

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Mike Mattos

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pioneer Middle School

(As it should appear in the official records)

School Mailing Address 2700 Pioneer Road

(If address is P.O. Box, also include street address.)

Tustin

City

California

State

92782-3374

Zip Code+4(9 digits total)

County Orange

State School Code Number* 30 73643 6116305

Telephone (714) 730-7534

Fax (714) 730-5405

Web site/URL www.tustin.k12.ca.us/pioneer

E-mail mmattos@tustin.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Richard Bray

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tustin Unified School District

Tel. (714) 730-7301

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Tammie Bullard

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 18 Elementary schools
 _____ 5 Middle schools
 _____ 0 Junior High Schools
 _____ 4 High schools
 _____ 1 Other
 _____ 28 TOTAL
2. District Per Pupil Expenditure: _____ 4424
 Average State Per Pupil Expenditure: _____ 4743

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	190	221	411
K	0	0	0	8	224	212	436
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other	0	0	0
6	234	209	443				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1290

6. Racial/ethnic composition of the school:
- | | | |
|----|---|----------------------------------|
| 1 | % | American Indian or Alaska Native |
| 44 | % | Asian or Pacific Islander |
| 2 | % | Black or African American |
| 12 | % | Hispanic or Latino |
| 41 | % | White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 4 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	30
(2)	Number of students who transferred from the school after October 1 until the end of the year	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	54
(4)	Total number of students in the school as of October 1	1290
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 7 %
- | | |
|----|---|
| 84 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 28

Specify languages: Spanish, Vietnamese, Cantonese, Korean, Philipino (Tagalog), Portugese, Mandarin (Putonghua), Japanese, Khmer (Cambodian), Arabic, Armenian, Burmese, Farsi (Persian), French, German, Greek, Hindi, Indonesian, Italian, Punjabi, Russian, Turkish, Urdu, Pashto, Gujarati, Tawanese, Rumanian, Other Non-English

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 58

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{6}{74}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u>	Autism	<u>3</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>35</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>24</u>	Speech or Language Impairment
<u>7</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>2</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>47</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>17</u>	<u>0</u>
Total number	<u>73</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 28 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98 %	97 %	97 %	97 %	97 %
Daily teacher attendance	98 %	97 %	98 %	98 %	98 %
Teacher turnover rate	5 %	7 %	4 %	4 %	5 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Pioneer has outstanding student and teacher attendance, with over 96% of our students and staff in attendance every day. Additionally, Pioneer has a very low teacher turnover rate, which has been a key element in building a collective vision and a collaborative culture. Finally, Pioneer has a perfect drop-out rate.

PART III - SUMMARY

In his book *Good to Great*, Jim Collins asks, 'Why try for greatness? If you're doing something you care that much about, and you believe in its purpose deeply enough, then it is impossible to imagine not trying to make it great. It's just a given. Greatness is not a function of circumstance. It is largely a matter of conscious choice, and discipline.' Four years ago, the staff of Pioneer Middle School faced this very choice: would we settle for being a good school for most students, or would we have the discipline to become a great school for all students? With an unquestionable passion for our students and learning, our staff's decision was 'a given'. Collectively, we worked with the entire Pioneer community to create our current mission: To maximize every student's academic potential and personal responsibility. This singular purpose is firmly grounded in our fundamental belief that all students can learn at high levels. We believe it is not merely our job to teach; instead, it is our steadfast responsibility to ensure that all students learn. While our mission is quite simple in concept, its creation and implementation has proven to be powerful and

To ensure high levels of learning for all students, we work collaboratively as a professional learning community to identify essential standards, share best instructional practices, create common assessments, and analyze student assessment data. Failure is not an option, so we have developed a 'Pyramid of Interventions' to provide additional time and support for all students. We meet weekly with at-risk students to monitor progress and to provide additional help if needed. Because our mission is to maximize every student's academic potential, our focus extends beyond assuring grade-level proficiency and challenges students to master more rigorous curriculum. Over half of our students take accelerated level coursework, including honors language arts, geometry, foreign language, and science. At Pioneer, it is 'cool' to be smart, to help others, and to take pride in our school. Last semester, almost half of our students received Principal's Honor Roll (3.5 GPA or higher) and over 900 students were recognized for their school achievement.

While academic success is important, we also believe that middle school should be a place for all students to explore new disciplines, to experience new opportunities, and to have fun learning. To this end, all students set quarterly, 'REAL Wildcat' goals for academic achievement, extra-curricular involvement, exploration, leadership, and service. Currently over 100 students participate in student government, over 700 students in our fine arts programs (band, orchestra, chorus, art), over 800 students in our sports programs, and over 1000 students in academic competitions. Grade-level programs transition our students from the nurturing attributes of elementary school to the flexible and age-appropriate expectations of future high school students. Eighth grade mentors meet weekly with our sixth grade students to teach them the 'Wildcat Way' helping to prepare them for success at Pioneer, in high school, and beyond.

Steadily, we are making our mission a reality. Last year, Pioneer's state assessment results were the highest of all the middle schools in Orange County and in the top one percent in the state of California. Recently, Dr. Richard DuFour recognized Pioneer as a national model professional learning community--only eight schools in the nation, three of which are middle schools, received this honor. We know that the only way we can meet the academic, physical, and developmental needs of all students is by working together. Every individual in our school community is essential, every resource is vital, and every minute is precious. Our success comes from our singular dedication to fulfill our mission to maximize every student's academic potential and personal responsibility.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Over the past five years, Pioneer Middle School has seen significant, sustained, and continuous improvement in student achievement. This growth has been seen in all subjects, across all grade levels, and within every significant subgroup. California middle school students are required to take a yearly, criterion-referenced test in language arts and mathematics. Every student receives a scaled score and is identified as 'Advanced,' 'Proficient,' 'Basic,' 'Below Basic,' or 'Far Below Basic' in each subject. To meet Average Yearly Progress (AYP), a student must score at the 'Advanced' or 'Proficient' level. In language arts, Pioneer's AYP has improved five consecutive years, from 66% to 82% of our students scoring proficient or advanced. This growth is also consistent across all grade levels, with 6th grade AYP in language arts for all students improving 13%, 7th grade 10%, and 8th grade 19%. Additionally, we have seen even greater growth within our two most at-risk subgroups: Hispanic students improved 20% (37% to 57%) and English Language Learner (ELL) improved 42% (16% to 58%). In the area of mathematics, Pioneer has experienced even greater jumps in student achievement. As measured by the California Standards Test in Mathematics, over the past five years Pioneer's AYP has improved 20%, from 62% to 82% proficient or advanced. Like language arts, the growth was even greater for our subgroups: Hispanic students improved 25% (35% to 60%) and ELL students improved 41% (33% to 74%). While these two subgroups still show disparities in comparison to Pioneer's white and Asian students, their growth demonstrates that we are making great progress at closing the achievement gap.

It should also be noted that Pioneer's growth in student achievement is not due to stressing remedial skills, nor by focusing our improvement efforts solely on students below grade level. Because our mission is to maximize every student's academic potential, we believe passionately that all students must have access to rigorous curriculum, and when students demonstrate grade level proficiency, we must push them farther. To this end, over the past four years the percentage of students taking honors/ accelerated language arts classes has increased from 26% to 47% of our student body. In mathematics, the number of 7th grade students taking algebra increased from 79 students in 2004 to 227 in 2007, while 8th grade students taking geometry has grown from 64 to 119. With more students taking advanced courses, one would expect our state assessment scores in these areas to drop, but the opposite has been the case. Last year, 100% of our accelerated math students scored proficient or advanced on the state standards tests for algebra and geometry.

Finally, the California Department of Education uses a weighted formula to combine each school's state assessment results into a single comprehensive score, the Academic Performance Index (API). A middle school API score includes test results for language arts, mathematics, history, science, physical education, and English language development. The scale ranges from 0 to 1000. Until a school achieves a minimum score of 800, the state assigns the school a mandatory growth target for improvement; for scores at or above 800, the school is exempt from a growth expectation, but instead is required to maintain their level of achievement. Although Pioneer had an API score 866 in 2004, we have continued to grow every year since. Pioneer's API score in 2007 was 923, which is the highest API of all the middle schools in Orange County and within the top one percent in the state.

The assessment results listed above can be viewed at the California Department of Education website (www.cde.ca.gov).

2. Using Assessment Results

If learning for all is at the heart of Pioneer's instructional program, then assessment data is our 'life blood.' We utilize multiple types of assessments to monitor student learning of essential standards, evaluate program effectiveness, design school achievement goals, prioritize resources, differentiate instruction, validate best practices, and guide student intervention services. State assessment testing, district formative benchmark tests in mathematics and language arts, and site departmental common assessments are used to meet these essential outcomes.

To begin each year, our staff analyzes our disaggregated state assessment data from the previous year. Because this data is only a 'snap-shot' of student progress, we supplement this information with district and site assessment results, as well as qualitative information we gain from student, parent and staff surveys. With this data, we identify program strengths and weaknesses and create school-wide and departmental SMART goals (specific, measurable, attainable, results-orientated, and time bound) to improve student learning. Additionally, the administrative team uses disaggregated assessment data to individually create every student's class schedule, thus providing all students with the additional support, enrichment, and rigor needed to maximize their academic achievement.

To guide our site-based assessments, teacher teams identify essential learning standards for every course, then create and administer common assessments to evaluate the effectiveness of our instructional practices. Every Wednesday, departmental teams meet to review disaggregated data, analyze student progress in mastering essential learning standards, identify students in need of additional time and support, and design targeted interventions. Every three weeks, teachers identify students currently 'at-risk' to the administrative team. This information is used to place students in our 'Pyramid of Interventions', which ensures that all students receive timely and effective intervention support.

3. Communicating Assessment Results

Because effective school-to-home communication is vital to student success, Pioneer has developed multiple procedures to frequently and systematically provide our parents/guardians information about standards and updated information about the extent to which their children are meeting grade-level expectations. At the start of each year, every parent receives their child's California state assessment results from the previous spring, which indicates their child's level of proficiency in meeting grade level standards in language arts and mathematics. Course curriculum and expectations for every class are communicated to students and parents at Back-to-School Night, in written communication, and on our school web site. Honors/Accelerated students and their parents are required to sign a contract affirming their understanding of the rigorous course expectations. In all classes, students evaluate their own work against standards-aligned criteria, reflect on their own progress, and identify their strengths and areas for growth. Physical education students keep a PE notebook to track their progress in meeting standards-based physical fitness goals. Additionally, Pioneer offers all parents and students online grade access. Teachers update information at least once every three weeks, which includes student grades, homework assignments, links to support research for projects/assignments, and a link to the teacher's email. Report cards (indicating academic progress, citizenship, and work habits) are mailed home twice per quarter.

For at-risk students, additional steps are taken to ensure student success. Students who are not meeting proficiency in a particular subject receive a progress report every three weeks, while students with disabilities receive weekly progress reports indicating current progress in all courses. Parent/student/teacher conferences are held twice a year for all students who have not demonstrated proficiency in meeting grade level standards. At these conferences, we review district promotion criteria, analyze relevant assessment data, discuss expectations for proficient work on state-adopted performance levels (including the California High School Exit Exam), and create an individualized student intervention plan. Parent conferences are held annually with all parents of limited English proficient students, where we review the student academic standing as well as his/her progress towards mastery of English.

Finally, Pioneer works diligently to share our student progress and school achievement with the Tustin community. Important school information is posted on our school web page, in weekly parent emails, in the principal's newsletter, and at our monthly PTO meetings. Additionally, a Pioneer parent writes a weekly article for the local newspaper, The Tustin News, while the principal writes an article for the community paper, School News.

4. Sharing Success:

At Pioneer, we are fortunate to learn from many outstanding schools throughout the nation, and in return we have created partnerships and opportunities to share our experience with others. Locally, we are a founding member of the Orange County Middle Grades Network, an organization dedicated to promoting collaboration between middle schools throughout the county. This April, we are hosting a site visitation for middle school administrators, school leadership teams, and district staff from throughout Orange County. Over the past year, we received so many requests to visit our school that we have dedicated the last Wednesday of every month for

site tours. At the state level, we are a member of the California League of Middle Schools. Additionally, we recently presented at the California Professional Learning Communities State Summit, which was attended by over 2000 state educators. Nationally, we were one of eight schools selected by Dr. Richard DuFour to be featured in the video, 'The Power of Professional Learning Communities at Work: Bringing the Big Ideas to Life'. To date, this video has been viewed by over 30,000 educators throughout North America. Additionally, Pioneer has been featured in the books *Revisiting PLCs at Work* and *Pyramid Response to Interventions: RtI, PLCs, and How to Respond When Students Don't Learn*. Finally, Pioneer is a focus school on the national website, allthingsplc.info. This site provides evidence of our effectiveness, a description of our program, and school contact information.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

To ensure high levels of learning for all students, we believe we must be abundantly clear on what we expect all students to learn. To this end, Pioneer provides a balanced, comprehensive, standards-aligned core curriculum to all students. Every course at Pioneer meets or exceeds state grade level standards. To successfully implement our mission to maximize every student's academic potential, our faculty works as a professional learning community (PLC) to clearly define the essential learning standards/outcomes for every course taught at Pioneer. When selecting essential learning outcomes, decisions are based upon Dr. Douglas Reeves's research on learning leverage and endurance, as well as state content standards and frameworks, district curricular guides and performance levels, input from our vertical team partner schools, and student assessment data. These student learning outcomes are compiled each semester in our Pioneer Learning Notebook, which includes examples of content rigor, SMART goals for all subjects, common assessments, and course curricular schedules. Additionally, we utilize state-adopted, scientifically research-based instructional materials, and all teachers use state and district-adopted textbooks with fidelity.

At the heart of Pioneer's curricular program are the five primary subjects: language arts, social studies, mathematics, science, and physical education. Language arts and social studies are taught in a multi-period 'Core' class. Sixth grade students participate in a three-period core that includes language arts, reading, and ancient world history. In 7th and 8th grade, a student's core class is two-periods; seventh grade is language arts and world history, while eighth grade is language arts and United States history. At all three grade levels, students are placed in either a grade-level 'college prep' Core class or an honors/accelerated Core. Mathematics also offers a college prep and accelerated course of study; the college prep sequence is Math 6, Pre-Algebra, and Algebra, while accelerated students bypass Math 6 and take Pre-Algebra, Algebra, and Geometry. Pioneer's science curriculum meets the state required progression of 6th grade Earth Science, 7th grade Life Science, and 8th grade Physical Science. For students gifted in science, we offer honors science in 7th and 8th grade. Finally, Pioneer has a nationally recognized physical education program. Grounded firmly in state standards, our PE program stresses strength building, cardio-vascular activity, flexibility, and nutrition.

While our school's curriculum is anchored by our primary subjects, we also believe strongly that middle school should provide students opportunities to explore different skills, subjects, and languages. To this end, Pioneer has an extensive elective program. Sixth grade students participate in an 'elective wheel', which exposes students to art, music, drama, computers, and foreign language. In seventh and eighth grade, students may select at least two electives. Pioneer has a very strong visual and performing arts department, including three levels of band and orchestra, two choirs, and drama. Last year, over 700 students participated in these programs. Additionally, we offer a whole-year foreign language program in 7th and 8th grades. Other elective choices included home economics, fashion design, computers, video production, student government, speech, and yearbook. To ensure all students have equal access to elective courses, Pioneer offers a zero period PE program, which in turn allows students enrolled in intervention classes to keep their exploratory electives.

Finally, at Pioneer we believe strongly that technology skills are essential 'life skills' for our students. Thus, our site's technology curriculum ensures that all students demonstrate mastery of grade-level technology skills. Grade-level student technology standards, including word-processing, Excel spreadsheets, and Internet research, are taught across the curriculum.

2b. (Secondary Schools) English:

Pioneer's language arts curriculum is anchored by the Holt Literature and Language Arts series, which includes literature selections written by nationally recognized and ethnically diverse authors. This research-based program is designed to guide students toward mastery of the California English-Language Arts Standards and helps teachers address the critical skills of reading, writing, listening and speaking. This language arts series is enhanced with supplemental materials, including our district's standards-based writing program. This sequential program ensures that all students will practice each required writing genre at each grade level. It also ensures that all students will receive the same instruction at the same time. To promote reading comprehension and fluency, Accelerated Reader software is utilized to assess student reading comprehension and monitor student progress to reading 1,000,000 words a year in outside reading. Teachers also use various levels of Vocabulary Workshop to build strong vocabulary skills which emphasize contextual meaning and Greek and Latin roots.

At Pioneer, we provide additional academic support to students who are not meeting essential language arts standards. Teachers utilize a bi-weekly tutorial period to re-teach and re-assess essential concepts. In addition, the sixth grade language arts team utilizes flexible, leveled reading groups, which ensures that students receive targeted reading instruction. If a student needs more intensive language arts or reading support, they can be assigned to a grade-level intensive language arts support class. These classes do not replace a student's grade-level language arts class, but instead supports this course by pre-teaching essential standards, reviewing prerequisite skills, and providing additional time and support to meet grade level expectations. A reading support class, utilizing Bridges to Literature, provides scaffolded instruction to our 'basic' and 'below basic' students. The program focuses on five scientifically-based strategies that improve reading comprehension and vocabulary.

3. Additional Curriculum Area:

It is said that math is the 'gate-keeper' to college. Because we believe that it is our job to prepare students for post-graduate education, Pioneer places every student in a sequence of math courses that meet or exceed state grade level standards. To ensure students are assigned to their most rigorous course of study, our math department uses previous year state assessment scores, teacher recommendations, and placement test data to place students in either our college-prep or accelerated math track. (Our college-prep sequence is Math 6, Pre-Algebra, and Algebra, while accelerated students bypass Math 6 and take Pre-Algebra, Algebra, and Geometry.) Throughout each year, students at each level are individually and continuously re-evaluated to ensure student success. To ensure that all students learn, the Pioneer Math Department offers course-specific tutorial sessions on Tuesdays and Thursdays for students who need additional time and support. After analyzing common assessment data, teachers use 'Math Priority' week tutorial sessions to target students who are not performing at the proficient level. Sessions are then closed and used for re-teaching and re-testing.

Because we know that the educational needs of each child vary, Pioneer offers a variety of math course structures to provide targeted students differentiated instruction and additional time to meet grade level standards. For example, students who are capable of mastering grade-level standards but need extra time to do so are placed in a two-period Pre-Algebra or Algebra class. Both courses cover the same concepts and standards as a one-period class, but allow for differentiated instructional practices and individual or small group instruction to those who need it. Pioneer also offers an Introduction to Algebra class, which is a one-period course designed to meet three goals: to review basic skills necessary for success in Algebra; to introduce basic Algebra concepts; and to build student confidence in mathematics. Finally, if a student needs even more intensive math support, they can be assigned to a grade-level intensive math support class. These classes do not replace a student's grade-level math class, but instead supports this course by pre-teaching essential standards, reviewing prerequisite skills, and providing additional time and support to meet grade level expectations.

4. Instructional Methods:

Pioneer shares an unwavering belief that all students will learn. This conviction expands our emphasis beyond grade level proficiency to encompass mastery of rigorous curriculum for all students. In order to ensure all Pioneer students achieve at this level, we have designed a 'Pyramid Response to Interventions.' This pyramid consists of levels of support

that become more targeted, intensive, and focused as students support needs increase. Level one of the pyramid is our Core Program, which consists entirely of classes that meet/exceed state standards. Teachers identify essential standards and then differentiate, accelerate, and compact instruction, using a variety of research-based methods and strategies to ensure the learning needs of all students are met. Through age-appropriate experiences in all curricular areas, our students' learning is supported by the use of hands-on exploration and real life experiences, which offers students universal access to the essential learning.

As teachers and administrators analyze common assessment data, students who need extra support are identified for our supplemental level of intervention,. This level offers more targeted support in each child's identified areas of need. As a site, we offer mandatory tutorial and homework help, one-on-one mentoring, sheltered classes for ELL students, and frequent meetings with the administrative team to support students in mastering the essential standards in the core program. For most students, this support proves to be sufficient to foster success in the core program. However, we do have students who require a more intensive approach to realize success in their academic program. For this, we have the third level of the Pyramid: our intensive program. It is in our intensive program where we focus on very specific, targeted support for students who require individualized attention to maximize their academic potential. We offer classes designed to support students with their specific area of need. These classes consist of Core Support, Math Support, Responsibility Support, and Reading Instruction. Our systematic response to intervention ensures that every child receives the instructional practices and time needed to succeed.

5. **Professional Development:**

Roland Barth says, 'Ultimately there are two kinds of schools: learning enriched schools and learning impoverished schools. I have yet to see a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand-in-hand as learners or they don't go at all.' At Pioneer, we believe that if we want all students to learn, our staff has to continually learn. To achieve this goal, we have a staff development plan that ensures comprehensive, long-range, professional development for teachers, specialists, para-professionals, and administrators. Through the creation/revision of our school site plan, we systemically align our site staff development to our students' learning needs. For example, last year our language arts teachers received staff development on effectively using our state-adopted language arts series to differentiate instruction to meet the needs of all students; our math teachers worked with the University of California, Irvine to focus on math 'power' standards; our science teachers had staff development on applying research-based SDAIE strategies in the science classroom; our school counselor attended the American School Counselor Association national conference, which focused on interventions and the unique needs of middle school students; our school psychologist attended the National Association of School Psychologists convention in New York; our administration participated in the National PLC Summit; and our new teachers went through a rigorous program, Beginning Teacher Support and Assessment (BTSA). While participating in staff development days and professional conferences is valuable, we believe that the most effective, long-term professional development is frequent, embedded teacher collaboration time. Our collaboration time includes departmental, grade-level teams, and interdisciplinary planning. Opportunities are provided to share scientifically-based research, create/select common assessments, monitor student achievement, and provide timely interventions.

These examples demonstrate our commitment to providing all staff members the professional development needed to ensure that every class is taught by staff having both deep content knowledge and can actively differentiate instruction to engage all students in learning. Additionally, they demonstrate our commitment to ensure that our staff development is research-based, aligned with state standards, and based upon the needs of middle school students. Currently, all Pioneer teachers are considered 'highly qualified' based on federal and state NCLB requirements. Without question, our professional development activities have made a positive impact on increasing student achievement, as demonstrated by the assessment results shared in the previous section regarding assessment results.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 6 Test California Standards Test (CST) in Math

Edition/Publication Year 2003-2007 Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced	87	79	77	71	54
% "Exceeding" State Standards					
% Advanced	44	39	36	30	25
Number of students tested	408	397	374	333	310
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	93	89	84	82	72
% "Exceeding" State Standards					
% Advanced	56	52	48	36	36
Number of students tested	162	165	124	118	90
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	60	46	54	46	19
% "Exceeding" State Standards					
% Advanced	18	14	17	28	4
Number of students tested	40	35	35	26	27
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	68	61	33	30	44
% "Exceeding" State Standards					
% Advanced	13	12	26	9	8
Number of students tested	28	23	18	23	16
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced	80	76	76	67	67
% "Exceeding" State Standards					
% Advanced	46	45	44	32	38
Number of students tested	408	397	374	333	310
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	83	82	80	72	76
% "Exceeding" State Standards					
% Advanced	54	52	55	36	53
Number of students tested	162	165	124	118	90
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	54	46	49	50	33
% "Exceeding" State Standards					
% Advanced	25	15	17	24	4
Number of students tested	40	35	35	26	27
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	52	61	39	39	50
% "Exceeding" State Standards					
% Advanced	8	17	26	9	23
Number of students tested	28	23	18	23	16
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced	80	80	76	69	71
% "Exceeding" State Standards					
% Advanced	42	48	39	36	25
Number of students tested	415	395	378	318	295
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	84	87	80	74	78
% "Exceeding" State Standards					
% Advanced	48	57	41	46	29
Number of students tested	185	134	138	97	83
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	51	53	49	50	55
% "Exceeding" State Standards					
% Advanced	15	20	24	7	3
Number of students tested	39	45	35	30	38
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	52	47	45	53	29
% "Exceeding" State Standards					
% Advanced	14	24	13	27	8
Number of students tested	25	17	22	17	14
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced	79	75	70	66	60
% "Exceeding" State Standards					
% Advanced	48	45	38	33	25
Number of students tested	403	383	345	296	257
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	84	79	76	78	70
% "Exceeding" State Standards					
% Advanced	56	46	51	42	29
Number of students tested	141	147	112	88	80
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	51	64	38	44	41
% "Exceeding" State Standards					
% Advanced	20	34	5	6	18
Number of students tested	45	33	40	32	29
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	48	55	42		50
% "Exceeding" State Standards					
% Advanced	20	24	21	11	9
Number of students tested	28	20	19	9	12
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced	85	83	69	63	58
% "Exceeding" State Standards					
% Advanced	35	46	36	29	21
Number of students tested	414	394	377	318	257
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	92	92	81	82	80
% "Exceeding" State Standards					
% Advanced	46	66	48	46	34
Number of students tested	185	134	138	97	83
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	51	64	40	27	26
% "Exceeding" State Standards					
% Advanced	13	13	18	3	3
Number of students tested	39	45	35	30	38
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	63	71	23	47	29
% "Exceeding" State Standards					
% Advanced	19	29	22	20	13
Number of students tested	25	17	22	17	14
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced	76	79	61		
% "Exceeding" State Standards					
% Advanced	42	48	39		
Number of students tested	403	383	345		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	88	89	74		
% "Exceeding" State Standards					
% Advanced	48	39	36		
Number of students tested	141	143	112		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	55	50	31		
% "Exceeding" State Standards					
% Advanced	4	19	5		
Number of students tested	45	32	40		
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	58		14		
% "Exceeding" State Standards					
% Advanced	16				
Number of students tested	25	17	14		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					