by NYSED. In addition, schools should access data on attendance (teacher and student), tardiness, behavior issues, feedback from walk-throughs and other reviews and information that will be useful in improvement planning. Please feel free to modify this section to make it meaningful for your specific school.

MAJOR BUILDING INITIATIVES				EXTRACURRICULAR ACTIVITIES			
Thoughtful Education, RtI, Lucy Calkins Literacy Strategies, PBIS				Strong after school programs are well attended			
MAJOR COMMUNITY /IHE PARTNERS				PARENT/SCHOOL SUPPORTS			
Liasion School for Buffalo University				Title 1 Team, PST Organization			
Enrollment (BEDS Day)	08-09	09-10	10-11	Recent Immigrants (Students enrolled during each academic year who had immigrated to the U.S. within the past three years.)			
Kindergarten					08-09	09-10	10-11
Grade 1				Total Number/ of Total Enrollment	6	6	3
Grade 2				Most Prevalent Places of Birth for Recent Immigrants			
Grade 3							
Grade 4					Country 1	Mexico	Mexico
Grade 5	188	178	187	Country 2	Lao	Lao	
Grade 6	185	184	176	Country 3			
Grade 7	189	185	192	Attendance Information			
Grade 8	191	192	179		08-09	09-10	10-11
Grade 9				Average daily student attendance rate	95%	94.85%	95%
Grade 10				Average daily teacher attendance rate	93	92	92
Grade 11				Suspensions			
Grade 12				- 1 day out of school	37 – 1%	40 – 2%	79-3%
Ungraded				- 2-4 days out of school	70 – 3%	82-3%	84-4%
Graduation Rate	08-09	09-10	10-11	- 5+ days out of school	48 – 2%	58 – 2%	19 – 1%
				- In school suspension rate	355 – 14%	375 – 16%	458 – 19%
Special Education Enrollment (Students are also included in the total number of enrolled students, so this is a double count.)				Poverty Rate (Free and Reduced Lunch)			
	08-09	09-10	10-11	FRPL Reported to NYSED	44%	49%	49%
Total number of students with IEPs	113	107	122	English Language Learners			
Total number with resource room	20	61	54	Total number of students receiving ELL services	08-09	09-10	10-11
Consultant Teacher	48	59	53	Total number of students receiving ELL services	4	4	3
Total 15:1	30	30	33	Total number of ELLs graduated from ELL services	3	0	0
Total 12:1:1	2	1	1	Number of ELLs also receiving Special Education services	1	1	1
Total 8:1:1	12	8	6	Number of ELLs that are also SIFE (interrupted education)	0	0	0
Total 6:1:1	4	4	5		08-09	09-10	10-11
Total related Services	53	54	66	NCLB Accountability Level			SINI Basic – Year 1
12:1:3:1	8	4	4	SURR Status			
				SPP Status (VESID)			

PART I: MIDDLE SCHOOL PROFILE – Continued

Number of: Staff	08-09	09-10	10-11		08-09	09-10	10-11		
Teachers with full certification in area taught	57	60	63	Percent fully licensed and permanently assigned to this school	100	100	100		
Teachers teaching outside of certification area (20% rule)	0	0	0	Percent more than two years teaching in this school	79%	77%	89%		
Uncertified Teachers	0	0	0	Percent more than five years teaching anywhere	77%	77%	77%		
Administrators	3	3	3	Percent Masters Degree or higher	95%	95%	91%		
Teaching Assistants (General Education)	2	2	2	Percent participating fully in Professional development	100%	100%	100%		
Teaching Assistants (Special Education)	8	7	7						
Teaching Aides	7	5	7						
Funding Sources Available for This School Building to Support School Improvement (2010-11)				Title I A	School Improvement Grant N/A	Local Funds	C4E Funding N/A	IDEA	Other (Specify Title II and County Funds)
Professional Development/Mentoring for Administrators on Effective Instruction						X			X
Professional Development/mentoring for Teachers and Teaching Assistants on Effective Instruction						X			X
Professional Development and training regarding support for students with disabilities						X		X	X
Curriculum Development/Pacing						X			X
Use of Time (Lengthen School Day/Year)						X			
Restructuring of School Day/ Block Scheduling, etc.						X			
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/Rtl)				X		X			
Development and Implementation of High Quality Instructional Units in Mathematics						X			X
Development and Implementation of High Quality Instructional Units in ELA				X		X			X
Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas						X			
Staff Planning time Focused on Analysis of Student Work and Other Data and Using Those Data to Impact Student learning						X			
Administrative Focus on Monitoring of Effective Instruction (Professional Evaluations)						X			
Parent Involvement (Including CEP Planning, School-Parent Compact, etc.)						X			
Service Learning Initiatives						X			
Attendance Improvement						X			X
Dropout Prevention						X			
Instructional Technology				X		X			
Other Priorities (Specify)									

This demographic data is only a small part of the data that should be analyzed. Please add the school's other important information into the CEP here. Include the latest state assessment data, school

schedules, retention rates, and any other recent reports and evaluations and data that will help your team improve student instruction.

BASIC SCHOOLS IDENTIFIED FOR ELA AND ALL FOCUSED AND COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (1): FIRST INSTRUCTION IN ENGLISH LANGUAGE ARTS

Analysis of Current Status of Student Achievement and Program Effectiveness

Directions:

Conduct a comprehensive review and causal analysis using

- ELA student achievement data (schoolwide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- An analysis of the effectiveness of the school's delivery of the ELA curriculum and instruction for English Language Arts. Be sure to consider ESL and Special Education Instruction, the provision of Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.

Summary of Causal Analysis Findings – In the space below, summarize in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

ELA Core Instruction Findings:

Literacy Instruction / ELA

- Teachers have received training in Thoughtful Education Tools and Strategies, which are integrated across all ELA classrooms to further engage students in critical thinking.
- ELA teachers have received training in Lucy Calkins literacy strategies which are integrated into lessons daily.
- Four ELA Standards Based Benchmark Assessments are given to students throughout the school year.
- Data from Benchmark Assessments are used to adapt instruction that addresses both individual and collective areas of weakness.
- Two Common Core Units have been developed and taught in 2011-2012 school year.
- Guided Reading is part of core instructional ELA plan in grades 5 and 6.
- Master schedule allows for Literacy block in addition to the grade level ELA instruction.
- Please see attached findings of student achievement data by grade level from Standards Based ELA Benchmark given in January of 2012

Analysis of effectiveness of school's delivery of ELA Curriculum

Information collected and analyzed through the School Quality Review Process which included review of documentation of building level and classroom level practices, review of documented SESIS Walk Through data and input from classroom teachers on the SQR team, found specific areas of need: We have a need for formative assessments of Students with Disabilities throughout instruction to monitor learning. We also need to re-teach when students have an inaccurate response. There is a need for regular consistent communication between special education teachers and general education teachers. (process/protocol). Lastly, we have a need for specially designed instruction e.g. direct and explicit instruction, strategy instruction and a need for a defined role of consultant teacher in the general education classroom.

The identified needs were prioritized by the team and linked to the NYSED Quality Indicator Instructional Environment and Practice-specifically to the Indicator: Instructional Practice. The team

reviewed the document and again prioritized finding the Component: Planning for Effective Instruction the area that needs to be targeted through the QIP.

QIP Summary of Analysis of Need by Impact Area

In the sections below identify:

- What additional data the team collected and reviewed and why.
- How the team determined whether or not to focus on each of the 3 impact areas.
- How the Quality Indicators Guides were utilized.
- How you assessed the current classroom instructional practices in order to identify the areas of need.
- The priority needs the team identified.

Literacy / Instruction

Data collected/reviewed/why. Use of Quality Indicators. Assessment of instruction:

Utilizing information gathered through the School Quality Review (SQR) process which included reviewing relevant literacy data, SESIS Walk -Through and review of Quality Indicators (QI's) the following information was determined:

*The district uses the RTI approach to screen students for potential literacy needs.

*A variety of assessment data are used (AIMS web, LEXILE, Informal Reading Inventory (IRI) and ELA benchmark assessments) to identify students who are in need of targeted literacy intervention (e.g. Language!).

*AIMS web is used 3x per year at grades 5-6 and by a group of 7 and 8th grades SWD as a screening tool to determine need for interventions and as a monitoring tool.

LEXILE scores are obtained on each student using KidBiz, this assessment is also given 3x per year to monitor progress of LEXILE* scores

*Assessment data are analyzed to determine the targeted intervention program that students are to receive (e.g. Language!, Corrective Reading, Guided Reading grouping)

* Master schedule allows for Literacy block in addition to the grade level ELA instruction.

* 7th -8th grade 15:1 students receive ELA content aligned with grade level and targeted reading interventions from Special education teachers.

Priority needs identified: (bulleted list)

- Need for specialized instruction (Corrective Reading, Language!) along with standards based grade level instruction across all grade levels.

Special Ed. Programs / Service Delivery

Data collected/reviewed/why. Use of QIs. Assessment of instruction:

Information collected and analyzed through the School Quality Review Process which included review of documentation of building level and classroom level practices, review of documented SESIS Walk -Through data and input from classroom teachers on the SQR team, found specific areas of need: Need for formative assessments of students with disabilities throughout instruction to monitor learning, Need for re-teaching when students have an inaccurate response, Need for regular consistent communication between special education teachers and general education teachers (process/protocol), Need for Specially designed instruction e.g. direct

and explicit instruction and strategy instruction, Need for a defined role of consultant teacher in the general education classroom.

The identified needs were prioritized by the team and linked to the NYSED Quality Indicator **Instructional Environment and Practice**-specifically to the Indicator: **Instructional Practice**. The team reviewed the document and again prioritized finding the Component: **Planning for Effective Instruction** the area that needs to be targeted through the QIP.

Priority needs identified: (bulleted list)

- Instructional planning includes direct instruction, explicitly teaching academic content and skills
- Instructional planning includes explicit instruction in the use of strategies for learning
- Instruction is individually planned to address student need

Behavior Interventions and Instructional Supports

Data collected/reviewed/why. Use of QIs. Assessment of instruction:

School Quality Review of relevant data and SESIS Walk Through documentation demonstrated the effective use of PBIS (Positive Behavior Intervention System) building wide.

Priority needs identified:

- No needs identified

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (2): LITERACY ACROSS THE CONTENT AREAS

Directions:

Conduct a comprehensive review and causal analysis of Literacy across the Content Areas, including

- ELA and content area student achievement data (schoolwide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- Evidence of effective literacy strategies taught and assessed across all content area classes in the school; student achievement data (schoolwide and disaggregated by grade and major student subgroups) in all other major State assessments.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

Literacy Across the Content Areas Findings:

- Please see attached findings of student achievement data by grade level from Standards Based ELA Benchmark given in January of 2012 – Attached electronically to email sent and by hard copy
- Please see attached findings of student achievement data by sub group from the 2010 NYS ELA Assessment – Attached by hard copy only

NYSED Data Analysis ELA – Special Education Students

ELA Grade 5	Level 1	Level 2	Level 3	Level 4
2007	30.43%	43.48%	26.09%	0%
2008	0%	48.15%	51.85%	0%
2009	2.50%	42.50%	55.00%	0%
2010	38.10%	52.38%	9.52%	0%
2011	36.36%	54.55%	9.09%	0%
ELA Grade 6	Level 1	Level 2	Level 3	Level 4
2007	7.69%	74.36%	17.95%	0%
2008	7.69%	80.77%	11.54%	0%
2009	0%	56.25%	43.75%	0%
2010	28.21%	56.41%	15.38%	0%
2011	45.45%	50.0%	0%	4.55%
ELA Grade 7	Level 1	Level 2	Level 3	Level 4
2007	20.51%	66.67%	12.82%	0%
2008	2.78%	72.22%	25.00%	0%
2009	0%	64.29%	28.57%	0%
2010	54.84%	35.48%	9.68%	0%
2011	21.05%	63.16%	13.16%	0%
ELA Grade 8	Level 1	Level 2	Level 3	Level 4
2007	13.89%	63.89%	19.44%	0%
2008	18.92%	70.27%	10.81%	0%

2009	15.15%	60.61%	24.24%	0%
2010	50.0%	46.43%	3.57%	0%
2011	34.62%	61.54%	0%	0%

I. CURRICULUM – Responses are in RED

1. There is a written district level curriculum that is aligned with NY State standards, performance indicators and core competencies that forms the basis for all classroom instruction. – All curriculum is mapped on Rubicon Atlas and it is aligned with NYS Standards.
2. Teachers have developed and use integrated, interdisciplinary learning experiences based on NY State standards and performance indicators. – Teams across grades 5-8 implement interdisciplinary units including but not limited to grade level units focused on a Problem Based Learning format.
3. All students, including at-risk populations, are expected to meet all NY State standards. – All students receive instruction that aligns with the NYS Standards and they complete Benchmark Assessments that are aligned with the Standards
4. The curriculum is designed to promote a depth of understanding of important concepts. Thoughtful Education strategies and tools are integrated to increase engagement of students and critical thinking.
5. Extended school day programs focused on academic improvement are aligned with the local curriculum, and there is a process in place for communication between regular classroom teachers and after school staff. – After school programs include homework help, AIS programs are offered during the day and after school, and during targeted learning labs. Teachers share homework assignments with after school programs daily.

Literacy Strategies – All teachers teach literacy strategies.

Guided Reading program exists in grades 5-6 for all students.

Lucy Calkins strategies are integrated across grades 5-8.

KID BIZ is a differentiated literacy program that supplements the core on a weekly basis.

Students receive a lexile score at the beginning, middle and end of the school year.

STAR Testing also provides data related to math and ELA skills.

Independent Reading Inventory is completed for every student in grades 5 and 6.

BASIC SCHOOLS IDENTIFIED FOR MATH AND ALL FOCUSED AND COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (3): MATHEMATICS

Directions:

Conduct a comprehensive review and causal analysis of mathematics student achievement data using:

- Math student achievement data (schoolwide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- An analysis of the effectiveness of the school's delivery of the mathematics curriculum and instruction for mathematics. Be sure to consider ESL Special Education Instruction, the provision of Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.
- Evidence that math concepts are integrated into instruction in other content area instruction.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

Mathematics Findings:

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (4): GRADUATION RATE

Directions:

Conduct a comprehensive review and causal analysis of graduation rate data using:

- Student achievement data (schoolwide, and disaggregated by grade and major student subgroups) in all major State assessments;
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- An analysis of the effectiveness of the school's delivery of the curriculum and instruction in all content areas. Be sure to consider ESL Special Education Instruction, the provision of support services including Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.
- An analysis of graduation rates, disaggregated by subpopulations.
- An in-depth analysis of histories of students who have failed to graduate.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

Graduation Rate Findings:

Graduation Data

	Regular Ed Students Graduation Rate	Special Education Students Graduation Rate	% Dropped Out Regular Ed Students	% Dropped Out Special Ed Students
2006 Total Cohort – 4 Year Outcome				
2007 Total Cohort – 4 Year Outcome				

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (5): SOCIAL STUDIES AND SCIENCE –

Directions:

Conduct a comprehensive review and causal analysis of social studies and science data using:

- Student achievement data (schoolwide, and disaggregated by grade and major student subgroups) in all major State assessments;
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- An analysis of the effectiveness of the school's delivery of the curriculum and instruction in all content areas. Be sure to consider ESL Special Education Instruction, the provision of support services including Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

Social Studies and Science Findings:

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (6): Other “Big Impact” Factors Impacting Student Performance

Directions:

Conduct a comprehensive review and causal analysis of any critical issues, other than content, that impact student performance, using:

- Student data (attendance, behavior, referrals, VESID indicators, student-teacher ratio, support staff available for student support, etc.);
- Data collected based upon the analysis of the FACTORS worksheet in Appendix 1;
- Analysis of the effectiveness of the school’s current practices. Include in the analysis how these impact ESL: Special Education Instruction, the provision of support services including Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

Findings for Other:

A comprehensive review of causal analysis data does not reveal any significant data that relates to Big Impact factors that negatively impact student performance.

PART 2: SCHOOL PROFILE – *Continued*

After analyzing the data, use the following questions to guide reflection on what has been learned:

1. Has the school seen any major changes over the past three years in the information that was analyzed? If so, please provide specific details here on these changes and how they are being addressed.

Changes in the cut scores and elimination of the 30 point special education adjustment significantly impacted data. We went from all four grade levels having around 80 percent of all students scoring at levels 3 and 4 to around 50 percent of students scoring at levels 3 and 4. We are addressing the implications through our SQR and QIP plan.

2. If there are any specific categories that especially impact student performance, mark them with an asterisk and provide a more detailed explanation of the impact here.

Please see attachments related to ELA data driven instructional plans.

3. Describe any major events/issues in the community that have significantly impacted how this school has been able to educate students in the past three years.

We have an increase in students living in poverty. School property tax rate has remained at 0% for the last four years.

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT

NOTE: Use SECTION B (this page and the following one) to summarize the previous pages and support the transition into the Action Plan (Part 3). Use the earlier sections of this document to complete these pages.

SECTION B: Identify Key Priorities for School Year 2011-12

Once Part 2 A has been completed, the school has an organized needs assessment. The next step is to consider the findings and implications of that needs assessment and identify the school’s educational priorities. These priorities should be focused and realistic. They are the “big picture” needs that have been identified as key areas for improvement. Establishing priorities for improvement will assist in the identification of annual (short-term) goals and the development of specific, measurable objectives for improving student outcomes.

After key priorities have been identified, **identify the research-based strategies the school will implement to address each of the priorities**. Indicate how selected strategies reflect research on teaching and learning and high functioning of schools. Emphasize strategies/activities that enhance instructional practices and build capacity of administration, teachers and other instructional staff.

KEY PRIORITIES	STRATEGIES
<ul style="list-style-type: none"> • English Language Arts Increase student achievement in reading, listening and writing	<ul style="list-style-type: none"> • English Language Arts Benchmark assessments parallel NYS Standards Based Assessments Adapt Instruction following Data Driven Instructional Process Utilize parallel tasks to NYS ELA Assessment identified as areas in need of improvement Continue to implement Rtl – Tier 1,2 and 3 evidence based strategies
<ul style="list-style-type: none"> • Literacy Skills Across the Curriculum Increase reading levels of low achieving students	<ul style="list-style-type: none"> • Literacy Skills Across the Curriculum RtI Evidence Based Interventions for Tier 2 and 3 students Language! Reading Program Guided Reading for students in grades 5 and 6 *The district uses the RTI approach to screen students for

	<p>potential literacy needs.</p> <p>*A variety of assessment data are used (AIMS web, Lexiles, Informal Reading Inventory (IRI) and ELA benchmark assessments) to identify students who are in need of targeted literacy intervention (e.g. Language!).</p> <p>*AIMS web is used 3x per year at grades 5-6 and by a group of 7 and 8th grades SWD as a screening tool to determine need for interventions and as a monitoring tool.</p> <p>*LEXILE* scores are obtained on each student using KidBiz, this assessment is also given 3x per year to monitor progress of LEXILE* scores</p> <p>*Assessment data are analyzed to determine the targeted intervention program that students are to receive (e.g. Language!, Corrective Reading, Guided Reading grouping)</p> <p>* Master schedule allows for Literacy block in addition to the grade level ELA instruction.</p> <p>* 7th -8th grade 15:1 students receive ELA content aligned with grade level and targeted reading interventions from Special education teachers.</p>
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ALL SCHOOLS SUBMIT THIS PAGE

KEY PRIORITIES	STRATEGIES
<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics
<ul style="list-style-type: none"> Graduation Rate 	<ul style="list-style-type: none"> Graduation Rate

<ul style="list-style-type: none"> • Social Studies and Science 	<ul style="list-style-type: none"> • Social Studies and Science
<ul style="list-style-type: none"> • Other (Specify) 	<ul style="list-style-type: none"> • Other (Specify)

BASIC AND FOCUSED SCHOOLS IDENTIFIED FOR ELA AND ALL COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE

PART 3: Action Plan

See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section
English Language Arts *(First instruction in reading, writing, and literacy strategies)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	1. Guided Reading
Objectives <i>(Please</i>	<i>What school practices/programs will be improved through this strategy? 1. Students will be able to interpret and analyze text evidenced by discussion and written expression of text.</i>

<i>write objectives as responses to the italicized guiding questions.)</i>	OBJECTIVE: 2. Students will increase literacy skills and eventually read on grade level.			
	<i>How will student learning be improved/enhanced through this strategy? Evidence Based Strategies will be implemented regularly as needed. Students will be progress monitored using AIMSWEB.</i>			
	OBJECTIVE:			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Training in Guided Reading	Lucy Calkins Literacy Strategies	Summer of 2011	Principal and Director of Instruction	Reading Levels evidenced by IRI Level, AIMSweb Probe, STAR Exam, Lexile Score from KIDBIZ

ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Literacy Skills Across the Content Areas *(Reading, writing, and literacy strategies across the curriculum)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Strategy :	1. Rtl			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy? Literacy Skills</i>			
	OBJECTIVE: Increase reading level using Rtl Evidence Based Interventions			
	<i>How will student learning be improved/enhanced through this strategy? Students will increase in fluency and comprehension.</i>			
OBJECTIVE: By June, 2013 the cohort of students with disabilities in grades 5-7 will increase silent reading comprehension from baseline to an NCE score of 0 or + as measured by STAR Enterprise Reading Assessment.				
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Rtl Committee receives training in Rtl process as well as Evidence Based Interventions	Rtl Interventions - Read Naturally, Corrective Reading, AIMS web Probe, IRI – Calkins,	Summer 2011 – Rtl will not end.	Principal and Director of Instruction	Reading Levels evidenced by IRI Level, AIMSweb Probe, STAR Exam, Benchmark Exams, Lexile Score from KIDBIZ

<p>Instructional planning includes direct instruction, explicitly teaching academic content and skills.</p> <p>Instructional planning includes explicit instruction in the use of strategies for learning.</p> <p>Instruction is individually planned to address student need</p>	<p>Formative assessments, Thoughtful Education Tools and strategies, Literacy Strategies, Language! Program</p> <p>Develop a rubric based on SESIS Walk Through tool to use for identifying specific “look for’s” to target Professional Development relating to Direct Explicit Instruction.</p> <p>Special and General education ELA teachers of cohort of students will receive Professional Development on the use of Direct Explicit Instruction targeting needs (e.g. reading and writing strategies) of SWD’s.</p>	<p>In Place 2011-2012 school year</p> <p>February 2012</p> <p>March-June 2012</p>	<p>Special Education Consultant Teachers, Regular Education Teachers, Assistant Director of Special Education, Director of Special Education, Principal</p>	<p>Reading Levels evidenced by IRI Level, AIMSweb Probe, STAR Exam, Benchmark Exams, Lexile Score from KIDBIZ</p>
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<p>Provide professional development to special education teachers (SET) in planning for and delivery of <i>Specially Designed Instruction</i>:</p> <ul style="list-style-type: none"> • as a Consultant teacher in the general education setting • as a Resource Room Teacher 	<p>SEGIS will provide PD and will provide follow up support to teachers in planning for and implementing specially designed instruction</p>	<p>Summer 2012</p>	<p>SEGIS, Special Education and Regular Education Teachers</p>	<p>Data: Lesson plans that show planning for SDI</p> <p>Collected when: monthly after the initial training</p> <p>Collected by: SET will provide to SEGIS</p>
<p>Schedule regular meetings with the SET teachers of the cohort of students to review and analyze student data and plan for instructional needs.</p>	<p>SEGIS meets with individual teachers</p>	<p>March 2012</p>	<p>SEGIS and individual teachers</p>	<p>Data: Progress monitoring data for each student</p> <p>Collected when: Prior to each meeting with SEGIS</p> <p>Collected by: SET teacher and submitted to SEGIS</p>

ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Mathematics

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Strategy :				
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE:			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE:			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Graduation Rate

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Strategy :				
<i>What school practices/programs will be improved through this strategy?</i>				
OBJECTIVE:				
<i>How will student learning be improved/enhanced through this strategy?</i>				
OBJECTIVE:				
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Social Studies and Science

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. *For schools in corrective action or restructuring, the action plan must be consistent with the district plan.*

Strategy :				
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE:			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE:			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

ADD ROWS AS NEEDED

PART 3: Action Plan *(continued)*

Other (Specify):

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :				
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE:			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE:			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

ADD ROWS AS NEEDED

PART 4: DISTRICT CORRECTIVE ACTION PLAN (MANDATORY FOR SCHOOLS IN CORRECTIVE ACTION 1 AND 2)

Corrective Action level schools have not made AYP for at least five years, despite developing and implementing school improvement plans in previous years. At the Corrective Action level the DISTRICT and STATE exert more control of the school and make changes necessary to enable the school to improve. NYSED requires a thorough school level audit of enacted curriculum during the first year of Corrective Action. The district is required to perform a careful analysis of the school as well and to develop specific corrective actions based upon a careful analysis of why the school is not improving and what sanctions must be applied. The Corrective Actions chosen should be those that will ensure that the school meets AYP. The district and school should begin analyzing the reasons for lack of progress and begin planning as soon as possible, definitely by the summer before the school enters Corrective Action and provide a draft Corrective Action Plan to NYSED by 8/31. NYSED will facilitate the External School Curriculum Audit (ESCA) as early in the first year of Corrective Action as possible. The plan will be reviewed, adjustments made based on Audit results and resubmitted.

The USDOE identifies as possible Corrective Actions:

- Identifying and removing those staff members that are part of the school's failure to improve (consistent with existing contractual provisions).
- Closing the school and reopening it as a charter school or as a new public school.
- Hiring an outside provider to administer the school.
- Implementing any other major restructuring of the school's governance that is consistent with the principles of restructuring, which might include:
 - Significant and increased professional development focused on best practices (for staff and administrators),
 - Consistent educational leadership, with administrators in classrooms on a daily basis,
 - Restructuring how district fiscal resources are allocated to ensure that schools with high numbers of high-risk students receive additional funding to support the extraordinary needs of those students,
 - Ensuring staff members have rapid, easy to understand access to student data and training and time to develop data-based decision making,
 - Significantly extending instructional time,
 - Mandating a major change in curriculum, instructional strategies, supervision, scheduling or any other major systems change,
 - Ensuring staff members have regular team planning time to focus on analyzing data and planning for instruction,
 - Changing the structure of the school's scheduling.

DISTRICTS WITH SCHOOLS IN CORRECTIVE ACTION MUST SUBMIT THIS PAGE

DISTRICT CORRECTIVE ACTION (MANDATORY FOR SCHOOLS IN CORRECTIVE ACTION 1 AND 2)

Directions: Use the action plan template provided below, indicate the **key corrective actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Create a separate page for each major corrective action. Copy this page for additional actions, as needed. Expand the boxes to provide sufficient space to provide complete responses.

DISTRICT NAME: Pioneer School District

Corrective Action:	Increase reading levels and test scores for students with disabilities.		This strategy relates to: (Check all that apply) <input type="checkbox"/> Staffing <input type="checkbox"/> Closing/reopening school <input type="checkbox"/> Hiring outside provider <input type="checkbox"/> Restructuring School Governance <input checked="" type="checkbox"/> Professional development <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Fiscal resources <input type="checkbox"/> Access to student data <input type="checkbox"/> Extending Instructional Time <input checked="" type="checkbox"/> Mandating change in curriculum, instruction, supervision, scheduling or other major systems <input type="checkbox"/> Mandating teams to focus on data and planning <input type="checkbox"/> School Schedule		
Evidence: (Specify the data that were used to determine that this action would result in significant improvement)	Pioneer Middle was identified as being a SINI Year 1 Basic as a result of low test scores by Students with Disabilities.				
Objectives: Please write objectives as responses to the italicized guiding questions.	<i>What school practices/programs will be improved through this strategy?</i>				
	OBJECTIVE: <i>Using Resource time to teach Language! This is a evidence based program to increase student reading.</i>				
	<i>How will student learning be improved/enhanced through this strategy?</i>				
	OBJECTIVE: Students will receive evidence based instruction on a regular basis.				
Activities What actions will occur? What steps will staff take? (Provide sufficient detail so that the reader will understand the purpose of each strategy and how it will be implemented during the 09-10 school year.)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?	
Resource teachers receive training in Language!	None	Began – August 2011- June 2012	Mike Lucow – Director of Special Education Ann Pajak – Assistant Director of Special Education Teacher	Assessments from Language! Program.	

PART 5: DISTRICT RESTRUCTURING PLAN (MANDATORY FOR ALL SCHOOLS IN RESTRUCTURING)

RESTRUCTURING Year 1 and 2:

Districts and NYSED are jointly responsible for the improvement of schools at the Restructuring Level. Unlike Corrective Actions, Restructuring requires a district to make extensive, rapid change in the school to avoid continued failure and the possibility of closure. The school must rapidly improve. NYSED will require a Joint Intervention Team (JIT) to evaluate the school's program during the first year of Restructuring and again when they reach advanced restructuring status. The district is required to perform a careful analysis of the school, and develop a major restructuring of the school based upon a careful analysis of why the school is not improving and what sanctions must be applied. Restructuring should be systemic and far-reaching and include significant district changes necessary for the school to make an immediate, major change. The district and school should begin analyzing the reasons for lack of progress and begin planning as soon as possible, definitely by the summer before the school enters Restructuring and provide a draft plan to NYSED by 8/31.

The district must:

- Change the governance of the school to include either the diminution of school-based management and decision making and/or increasing their monitoring and oversight of the school's operations and educational program.
- Provide technical assistance that continues to emphasize: 1) instructional strategies based on scientific research; and 2) the importance of data analysis in decision making.
- Reallocate/supplement district resources to support the implementation of the Restructured School.
- Make major, significant changes in the structure and operation of the school based on a thorough analysis of data and other evidence.

The possible restructuring options are similar to those for corrective action.

- Identifying and removing those staff members that are part of the school's failure to improve (consistent with existing contractual provisions).
- Closing the school and reopening it as a charter school or as a new public school.
- Hiring an outside provider to administer the school.
- Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring, which might include:
 - Significant and increased Professional Development focused on best practices (for staff and administrators);
 - Consistent educational leadership, with administrators in classrooms on a daily basis; Restructuring district fiscal resource allocation to ensure that schools with high numbers of high-risk students receive additional funding to support the extraordinary needs of those students;
 - Ensuring staff have rapid, easy to understand access to student data;
 - Significantly extending instructional time;

- Mandating a major change in curriculum, instructional strategies, supervision, scheduling or any other major systems change; and
- Ensuring staff has regular time together in teams to focus on analyzing data and planning for instruction.

DIRECTIONS PAGE – DO NOT SUBMIT

ADVANCED RESTRUCTURING SCHOOLS (YEAR 3 PLUS):

Schools that fail to make AYP during the first two years of restructuring must develop a new plan, based on the results of a new Joint Intervention Team (JIT) review, results of other interventions or audits and the decision of a Outside Educational Expert (OEE).

MANDATORY DISTRICT RESTRUCTURING PLAN

DIRECTIONS: Answer the following questions fully, providing specific details, funding amounts and sources, and evaluation processes.

- 1. Describe in detail how the school will be Restructured, how the district will report and evaluate progress, and how this will ensure that the school is able to make its AYP.**

Technology support in the form of a technology integrator, instructional support for students in need of individualized instruction in the form of two staff to work in small groups and provide instruction.

- 2. Explain, in detail, how the district will govern and support this school to ensure it makes AYP.**
- 3. Detail what additional resources (support from personnel, additional funding, staffing, etc.) the district will provide to ensure this school is able to make AYP.**
- 4. Provide specific information on how the Regional Networks and other community partners will be able to support this Restructuring.**
- 5. Describe the supports needed from NYSED.**
- 6. Using the forms provided on the next page, develop a two year District Restructuring Action Plan. After the District completes this plan the school should develop the school plan using the Action Plan templates in Part 3 to develop school level plans based upon the District Action Plan. Also, work closely with the school as they develop their school-based plan to ensure it matches the district plan. The final plans (District and School) submitted to NYSED will be based upon a similar causal analysis and must include the templates in Part 3 in addition to the forms below. The District actions, however, must reflect a serious restructuring of the entire school and focused district supervision and support. Separate the years and indicate “Year 1,” “Year 2, etc. on the Action Plan templates.**

DISTRICTS WITH SCHOOLS IN RESTRUCTURING MUST SUBMIT THIS PAGE

RESTRUCTURING PLAN

District _____
 School _____

SCHOOL YEAR _____

Listed below are possible areas for school restructuring. Significant school restructuring is required for identified schools to ensure immediate, increased student performance. Check off the areas to be restructured and in the chart below describe the restructuring strategy and the district's role and responsibilities to support implementation. These restructuring strategies must be included as part of the building level Action Plan.

<input type="checkbox"/> Curriculum <input type="checkbox"/> Instruction <input type="checkbox"/> Instructional Resources <input type="checkbox"/> Instructional Time <input type="checkbox"/> Cultural Competence <input type="checkbox"/> Behavior Management/ School Safety	<input type="checkbox"/> Building Leadership/ Structures/Strategies <input type="checkbox"/> Building Organizational Structures <input type="checkbox"/> Parent Involvement <input type="checkbox"/> Assessment <input type="checkbox"/> Professional Development <input type="checkbox"/> Communication	<input type="checkbox"/> Data Management/Analysis/ Interpretation/Use <input type="checkbox"/> Staffing <input type="checkbox"/> Student Enrollment/ Placement <input type="checkbox"/> Student Support Systems <input type="checkbox"/> Other _____
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RESTRUCTURED COMPONENT	DETAILED DESCRIPTION OF SPECIFIC RESTRUCTURING STRATEGY	DISTRICT ROLE/PERSON RESPONSIBLE	COST AND FUNDING SOURCE	HOW IMPLEMENTATION WILL BE MONITORED

Provide additional space and rows as necessary.

PART 6: USDE/NYSED REQUIRED FORMS

FORM 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

Directions: On the chart below indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed for each applicable grade. (Descriptions of specific AIS programs are included in the subject/area sections of this CEP.) AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 possible components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as poor attendance and inappropriate classroom behavior.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services:
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	
1			N/A	N/A	
2			N/A	N/A	
3			N/A	N/A	
4					
5	83	60			46
6	105	77			49
7	73	60			36
8	96	73			37
9					
10					
11					
12					

Part B: AIS PROGRAM DESCRIPTIONS

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), record-keeping and assessments used to identify students for beginning and ending services and to measure progress, method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), size of instructional groups and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). Note: Since AIS is a mandated service, schools MUST ensure that students who cannot receive services outside of the school day receive adequate services during the academic day.
ELA:	Literacy Strategies, Parallel Tasks and direct instruction on standards that students perform poorly evidenced by benchmark exams, Rtl Strategies – Wilson, Corrective Reading, Read Naturally, Kid Biz
Mathematics:	IXL, Singapore Math, Fast Math – Programs designed to increase student fluency in math concepts, Parallel Tasks and direct instruction on standards that students perform poorly evidenced by benchmark exams
Science:	
Social Studies:	
At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)	Group Counseling – Students receive counseling in small group for social skills, anger management, Individual Counseling – Students meet with psychologists, social worker or counselor individually to address areas of weakness.
At-risk Services for Attendance-and/or Drop Out-related Issues	Turnabout Program – County Program designed to increase student attendance by connecting with the family. Goals are set, incentives are provided and the entire family receives counseling services. PINS – Person In Need of Supervision Attendance Meetings are held between the student, parent and Principal, Counselor and Assistant Principal. Plans are developed to increase student attendance.

FORM 2: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS AND TARGETED ASSISTANCE SCHOOLS

All Title I Schoolwide Program (SWP) schools must complete this section of the form.

Pioneer Middle School is not a Schoolwide Title 1 School – See page 41

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, refer to the page numbers where the response can be found.

1. How will the school implement a comprehensive needs assessment of the entire school that is based on information on the performance of students in relation to the State academic content and student academic achievement standards?
2. How will the school implement schoolwide reform strategies that:
 - a) Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement.
Instructional Programs such as Rtl, Language!, and Guided Reading are positively impacting student achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Are consistent with and are designed to implement State and local improvement, if any?
3. How will the school implement Instruction by highly qualified staff?
All staff are highly qualified under NCLB regulations.
4. How will the school implement high-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards?
annually.

5. **How will the school implement strategies to attract high-quality, highly qualified teachers to high-need schools?**

 6. **How will the school implement strategies to increase parental involvement through means such as family literacy services?**

 7. **How will the school implement plans for assisting preschool children in the transition from early childhood programs?**

 8. **How will the school implement measures to include teachers in the decisions regarding the use of academic assessments in order to provide them information and improve the achievement of individual students and the overall instructional program?**

 9. **How will the school implement activities to ensure that students who experience difficulty mastering the proficient and or advanced levels of the academic achievement standards are provided with effective, timely additional assistance? The additional assistance must include measures to ensure that students' difficulties are identified promptly and to provide sufficient information on which to base effective assistance?**

 10. **How will the school implement coordination and integration of Federal, State and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training?**
-

All Targeted Assistance schools must complete this section of the form.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, refer to the page numbers where the response can be found.

- 1. How will the school use program resources to help participating students meet the State standards?**

Technology support in the form of a technology integrator, instructional support for students in need of individualized instruction in the form of two staff to work in small groups and provide instruction. Continued implementation of Rtl in ELA.

- 2. How will the school ensure that planning for students served under this program is incorporated into existing school planning?**

The program resources incorporated into the 2011 – 2012 school year are focused on evidence based interventions and core instruction aligned to state standards. The district administers universal screening three times a year using Aimsweb for all students in ELA for grades 5 and 6. Students identified as at risk are assigned appropriate evidence based interventions. Those students who are identified needing interventions are progress monitored using AimsWeb on a biweekly or weekly basis.

- 3. How will the school use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program of the school and that:**

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;**

There is a scheduled period for reading instruction five days a week for 40 minutes, students are required to stay after school if they are failing courses in a targeted lab, students who require additional instruction for homework or daily assigned also have after school labs. A summer learning opportunity is provided for three weeks with highly certified teachers in the area of Math, ELA, and Study skills.

- b. Help provide an accelerated, high quality curriculum, including applied learning; and**

Advanced courses are offered in 8th grade for Integrated Algebra and Earth Science. The curriculum is aligned to NYS standards and documented in a web based curriculum mapping software program. Student progress for achievement of state standards is monitored through quarterly benchmark assessments with re-teaching scheduled immediately following each administrations. For the 2011 – 2012 school year it is the expectation that teachers will analyze benchmark assessment data and use the data to inform instructional practices.

All courses offer a rigorous Project Based Assignment at the end of year to demonstrate their application of targeted learning objectives.

- c. Minimize removing children from the regular classroom during regular school hours;

As of 2011- 2012 the schedule has been designed to provide a 40 minute period five days a week for additional instruction over and above regular core instruction in Reading. Support is also offered after school for required and voluntary labs five days a week for two and a half hours beyond the school day. A math and writer's workshop has also been added to support math fluency and better writing.

4. Coordinate with and support the regular educational program;

The program services are housed within the same building and their full teaching assignment is dedicated to providing the targeted assistance support to students. The support their deliver is parallel to the instruction provided to all students in the Middle School.

5. Provide instruction by highly qualified teachers;

One hundred percent of the teachers in the Middle School are reported on the Pioneer Basic Educational Data System(BEDS) are highly qualified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff;

Pioneer has a Teacher Center that is grant funded by NYS Education Department. Courses offered meet all state requirements for aligned staff development to NYS Initiatives. Both the Teacher Center and the Pioneer District offer 30/15 hour courses for teachers and paraprofessionals as part of an incentive program as part of their contract.

The Pioneer District offers an additional 20 hours of staff development time that is divided into 16 hours during the summer and an additional 24 hours as part of an extended day throughout the school year. The staff development is organized around the District Strategic Plan and objectives implementing

research based instructional strategies that positively increase student achievement.

Pioneer utilizes BOCES Instructional Support Staff who are highly trained in state initiatives and research strategies to work in the district on a daily basis throughout the school year. They provide coaching and instructional support to teachers in small group workshops or in classroom modeling and co-teaching.

7. Provide strategies to increase parental involvement; and

Principal coffee hour allows parents to hear about and discuss educational issues. Quarterly Newsletter keeps parents informed about upcoming school initiatives.

8. Coordinate and integrate Federal, State and local services and programs.

Pioneer is in compliance with all Federal and State mandates regarding curriculum, instructional and intervention and AIS services. Both the Cattaraugus/Allegany and Erie 1 BOCES provide instructional support keeping the district in compliance with Regents Reform.

FORM 3: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

ATTACH A COPY OF THIS SCHOOL'S SCHOOL PARENT INVOLVEMENT POLICY, PER THE FOLLOWING REGULATION:

Each school that receives Title I, Part A funds must develop a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). This policy must be developed jointly with parents of Title I students and distributed to all parents. The policy must establish the school's expectations for parental involvement and describe how the school will implement specific parental involvement activities. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Purpose:

- Pioneer Middle Schools purposes to be a supportive learning community that values academic achievement and personal development for all students, and the personal and social development of each student. Collaborative partnerships between parents, students, faculty, staff and administration are needed to provide students the opportunity to develop the relationships needed to promote academic achievement and personal development. Parents and community are sought by the school as critical players and partners in the development of the whole child.

Rationale:

Research shows that when parents are involved in schools the benefits include:

- ✓ Higher student achievement - higher grades and test scores, more homework done
- ✓ Better attendance
- ✓ More positive attitudes and behaviors
- ✓ Fewer placements in special education programs
- ✓ Higher graduation rates
- ✓ Greater enrollment in postsecondary education
- ✓ Improve teacher morale
- ✓ More support from families
- ✓ Increased motivation to seek school's help
- ✓ Increased parental satisfaction and higher confidence in teachers and administrators
- ✓ Increased teacher satisfaction and higher confidence in parents, students, and community

- ✓ Increased 2-way communication leading to a greater understanding of concerns and a broader base of student academic support
- ✓ Increased student attendance during the school day and increased parent supports for all activities
- ✓ School has better academic achievement
- ✓ School has a better reputation in the community and surrounding areas

Guiding Principle:

It is the goal of Pioneer Middle School to utilize New York State’s *Essential Elements of Standards-Focused Middle-Level Schools and Programs* and the needs of this community to determine the appropriate activities and opportunities to support the academic achievement and personal development of all Pioneer Middle School Students.

- Philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents
- An educational program that is comprehensive, challenging, purposeful, relevant, integrated, and standards-based and the degree to which the middle-level educational program involves family, community, and the world outside the school in the development of young adolescents.
- An organization and structure that supports both academic excellence and personal development and utilizes the talents and skills of the family, community and business partners to promote an education that routinely extends beyond the school.
- Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers and the degree to which the school communicates with the parents/guardians and community regarding student achievement resulting in home-school collaboration.
- A process for informing parents, families, and community groups of the essential role they play in ensuring students attend school and access available services, in expanding and enhancing venues for significant learning, in promoting you development, and in supporting positive school change.
- A well established, collaborative network of local community organizations and leaders partner with the school to provide monetary and material support, expand student learning experiences and give students opportunities to contribute to the community through service learning, etc.
- A network of trained professionals, resources, and services provides the necessary prevention and intervention services to students and their families in a coordinated manner.

The following Six Types of Parent Involvement, as developed by Joyce Epstein, will provide the framework for the following

1. **Parenting** – to help all families establish home environments to support children as students and assist schools to understand families
 - a. PTSA – Parent Teacher Student Organization
 - b. Orientation and information nights

- c. Workshops to address academic, behavioral, developmental, and societal issues and needs, and parenting skill builders
 - d. Parent-to-parent support groups
 - e. School social worker – support for families
 - f. Parent participation programs – i.e. family swim night
 - g. Family support programs to allow parents to be involved in their middle school child’s programs and activities
2. **Communicating** – design consistent, efficient and effective forms of school-to-home and home-to-school communications about school programs and student progress
- a. Pioneer website - Middle School Parent Corner
 - i. Frequently Asked Questions
 - ii. Upcoming Events
 - iii. Academic Information
 - iv. Program/Extra-curricular Information
 - b. Phone Connect – Middle School Information line
 - c. Parent Connect – Student Academic Information
 - d. Positive Postcards
 - e. Parent-teacher or Parent-teacher-student conferences annually and as needed
 - f. Student Agenda – Parent section, use as a means of two-way communication
 - g. Parent Calendar in addition to the school calendar
 - h. Information nights – i.e. 5th grade parent night
 - i. School newsletter
 - j. Quarterly newsletter from the Middle School
 - k. Web-log/suggestion box
 - l. Use of Arcade Herald, Penny Saver, and other news source
3. **Volunteering** – organize volunteers and audiences to support the school and students
- a. Structure for obtaining needs from teachers and staff within the middle school – skills needed, time of day, frequency, responsibilities, consistency
 - b. Process for accessing volunteers - Application process, skills, availability
 - c. Parent room – for volunteer work, meetings and family resources – Possible use of volunteers may include but not be limited to classroom helper, mentor, tutor, presenters for mini-courses, after school program, copying, bulletin boards, classroom guest speaker, chaperone activities, filing, communication, publicity, record audio books, facilitate parent group
4. **Parent Compact - Learning at Home** – involve families with their children on homework and other curriculum-related activities and decisions

- a. Develop a glossary of educational and academic terms and acronyms – i.e. DBQ, NCLB
 - b. Teacher generated websites - Share academic information and expectations
 - i. Curriculum maps
 - ii. Calendar of projects, tests, field trips
 - iii. Resources
 - iv. Classroom expectations
 - v. Grading and homework policy
 - vi. NYS standards, assessments, rubrics and changes
 - c. Essential skills students need in a grade level
 - d. Library access and resources – parent orientation night
 - e. Resource list with websites, books, etc
 - f. Reading list for grade level and summer
 - g. Parent classes or tutorials on internet use, parent connect, websites, study skills, technology opportunities
 - h. Parent packet of information on middle school courses, parent-teacher conference format, guidance program, NYS Standards, assessment, Essential Elements, research articles of interest
5. **Parent Compact – Working Together**– include families as participants in school decisions, and develop parent leaders and representatives
- a. District Strategic Planning Committee – includes parents, teachers, administrators, staff, may include community members and students
 - b. Bullying forums – open to parents and students to discuss ways to reduce bullying in school
 - c. PTSA – Parent Teacher Student Association
 - d. High School Plans – 8th grade students
 - e. Transition programs from 4th to 5th and 8th to 9th
 - f. Career day or job shadowing opportunities
 - g. SES services are offered to students receiving free or reduced lunch to increase academic achievement
6. **Collaborating with the Community** – coordinate resources and services from the community for families, students and the school, and provide services to the community
- a. Service learning projects
 - b. Career day
 - c. Provide list of available services to parents
 - i. Local youth programs and contacts
 - ii. Local health programs and services
 - iii. Crisis information
 - iv. Summer programs
 - d. Coordination of health and county services available at the middle school
 - e. School-business-community partnerships
 - f. Participation of alumni in school programs – i.e. community band

- g. Arcade Winterfest participation
- h. Pioneer trade show participation

Part B: School-Parent Compact

ATTACH A COPY OF THIS SCHOOL'S SCHOOL PARENT COMPACT, PER THE FOLLOWING REGULATION.

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well as those that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

**This is also located in our Parent Involvement Plan Above*

Parent Compact - Learning at Home – involve families with their children on homework and other curriculum-related activities and decisions

- i. Develop a glossary of educational and academic terms and acronyms – i.e. DBQ, NCLB
- j. Teacher generated websites - Share academic information and expectations
 - i. Curriculum maps
 - ii. Calendar of projects, tests, field trips
 - iii. Resources
 - iv. Classroom expectations
 - v. Grading and homework policy
 - vi. NYS standards, assessments, rubrics and changes
- k. Essential skills students need in a grade level
- l. Library access and resources – parent orientation night
- m. Resource list with websites, books, etc
- n. Reading list for grade level and summer
- o. Parent classes or tutorials on internet use, parent connect, websites, study skills, technology opportunities

- p. Parent packet of information on middle school courses, parent-teacher conference format, guidance program, NYS Standards, assessment, Essential Elements, research articles of interest
- q. Students can access grades and assignments on Parent Connect

Parent Compact – Working Together– include families as participants in school decisions, and develop parent leaders and representatives

- r. District Strategic Planning Committee – includes parents, teachers, administrators, staff, may include community members and students
- s. Bullying forums – open to parents and students to discuss ways to reduce bullying in school
- t. PTSA – Parent Teacher Student Association
- u. High School Plans – 8th grade students
- v. Transition programs from 4th to 5th and 8th to 9th
- w. Career day or job shadowing opportunities
- x. SES services are offered to students receiving free or reduced lunch to increase academic achievement

FORM 4: PROFESSIONAL DEVELOPMENT SET-ASIDE FOR ALL NCLB/SED SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT

For Title I Schools that Have Been Identified for School Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information:

2011-12 anticipated Title I allocation (From the district Consolidated Application Supplement) = \$ 433,868; 10% of Title I allocation = \$43,387.00.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Professional Salaries Code 15
\$26,427 (0.4FTE) for Technology Integrator who will provide staff training to teachers in their classrooms with students. More effective use of academic technologies will facilitate student learning, enabling them to improve academic performance leading to higher graduation rates. Staff training will include teachers at all four Pioneer buildings.

\$10,742 (0.18 FTE) for RTI Specialist who will coach Middle School classroom teachers in how to conduct independent reading inventories, as well as AIMSWEB fluency probe which is used to progress monitor all students receiving RTI.

Employee Benefits code 80: \$7,200 for Technology Integrator; refer to description in Code 15.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. The district employees a BOCES Instructional Support person who works as the Mentor Coordinator in the district 4 days a week all year long. The district has a three year mentoring program supervised by the Mentor Coordinator who provides a 30 hour stipend course on research based instruction, coaching in the classroom, and portfolio development over the three years.

3. *Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.*

The district followed all state guidelines and sent a letter of explanation of the school's identification and the availability of SES. The district also created a web page with all documentation required by the state and copies of the letter sent to parents. This letter is sent on a twice a year to inform parents of the SES.

See NOTE (below) to determine whether school is eligible for this part

PART 7: CEP Second Year Update Form – This Does Not Apply to Pioneer Middle School

NOTE: Only schools that submitted a new CEP the prior year AND are entering Year 2 of their phase (Improvement 2, Corrective Action 2, Restructuring Year 2) OR made AYP are eligible to submit this form. Other schools must submit the full CEP based on their status. ATTACH AND SUBMIT ALL REQUIRED REVISED SECTIONS WITH THIS UPDATE FORM.

DISTRICT Pioneer Central School District	SCHOOL Pioneer Middle School
SCHOOL YEAR 2011-2012	DATE RECEIVED NYSED
I confirm that the changes in this document by this school are approved by the school superintendent Superintendent Signature:	

CEPs are initially written as 2-year plans. Schools must revise their CEP annually, at the end of the plan’s first year of implementation, based on an evaluation of evidence of improvement and submit a record of changes to NYSED by 8/31 for the next school year.

- If the school’s status changes in the school year due to the school being identified for an additional subgroup or subject area, the district/school must include an analysis of and plan for the newly required elements. (For example, if a school was originally identified for ELA for SWD, but then is identified for ELA for Hispanic students and for mathematics, that school would need to update plan to include both a focus on ELA for Hispanic students and then complete the mathematics section.
- If the school is continuing with the same subject area and subgroups, they must submit an updated Action Plan with an explanation of reasons for changes.
- Districts must review and revise the Corrective Action Plan and/or the Restructuring Plan annually, based on the progress of each school at those levels and submit the revised plan with the school updates.

- If the school made AYP in all designated areas, they may choose to continue their previous CEP with NO changes. This is the only instance where a revision is not required.

I. Please check all of the following that apply for this school:

- School is identified for additional subgroup(s) within the original subject(s).
 - Schools in this group must complete and attach a root cause analysis (Part 2) and Action Plan (Part 3) for additional subgroup(s).
 - If the school is at the Corrective Action or Restructuring level, the district must also complete and submit an addendum to their Part 4 or Part 5.
- School is identified for additional category (subject area).
 - Schools in this group must complete and attach the sections of the CEP template required for schools identified for that category. See original directions for details.
 - If the school is at the Corrective Action or Restructuring level the district must also complete and attach an addendum to their Part 4 or Part 5.
- School has not been identified for any additional subgroups or subjects but did not make AYP; this revision updates the previous year's plans and is based on additional evaluation of the impact of the CEP's implementation. Schools in this group must attach evidence of the evaluation of the previous year's plan and reasons for changes and an updated Action Plan (Part 3).
- School made AYP in all areas for which they are identified and choose to continue implementing their CEP with no revisions.