

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Charles Patterson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Dallastown Elementary School
(As it should appear in the official records)

School Mailing Address 105 South Charles Street
(If address is P.O. Box, also include street address.)

City Dallastown State PA Zip Code+4 (9 digits total) 17313-2242

County York County

Telephone (717) 244-3785 Fax _____

Web site/URL http://www.dallastown.net E-mail charles.patterson@dallastown.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Joshua Doll E-mail joshua.doll@dallastown.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallastown Area School District Tel. (717) 244-4021

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Ron Blevins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	26	47
1	25	23	48
2	22	19	41
3	27	20	47
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	95	88	183

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.5 % Asian
 - 6.8 % Black or African American
 - 2.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86.9 % White
 - 3.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 6%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2018	192
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 95

8. Students receiving special education services: 16 %

30 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>19</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	8
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Dallastown Elementary School and the Dallastown Area School District, in partnership with family and community, is to provide a safe, challenging, and relevant environment that inspires and creates pathways for student success.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

The mission of Dallastown Elementary and the Dallastown Area School District, in partnership with family and community, is to provide a safe, challenging and relevant learning environment that inspires and creates pathways for student success.

Dallastown Elementary opened its doors as an elementary center in 1958 and has educated kindergarten through fifth grade students for most of its history. However, ten years ago, our district opened a new intermediate school for its fourth through sixth grade students. As a result, Dallastown Elementary is now a K-3 school with full-day kindergarten. Our school's attendance area experienced much growth and has been at or near capacity for the past five years. Dallastown Elementary is in a small town/borough in south central Pennsylvania. We have welcomed many new families into our suburban community as a result of affordable housing options.

Currently, we have 183 students in grades K-3. In addition to our core curriculum, our school offers gifted and learning support services, reading support (including Reading Recovery), speech and language support, hearing itinerant services, guidance, instructional support services, and occupational and physical therapy. As part of a well-rounded education, the Dallastown Elementary students also experience daily instruction in one of our specialty areas (art, music, physical education, library, and STEAM).

As visitors enter our school's lobby, they immediately see our 2017 National Title I Distinguished Schools recognition and banner. Dallastown Elementary received the recognition based on the State Department of Education performance in category 1 exceptional student performance for two consecutive years. We feel these outstanding scores are a result of differentiating instruction for each child. After identifying a student's strengths and challenges through a variety of assessments, our teachers' goal is to wrap a curriculum around a child rather than force a child into a standard curriculum. Through grade level meetings and child support team meetings, our teachers communicate regularly to determine how best to meet the needs of every child.

Dallastown Elementary is fortunate to be supported by an active Parent Teacher Organization and a community that encourages our school. The PTO sponsors educational assemblies, class field trips, an annual Holiday Secret Shop, Family Fun Night, and two Book Fairs. Our school also hosts a yearly Art Fair and May Day, all of which are well supported and attended by our community. We also recognize the importance of exposing our students to community service projects. Annually, we collect money, food, and gifts around the holiday season for our school's needy families. Our students also create cards and collect personal care items for active service members. Our guidance counselor, with support from our community, provides a weekend backpack of food supplies and personal hygiene items to our families who demonstrate a need and desire to participate.

Although we are very proud of our students' academic success, the staff at Dallastown Elementary is most proud of providing our students and families with a positive school environment. The teachers recognize the importance of maintaining a positive environment. Rapport-building and connecting with each and every student is of utmost importance in the school. Our goal is to go beyond a mere respectful relationship to a caring relationship with students. Quite simply, we believe that effective learning cannot take place unless our K-3 students view our school as a happy, safe, and welcoming place. Our Dallastown Cares initiative, which encourages acceptance of others, also adds to the positive feel of our school.

Whether it's greeting each child at the classroom door in the mornings, eating breakfast or lunch with students, or attending students' activities (ball games, dance recitals, etc.) outside the school day, Dallastown Elementary staff members go above and beyond to connect with each child. From our teachers to our custodian, nurse, cafeteria employees, and a top-notch secretary, who makes all the parents and students feel special, we believe we have a fantastic school because of our positive culture! We truly are a "School Family" at Dallastown Elementary and feel that our positive environment sets us apart from most schools. It's what makes us a special place.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Consistent with the Mission and Vision of DALLASTOWN AREA SCHOOL DISTRICT, the students of Dallastown Elementary are being prepared to participate fully as citizens of the fast-paced and every-changing world community of the 21st century. A rigorous and coherent program of studies is in place to provide opportunity for students to create and inspire pathways for success. Students are encouraged to engage in a variety of learning activities that are relevant, purposeful, and meaningful yet developmental in scope. Technology is integrated into all aspects of the curriculum, with iPads, Chromebooks and appropriate software and applications included as facets of instructional delivery.

The K-3 program is aligned to the Pennsylvania State Academic Standards which now reflect the inclusion of the Common Core State Standards. Instructional design is robust. Skills are presented in a scope and sequence through an age-appropriate methodology and are related to the developmental needs of the young learner. A multi-sensory and technologically advanced approach is reflected in the program. Further, curriculum maps developed by the teachers guide the teaching and learning, fashioned in a coherent, consistent manner.

1b. Reading/English language arts

Dallastown Area School District’s elementary schools embrace the components of a balanced literacy program. The curriculum and instructional delivery are predicated upon a belief that the curriculum should “wrap around the child,” rather than the child “be inserted into the curriculum.” A developmental approach taught with integrity is the foundation of the program. Guided reading differentiation, the use of varied, appropriate, and relevant texts, and teachers’ use of best practice (including mini-lessons, flexible reading groups, individualized instruction, Reading Recovery, individual reading and writing conferences, and reading response journals) are evident in the program.

Assessment is essential to program delivery. Assessment data inform the teachers about a student’s developmental needs and emerging expertise. These data also assist teachers in aligning lessons with the Pennsylvania State Academic Standards. Running records, benchmark and teacher-made assessments, progress monitoring, CogAT, and the DRA are widely used to calibrate instruction.

The principal, classroom teacher, curriculum supervisor, IST teacher, and the reading specialist work collaboratively to review student progress and to refine the instructional program based on student needs. The Wilson Program and Reading Recovery, as well as other coaching models, provide consistent, daily interventions to support the growth of remedial readers.

Supplementing the leveled texts used in the classroom are Lucy Calkins Units of Study for Reading and Writing, the use of technology applications, and the Haggerty Phonemic Awareness Curriculum. Professional development is ongoing, with workshops and presentations delivered by reading specialists, subject area leaders and educational consultants. Additionally, opportunities are provided for teachers to collaborate in planning sessions with colleagues.

Whether or not the student is proficient in reading skill development and fluency, Dallastown Elementary’s reading program is designed to address the needs of students through targeted instruction, flexible grouping, varied incorporation of narrative and expository texts and materials, and supplemental instructional reading activities.

1c. Mathematics

The guided mathematics program at Dallastown Elementary is aligned with the Pennsylvania State Academic Standards and the Common Core State Standards (CCSS). Along with remediation, enrichment, and assessment materials, the My Math series provides a format for planning and instruction. Curriculum maps developed by the district's teachers comprise the major content and features of the program and have been updated to include practice and content expectations found in the CCSS.

Problem-solving and critical thinking are attributes of the program. Hands-on experiences, the use of manipulatives, interactive whiteboards and other technology, and flexible grouping assist students in exploring the realm of mathematics in very real and relevant ways.

Assessment is an integral part of the mathematics instructional program. Teacher created assessments, Exact Path, and the PSSA tests provide teachers with data for making informed curricular decisions. Students' strengths, needs, and retention of learning are identified.

Numerous interventions are in place at Dallastown Elementary. Collaborative teaching, specialist tutoring, volunteer tutors, technology, and supplemental instruction are provided with the goal that all Dallastown Elementary students will display strong mathematical proficiency and conceptual development.

1d. Science

The Dallastown Area School District elementary science program is focused on inquiry-based instruction that has been developed based on PA Science Standards and the Next Generation Science Standards (NGSS). Biological/health and physical, earth/space, and environmental sciences comprise the instructional units. Students are provided an opportunity to explore engaging science concepts, develop an understanding of concepts through hands-on interactions and apply these learned concepts through exploration and lab-like models. United Streaming/Discovery Learning, inquiry kits and modules, experiments and demonstrations, webcasts, and field trips support and expand the learning in the program. Health is included in the science curriculum and reflects aspects of nutrition, safety, good habits, and daily exercise appropriate to the young learner.

1e. Social studies/history/civic learning and engagement

The social sciences program is focused on the study of the community, history, geography and government. The social sciences program also includes a focus on the PA Career and Workforce Standards with all grades engaging in content focused on career exploration, career acquisition and attainment, career retention and advancement, and entrepreneurship. Instruction in the social science curriculum includes hands-on activities, virtual field trips, community tours, and guest speakers along with the development of integrated content to ELA, Math, and Science. Citizenship, community, and the following of rules and laws are reflected in lessons at all grade levels K-3. The early grades focus on community and citizenship, while third grade explores Pennsylvania in depth.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

STEAM instruction, library, art, and physical education are also included in the K-3 instructional program and meet in a formal classroom setting. STEAM instruction introduces students to the computer science concepts and basic coding, the engineering design process through build and the Stanford D-School design thinking process. The library program contains many resources that expand the students' love of reading and the development of creative and critical thinking. The library curriculum includes defined skill development in the areas of library research, note-taking, and a variety of sources to build knowledge and skills. Art instruction is taught by a certified art instructor. Students use a variety of media, create portfolios, and exhibit their work annually. Physical education is taught weekly, focusing on motor skills, physical fitness and endurance, and the maintenance of active, healthy lifestyles. Music is taught by a

certified music educator who builds the love of music at a young age. Students are exposed to a variety of genres of music, rhythmic patterns, and an understanding of how different types of music work together.

Guidance lessons are designed by certified guidance counselors. These lessons are proactive in nature and focus on the key concepts related to establishing and maintaining productive relationships. They also focus on navigating the challenges that can present themselves when interacting with others. Whole class lessons are provided throughout the school year. Students who will benefit are provided small guidance group lessons and individual guidance when needed.

3. Academic Supports:

3a. Students performing below grade level

Dallastown Elementary's use of assessment data is ongoing and is even obtained before students enter the school through pre-enrollment screenings. These data inform teachers about students' skill fluency and expertise and their academic background and proficiency. Child Support Team (CST) meetings are held by the principal, the Instructional Support Teacher, counselor, and Reading Recovery teacher. Response to Instruction/Intervention occurs in this manner, with specialists and classroom teachers collaborating on ways to plan and deliver lessons that meet student needs and proficiency levels. Students performing below grade level are identified and goals and supports are put in place to promote growth.

Teachers use Lucy Calkins Units of Study for Reading and Writing and a robust set of composition strategies and approaches to connect students' reading and writing processes in appropriate and meaningful ways. The Haggerty Phonemic Awareness Curriculum is utilized in the classroom daily and supported through repetition and support to those students who are struggling. The Reading Specialists and the paraprofessionals at Dallastown Elementary utilize tools such as 95% Group Phonics, Systematic Instruction in Phonological Awareness, Phonic and Sight Words (SIPPS) and Fountas and Pinnell Leveled Literacy Intervention literacy resources to support the unique and varied needs of struggling students.

Exact Path was recently added to the mathematics program to increase students' facility and accuracy with math facts and math concepts. This diagnostic program is taught and assessed in a fun, individualized manner, with student scores indicating gains through this approach. Fluency with math facts has increased students' accessibility and ability with more complex mathematics problems, including word problems.

3b. Students performing above grade level

Dallastown Elementary provides a vibrant gifted program for targeted or identified students in this realm. Differentiation of instruction is one approach utilized; however, the gifted specialist, technology specialist, literacy coach, and library media specialist collaborate and provide pull-out or embedded experiences to challenge, accelerate, or enrich students' educational experiences. Higher level thinking activities – which include technology simulations and individualized projects – are provided for these students.

3c. Special education

Special education services are provided to identify students through the Individualized Education Plan and data collection processes. Instruction and related services are delivered through combinations of formats including “push in” and “pull out” as well as mainstreaming and integration strategies. Intervention and curriculum models and materials for special education students are either the same as or are like those of their typical peers, but adaptations and accommodations are made through the IEPs.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Dallastown Elementary’s culture creates a warm and inviting school experience for students early on and continues to create growth experiences for students throughout their elementary years. Relevant, purposeful, and meaningful learning occurs utilizing a variety of supports for all students. Hands-on activities, visual and kinesthetic activities, brain-based activities, student choice, authentic feedback, and guidance with social emotional growth are all excellent examples of the supports available.

One of our largest daycare providers visits Dallastown Elementary kindergarten classrooms in the spring each year in order to acclimate the incoming kindergarten students to the kindergarten experience. Our cafeteria staff gets involved by providing milk and cookies as a snack. Our staff, with support from our PTO, holds an annual “Popsicle Party-Welcome to Dallastown Elementary” event for all incoming kindergarten students and their families. This opportunity provides a chance for the students to meet their teachers and interact in social play with their new classmates before the school year begins. The administrative assistant and/or principal provide all incoming families of students K-3 with an opportunity to come in, tour the school facilities and ask any questions they may have. These experiences set the stage for a warm and inviting welcome to Dallastown Elementary.

On the first day of school the entire school community, including teachers, support staff, administration office staff, school board members, etc. enthusiastically greet the students as they arrive on the first day. This Dallastown Elementary tradition is thoroughly enjoyed by our community and students and families talk about the impact this day has on them for many years. Students are greeted daily as they exit their busses and cars by building staff members and are invited into the building by our very friendly school nurse. When they arrive at their rooms, they are greeted by their classroom teachers and welcomed into the classroom.

Dallastown Area School District has a very engaging curriculum in grades K-3. The curriculum has Brain based learning, Technology, Student choice, Mindfulness, Academic games, Cooperative learning, and Differentiation embedded throughout the K-3 student experience. These strategies along with growth minded, enthusiastic educators create very engaging classroom communities for our students. Excellent support services such as Title 1 support, Balanced literacy, Guidance services, Related arts (Physical Education, Library, Music, Art, and STEAM), and Special Education promote well rounded experiences for all our students.

2. Engaging Families and Community:

We are very delighted with the number of ways in which parents become an active part in their children’s education at Dallastown Elementary. Many of our parent involvement activities relate directly to enhancing students’ achievement.

We host a Literacy Night for parents at the beginning of each school year. During this evening, our teachers and reading specialist and teachers share reading and writing strategies that parents can use at home when working with their children. Our reading specialist also invites the parents of our Reading Recovery students to observe a lesson during the school year.

We also hold a PTO Literacy Night during the year. Parents join their children for these nights and participate in reading related games to review skills and concepts.

Our parent teacher conferences are held in the fall and spring. Teachers and parents discuss each child’s academic, social, and emotional progress throughout the year, but a designated time period is provided in the fall and spring for follow-up.

The Dallastown Elementary parents are second to none! Our fantastic PTO organizes events like Family

Fun Night, the PTO Literacy Night, and May Day. They also provide all the students with assemblies, memory books, and t-shirts to promote school pride.

Parents also connect with the school through our volunteer offerings. Each month, we have close to 20 parent volunteers assisting us in the school. Parents are an integral part of our Kid Writing program. Our parents also volunteer in the teacher work room and in the cafeteria. We are grateful for our supportive parents!

Regular communications go to our parents in a variety of ways. The principal sends home a monthly newsletter highlighting student achievements and advertising future events. Individual teachers also send home newsletters in addition to emailing and phoning parents. Teachers also send home a daily behavior chart as part of our SWEBS program (School-Wide Effective Behavior System) to keep parents informed. Our school's website is updated frequently and always lists upcoming activities. The website also contains a slide show of pictures featuring the students in learning situations or simply showing their school pride! Twitter highlights the special activities and events at the school.

3. Creating Professional Culture:

Dallastown Elementary provides its staff members with multiple opportunities for professional growth. Certain topics – for example, diversity awareness training, Universal Teaching Strategies, Model for Teaching – are presented at district-wide staff development sessions. Dallastown Elementary staff, however, participates in school-based follow-up activities to hone those strategies for that setting. Application is determined through those sessions for school implementation, tailored to the specific needs of Dallastown Elementary student population and school community.

Presentations about research-based instructional strategies, best practice, and interventions or supports are made throughout the school year, either in tandem with faculty/staff meetings or in separate topic-specific sessions.

Peer coaching and collaboration are evident at Dallastown Elementary, as is a strongly embedded spirit of “team” and collaboration. Teachers easily share best practices and strategies with each other, and student achievement levels dramatically display the effectiveness of collaboration.

Summer professional development activities provide the opportunity for face to face interactions with district colleagues. There is a Menu of Learning Sessions that shares an instructional approach and then allow for application. There is a blend of high and low technology use options. Some examples include Google classroom, Breakouts, Discovery Ed, DASD Model of Teaching, etc.

The Reading Specialist assists classroom teachers in perfecting strategies for increasing student reading skill development and is available for further consultation and professional assistance for RR students' transition into the regular reading program. The district's Supervisor of Curriculum and Instruction and the district's Director/Assistant Director of Special Education provide in-service and staff development opportunities for Dallastown Elementary staff. Additionally, Dallastown Elementary staff members can access staff development opportunities at local colleges and universities along with the Lincoln Intermediate Unit's professional development program.

4. School Leadership:

The legacy of collaboration, high student achievement, and the culture of student-centeredness truly begins with the principal. The principal has clearly outlined a vision of academic achievement and teaming in the years of his principalship at Dallastown Elementary. He follows best practice, engages in professional development himself, and reflects the latest professional literature and thinking in his interactions with staff, students, parents, and colleagues. He is committed to effective, research-based instructional strategies, and classrooms that are vigorous, stimulating and engaging to the primary age child.

His expectations are high, and student achievement scores display those expectations. The teachers are

enthusiastic and completely embrace his vision for the school. The spirit of collaboration and teaming are immediately evident when visiting the school.

The principal uses grade level teams, a Data Team, counselor, Instructional Support Teacher, and other specialists to gauge the effectiveness of instructional strategies and innovations. Those staff members provide leadership and mentoring to their colleagues, and they are also used both formally and informally in ad hoc committees to problem-solve ways of meeting student needs. Considerable time and effort are expended by faculty, staff members, and the principal in discussions identifying and supporting the varied needs of Dallastown Elementary student population. Teachers meet as grade levels weekly to discuss academic issues, to share resources and strategies, to determine pacing and sequencing, and to align their work with other grades, the district, and the state in meeting various goals.

The principal believes in the power of building relationships. Not only does he work hard to build relationships with his colleagues, staff members, and the administration, but he has also built solid relationships with the students and the parents. Building positive relationships with the parents and guardians is also a major goal. He meets often with parents, supports and is active with the Dallastown Elementary vibrant Parent Teacher Organization, writes a monthly newsletter (and communicates more often if needed), maintains an informative school website, and has even visited homes if the need arises.

Leadership in many forms, displayed by the principal and staff members, is solidly in place and is vividly evidenced at Dallastown Elementary School.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Dallastown Elementary's culture creates a warm and inviting school experience for students early on and continues to create growth experiences for students throughout their elementary years. Relevant, purposeful, and meaningful learning occurs utilizing a variety of supports for all students. Hands-on activities, visual and kinesthetic activities, brain-based activities, student choice, authentic feedback, and guidance with social emotional growth are all excellent examples of the supports available.

Differentiation is the ONE practice that occurs in every classroom and within every subject at Dallastown Elementary. The goal is to "wrap curriculum around a child" in order to meet each student's individual needs. Whether it comes in the form of guided reading groups, flexible math groups, or focused remediation programs, instruction is geared to meet the wide range of student abilities.

The staff at Dallastown Elementary is proud of its students' accomplishments. Student success over the years has been a result of meaningful lesson planning, data driven and innovative instruction, and purposeful assessment. The Dallastown Elementary staff willingly shares classroom successes with other teachers, both within and outside of the district.

Our classroom doors are always open at Dallastown Elementary. Not only do we enjoy sharing our talents with others, but we also recognize the importance of learning from others as we continually look to better ourselves as educators.