U.S. Department of Education

2014 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 Mrs. Daphne D. Snook
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2733 State Route 45
(If address is P.O. Box, also include street address.)

City Montandon State PA Zip Code+4 (9 digits total) 17850-0130

County Northumberland County State School Code Number* 7034

Telephone 570-523-3218 Fax 570-524-9665

Web site/URL http://www.miltonsd.org E-mail dsnook@miltonsd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*Mrs. Cathy Groller E-mail: cgroller@miltonsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Milton Area School District Tel. 570-742-7614
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Alvin Weaver
(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 that it is accurate.

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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, Office for Civil Rights (OCR) requirements is true and correct.

1. 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.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

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

All data are the most recent year available.

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

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

   5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

3. 1 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	16	18	34
1	16	11	27
2	15	13	28
3	15	12	27
4	12	12	24
5	12	11	23
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	0	0	0
Total Students	86	77	163

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
0 % Asian
3 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
1 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 31%

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 ***to*** the school after October 1, 2012 until the end of the school year	28
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1	163
(5) Total transferred students in row (3) divided by total students in row (4)	0.313
(6) Amount in row (5) multiplied by 100	31

7. English Language Learners (ELL) in the school: 1 %
2 Total number ELL

Number of non-English languages represented: 1
Specify non-English languages: Russian

8. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 96

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 13 %
21 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.

0 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
5 Emotional Disturbance	11 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	9
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 9:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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 X No

If yes, select the year in which your school received the award. 2005

PART III – SUMMARY

The center of a small, rural central Pennsylvania community, Montandon Elementary School, along with the entire Milton Area School District, is committed to preparing students for 21st century success through educational excellence. Through strong emphasis on community, empathy, enthusiasm, integrity, leadership, loyalty, resiliency and respect, all members of the school and district strive to promote "Creativity and Innovation; Critical Thinking and Problem Solving; Collaboration and Transparency; Self-Management and Flexibility."

Montandon Elementary School is a perennially successful school where innovative instruction including technology integration and researched-based practices are evident despite its rural location and the socioeconomic status of the students served. Montandon has consistently made AYP in all areas, with third grade students' achievement in reading and/or math meeting 100% proficiency in multiple recent years. At Montandon Elementary, staff look to embody the words of the Mission Statement every day.

Progressive literacy instruction is at the heart of Montandon's success. Teachers' balanced approach to teaching reading allows for greater differentiation and meeting the needs of all learners. Small group instruction and teacher collaboration are consistent and pervasive at all grade levels. Through teacher initiative and grant opportunities, iPads, Kindles and increased computer lab time benefit all learners. Our students are becoming technology literate, understanding the opportunities that allow them to be 24/7 learners and self-publishers.

One of the most endearing characteristics of this incredibly special place is the opportunity for students to be part of a small community school. Montandon has approximately 170 students in kindergarten through fifth grades. Students get to know one another across all grade levels. Essentially, teachers and students function as part of one intimate community of learners. Fifth grade students enthusiastically work as volunteer helpers in Kindergarten, First Grade, Second Grade and Third Grade. We want our students to know that they are leaders of our building.
From Family Literacy Nights to Open House, from parent conferences, to science nights, the community's incredible support of the school is unparalleled. Montandon Elementary School is valued greatly by the community members, several of whom proudly boast about children who are second and third generation students.

Chris Sweigard, a 38-year veteran teacher at Montandon, regularly states, "It is my privilege to have the opportunity to work with the students I have with me today." This is the message that is delivered to every student who walks the halls of Montandon Elementary. Every child, every opportunity, every day…striving for success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The students of Montandon performed very well on the 2012-2013 Pennsylvania System of School Assessments (PSSAs). Pennsylvania schools were to achieve a PSSA Reading Target of 91% and a PSSA Math Target of 89%. Students placed at the highest level in Mathematics and Science and at the second highest level in Reading. One hundred percent (100%) of our third grade students scored Proficient which also placed them in the highest level. Over ninety-two (92%) percent of our students scored Proficient/Advanced in Mathematics with over seventy-seven (77%) percent overall scoring Advanced. Over eighty-eight (88%) percent of our students scored Proficient in Reading with over forty two (42%) percent overall scoring Advanced. Ninety two (92%) percent of our students scored Proficient in Science with fifty-two (52%) percent overall scoring Advanced. One hundred percent (100%) of our third grade students scored Proficient in Reading.

The students of Montandon also ranked at the highest level in Attendance, having an over ninety-five (95%) percent attendance rate.

b) Our third grade data has been significantly high with regard to student achievement in both math and reading. Scores between 2011 and 2013 in reading range from a low of 82.2% rate of proficiency in 2011 to 100% proficiency in 2013. A potential cause in this drop could be attributed to the change in the structure of our building for that school year. It was in 2011 that third grade students who were normally split into two separate classes were combined to form one large class. As teachers improved literacy practices and began moving toward a workshop model for both reading and math instructions, scores steadily increased to 100% proficiency in reading in 2013. The range of third grade math scores for the same time period ranged between 92.4% proficiency and 100% proficiency.

4th Grade data has improved greatly over the past five years. The five year data range for reading proficiency spans between 42.8% for the 2009 school year and 92% for the 2013 school year. We feel that this is completely representative of a shift to more data-driven and researched-based practices that are rooted in a differentiated workshop model. The achievement gap between the same years has also closed by over 45% for the very same reason. Our math data follow an incredibly similar trend with a 21% gradual increase between 2009 and 2013 in math proficiency and a 46% closing of the achievement gap for that same span in years.

For the 2013 school year, disaggregated fourth grade math scores indicate that students in the economically disadvantaged subgroup outperformed the entire group. This also occurred in 2009 and 2010 in third grade reading and in those same years for math.

2. Using Assessment Results:

Over the past three years, Montandon teachers have made a concerted effort to use data to improve instruction. Teachers use Common Core benchmark assessments in both Math and Reading through Study Island. Results and scores are stored in a data warehouse that all teachers can access. With the assistance of our Literacy Coach and RtII Coach, teachers meet in Common Plan times to discuss the results, identify students who are not making progress and develop Tier 1 interventions that they can employ in the classroom to help raise achievement.

Starting in the 2012-13 school year and continuing this school year, we have also enhanced our RtII initiative by instituting Universal Screeners three times a year. This is done in grades K to 5. As noted above teachers meet at a weekly Common Plan time to discuss student results and/or interventions that can be used in the classroom. Students who score in the 25th percentile or who do not make progress through Tier 1 interventions move to a Tier 2 intervention. We utilize several researched based programs including Read Naturally, Read Naturally's GATE Program, and Fountas and Pinnell's Leveled Literacy Intervention. Tier

2 interventions are done every day during a forty five minute Intervention Block. Students who still do not meet progress receive one on one Tier 3 intervention from either a Reading Specialist or an RtII Coach.

3. Sharing Lessons Learned:

For the past three years, the administration of the Milton Elementary schools has worked tirelessly to schedule common planning periods for grade level teachers. Montandon's schedule mirrors another school within our district, White Deer Elementary, which allows Montandon to work with this school during common plan periods. Traveling can sometimes be difficulty, so we have even utilized Skype to meet when we cannot "physically" meet.

Our Third and Fourth grade teachers at Montandon were some of the first in the district to embrace a workshop model to teaching Reading, Writing and even Mathematics. As a result, they have opened their classroom to other teachers throughout our district to come in and observe their classes. Their work, along with the work of our district literacy coach, has led more teachers to utilize a workshop model approach to teaching literacy.

4. Engaging Families and Community:

Montandon's families and members of the community are invited to be engaged in multiple ways. We fully believe that increased family and community involvement increases student achievement. As noted, the elementary school is the hub of the community. School events, especially those involving sharing work or student presentations, routinely bring two-hundred or more people to the building. This is quite an impressive number considering the school's enrollment of 163 students.

Prior to the start of the school year, our newest students, incoming kindergarteners, have the opportunity to participate in an interactive Kindergarten Orientation program. During this program, students have a chance to visit classrooms, ride a bus, go through the all-important lunch line, and learn about the day in the life of a kindergartner. It is during this time that parents are introduced to the school community, learn about kindergarten standards, meet the teacher, and find out just what is involved in a kindergartner's day.

Our Annual Open House is yet another way all families become more familiar with our school and school processes. All students and parents have a chance to come to school, find their classrooms, and meet their teachers and classmates prior to the start of the school year. This event was recently moved to the week before the first day of school in an effort to alleviate any first-day anxiety. We have found this to have a positive impact on students and their behavior and anticipation during the first days of school, allowing us to focus on instruction even earlier.

After the first marking period, Montandon hosts annual parent-teacher conferences. Our attendance ranges from 93-95% parent participation. Our doors are always open for parent volunteers and visitors, but our Parent and Grandparent Lunches are wildly popular with over 75% of our families represented.

Family Literacy and Math Nights, Polar Express Literacy Celebration, 2nd Grade Wax Museum, the Kindergarten Snow Show, Mothers' Day Tea, Readers' Theater, and Science Night are just a few examples of the opportunities parents and community members have to participate in the school community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Montandon offers a rich standards-based curriculum to its students. Students receive 120 minutes of Literacy instruction through a protected, scheduled literacy block. We are pleased that the majority of our classrooms have moved to a Reader's Workshop model of instruction where students have more opportunities to work in small groups or one on one with the teacher. Teachers will start with a mini-lesson and then have their students move to learning centers where they can work on Word Study, Reading to Self, Listening to Reading, etc. We have worked tirelessly to build classroom libraries that give students opportunities to read below level, on level, and above level texts. This instructional framework supports our newly-aligned, spiraled ELA curriculum. Having experienced the curriculum mapping process first-hand, teachers are intimately familiar with what students should be able to know, understand, and do. Our teachers understand the difference between the true teaching of standards versus the more traditional model of teaching stories. The newly aligned curriculum and our balanced approach to literacy instruction have contributed to our students' success.

Students receive 60 to 70 minutes of Math instruction a day through a spiraled curricular program called Everyday Mathematics. Teachers have worked to incorporate the "goals" with the state standards to ensure proper curricular alignment. The Everyday Math program is a spiraled curriculum which allows skills to be revisited throughout the year. It is also vertically aligned to allow for a natural progression of skills from year to year. The current math program is supplemented with both a math facts mastery program as well as teacher-created materials to support problem solving and open ended math questions. The teachers at Montandon have recognized the need to supplement the current program to ensure the success of our students. In addition to a solid, research-based program, the workshop model is beginning to be integrated into the area of math as well. Small-group instruction with leveled, independently driven authentic activities are consistent with our teachers' approach to literacy. We are very excited that our math results speak for themselves.

Social Studies and Science are incorporated into our 120 minute Literacy Block. Teachers work to bring in Science and Social Studies based texts to increase student opportunities to reading Informational texts.

Students at Montandon have opportunities for a variety or Related Arts classes. Students participate in Health, Physical Education, Music, Technology, Art and D.E.A.R (Drop Everything and Read). Students in fourth and fifth grade are also allowed to participate in Band and Chorus. A recent scheduling initiative is also causing our related arts teachers to integrate literacy into their content area. Students are exposed to literacy-based activities that support reading, writing, speaking and listening across all content areas, including the arts.

2. Reading/English:

During the 2012-13 school year, the Milton Area School District pulled together teachers from all elementary schools to being working on new English Language Arts (ELA) curriculum based on the Common Core Standards, or in Pennsylvania, the PA Core. The curriculum is based on units that align to the Common Core Anchors. In a marking period, teachers will teach units on Key Ideas and Details, Craft and Structure, and Integration of Knowledge. Each unit brings opportunities for students to view equal amounts of Literature and Informational Texts in a 120 minute Literacy Block.

The elementary Common Core Standards clearly contain spiral elements. Looking at a standard's progression from K-5 reveals a continuum of revisited concepts which grow in complexity and abstraction with each turn. It makes sense, then, to bring the spiral effect into the horizontal curriculum as well as the vertical.

The 8 Week ELA Spiral allows students to encounter the entire curriculum each marking period. The spiral works with students' cognitive development, encouraging authentic experiential learning over memorization or simple imitation. Our vision is to work within a data-driven, standards-based educational system, but not

to be ruled by it. Spiraling melds higher order thinking and problem solving with skill development. While common assessments and data will indeed drive our instruction, slow immersion into the content with each spiral encourages student centered investigation.

Teachers utilize Fountas and Pinnell's Guided Reading Levels to get students reading at their level. Students are expected to see growth and increase in Reading levels each marking period. Students also take quarterly benchmarks assessments through Study Island. Teachers are able to use these results to pinpoint areas of student strength and areas of focus for the next marking period. Students are also assessed using DIBELS. Results from assessments are used to set up Tiered Interventions of support through Reading Specialists and RtII coaches.

3. Mathematics:

Students receive 60 to 70 minutes of Math instruction a day through a spiraled curricular program called Everyday Mathematics. Teachers have worked to incorporate the "goals" with the state standards to ensure proper curricular alignment. The Everyday Math program is a spiral curriculum which allows skills to be revisited throughout the year. It is also vertically aligned to allow for a natural progression of skills from year to year.

This year we have started to incorporate Tiered Levels of Math Intervention through RtII coaches and Math Support teachers. The Math Intervention Team (MIT) is a targeted, skills-based support for math. To build a systemic program, we developed MIT as a Pilot Program for this year.

The Math Intervention Pilot Program will first screen students using computation and application probes in pilot classes. This will be done by MIT. MIT and the classroom teacher will then identify skill strengths and/or gaps, establish individualized goals for improvement or enrichment, and implement classroom interventions during intervention block or math block by classroom teachers After 30 days of Tier 1 intervention students will be reassessed. Goals will be adjusted, increased in intensity if necessary, including Tier 2 support.

Both teachers in the core classroom and in the Math Pilot utilize Everyday Math's eDeluxe Suite of online tools. Online games are used and tracked to help build Math Fluency. Teachers can add all assessments into the online gradebook and receive suggestions for interventions for a whole class and individual students based on assessment results. Teachers in grades 3-5 also use quarterly benchmark assessments through Study Island. Results are reviewed in teams to develop intervention plans for entire classes and individual students.

4. Additional Curriculum Area:

During the 2010-11 school year, the Milton Areas School District elementary schools began an anti-bullying campaign. Teachers received training in the Olweus Anti-Bullying Program. Teachers were given time in their schedules to hold class meetings and create an awareness of the negatives of bullying.

Three school years later the anti-bullying campaign continues. Teachers continue to have a specific period to hold class meetings. Some teachers have even asked to have two periods put into their schedule. For many teachers, this program has evolved to not only encompass anti-bullying but also character building and citizenship. See how one teacher at Montandon utilized this time:

"I hung a piece of chart paper on the wall, and students could add agenda items for our next class meeting. Doing so alleviated little petty arguments and long conversations about who said what while still providing a forum for the offended. We discovered that often, the situation was either taken care of or forgotten by the time we had our next class meeting (2x/cycle). That provided a great lesson for the students about big problems vs. little problems."

"I also taught conflict resolution skills which included shared vocabulary and procedure. This instruction was done during the first class meeting times. Again, students would often solve conflicts on their own

before class meetings. That allowed us to look at bigger systems during meeting time, providing opportunities for problem solving. I encouraged the students to manage these meetings as much as possible. They worked together to solve problems like misuse of the classroom library, hallway procedures and lunchroom disputes, as well as community issues which even resulted in community service opportunities."

Walking through Montandon you will see bulletin boards and other visuals showing that students are "bucket fillers." This idea is based on the concept created by Dr. Donald O. Clifton and continued in the books by Carol McCloud. Students want to have a full and overflowing bucket which indicates that they are feeling great about who they are and what they're doing. They try to fill each other's' buckets by saying kind words and doing appreciated acts of kindness. The goal is to create a community of empathetic children who look to walk in other's shoes before making judgments.

5. Instructional Methods:

Each year more teachers are beginning to teach using a Differentiated Workshop Model. Working in this model allows teachers to begin with a mini-lesson to the whole group and then move to differentiated levels to focus on specific needs of students. In Reading, students are able to work in groups that focus on Word Study, Read to Self, Listening to Reading, Response to Reading and other literacy based areas. Teachers take this time, as students are working in centers, to work one on one or with small groups of students and focus on specific needs. Students who are proficient are given enrichment opportunities.

While more than two-thirds use the Workshop Model for Literacy, fewer take this approach to Mathematics, but the momentum is gaining. In this model, teachers review a whole group lesson and then break students into groups to focus on specific learning needs. As with other Workshop formats, this allows teachers to focus on the specific needs of small groups of students or have a one on one conversation with students. This also allows for students who have mastered the skills to increase the rigor through enrichment opportunities.

Throughout this application, we have referenced the Workshop Model repeatedly. We do so because we have seen firsthand the success of this instructional model. From 2008-2012 the average percentage of students who scored Proficient in Grade 4 Reading was 65%. Prior to the 2012-13 school year, a teacher who utilized the Workshop Model was moved into Grade 4 at Montandon. Ninety Two percent of her students scored at the Proficient/Advanced level, an increase of 27 percentage points from the 2008-12 average. The increase in Math scores is equally impressive going from an average percentage of 83.2% Proficient students to 96% of her students scoring Proficient/Advanced in 2013. Eighty Percent of her students actually scored Advanced. The Workshop Model of Instruction is working. We are fortunate to have teachers who have embraced this model and who are willing to work with other teachers to incorporate it into their rooms.

6. Professional Development:

The school's and district's approach to professional development has greatly improved over the past three years. It is during this time that we have been more closely aligned with researched-based best practices and Learning Forward's Standards for Professional Learning (Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes).

The district has also been committed to following a solid data-driven decision making model based on the work of Doug Reeves and the Leadership for Learning group. As teachers have become more familiar with data analysis, they have become more familiar with changing instructional groups, models, and strategies to meet the needs of learners based on the data reviewed. This work has truly supported our constantly improving RtII model as well. Our work with professional development and data has allowed for a transition away from solely looking as summative or "high-stakes" data to a focus on formative data that directly impacts instruction and individual students.

More recently, efforts to increase job-embedded professional development opportunities have been supported through the implementation of a coaching model. Our literacy and RtII coaches support teachers

in the selection of accommodations and interventions as well as the monitoring of progress. Coaching sessions occur during dedicated common plan times and team meetings with a focus on standards-based assessment and instruction. This PLC model allows teachers multiple opportunities to examine our recently mapped, PACore aligned curriculum.

Teachers are also supported by a technology coach who assists in the integration of the most current instructional technologies including iPads, Slates, classroom response systems, etc. Student engagement is always improving.

Our approach to professional development continues to improve our teachers planning, instruction, and assessment practices. Our efforts have been more aligned during the past four years. Our professional development calendar includes nine faculty meetings and four early dismissals throughout the year. The administrative team has been charged with making these sessions part of our meaningful professional development, not "sit and get" or "administrivia" sessions. Our faculty meetings and early dismissal days now include curriculum and report card review, horizontal and vertical planning meetings, data teams, and PLC time. Montandon teachers exemplify the notion that professional is on-going, not a function of "in-service" times. More important that any formal professional learning is the fact that the teachers at Montandon are motivated to learn from one another. This is the true sign of a school that models life-long learning and adult learners in an elementary school.

7. School Leadership

If one were to read the School District's organizational chart, they would clearly see that Montandon is led by a district superintendent, a district-level director of elementary education, and a building principal. Obviously, all play an integral role in the enforcement of policies and development of programs. That is a small part, however, of Montandon's success. According to Laura Beck, "The key to sustainable change is facilitative leadership." She notes that a facilitative leader is one who "walks this talk, focusing more on asking the right questions, than needing to have all of the right answers." This is truly the leadership philosophy of the school and district. What makes Montandon such a special place is the shared vision and beliefs of the leaders, not just the hierarchical roles associated with governance and management.

A district-level cabinet has been created consisting of the superintendent, elementary and secondary directors, director of special education, the district business manager, and the network administrator. Key policy and programmatic issues are discussed and disseminated through this committee. Major budgetary decisions are made as well, providing a structure for governance and program oversight. This structure affords the directors and principals more freedom to work closely together as a department and focus on the work that impacts student achievement.

At the building and teacher level, much of the great work that is representative of Montandon's success takes place through facilitated team meetings and PLCs. Key teacher leaders and the principal are part of these teams that focus solely on student achievement within the RtII framework. If discussions occur at the building level that suggest a need for resources or programmatic changes, these ideas could be shared with the principal and/or the cabinet. Knowing that requests for resources and potential program changes are rooted in research and/or data, the decision making becomes simple. Having leaders that share a vision for continuous student improvement through research-based practices makes it easy for leaders to support sustainable change.

The highest quality work that has been accomplished in the past two years (curriculum mapping, multi-tiered system of support program implementation, coaching) has been completed through committee and PLC structures with the leadership facilitating, not directing.

The district has demonstrated this commitment to facilitative leadership by hosting a Teacher Leaders course through a local university. Several teachers from Montandon participate in this course and have been empowered to affect change at the school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: PSSA
All Students Tested/Grade: 3
Edition/Publication Year: 2013
Publisher: Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	96	96	90	96	92
% Advanced	90	76	64	55	46
Number of students tested	22	29	28	29	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	92	93	100	100	100
% Advanced	92	88	53	40	46
Number of students tested	13	18	15	15	15
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	99	89	69	91
% Advanced	90	77	64	67	45
Number of students tested	22	27	28	26	22
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: PSSA
All Students Tested/Grade: 4
Edition/Publication Year: 2013
Publisher: Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	96	82	82	92	75
% Advanced	80	64	57	34	43
Number of students tested	25	28	28	26	28
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	76	77	93	53
% Advanced	85	52	38	37	23
Number of students tested	14	17	13	16	13
2. Students receiving Special Education					
% Proficient plus % Advanced	33		0	100	75
% Advanced	33		0	0	0
Number of students tested	3		2	2	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	80	91	90	75
% Advanced	79	66	66	36	42
Number of students tested	22	27	24	22	28
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: PSSA
All Students Tested/Grade: 5
Edition/Publication Year: 2013
Publisher: Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	87	77	68	50	64
% Advanced	62	59	21	30	34
Number of students tested	24	27	23	26	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	80	77	68	32	45
% Advanced	46	53	15	16	18
Number of students tested	15	13	13	12	11
2. Students receiving Special Education					
% Proficient plus % Advanced	0	33	50	0	0
% Advanced	0	0	0	0	0
Number of students tested	2	3	2	3	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	87	86	70	49	64
% Advanced	65	65	25	30	34
Number of students tested	23	23	20	26	26
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
Test: PSSA
All Students Tested/Grade: 3
Edition/Publication Year: 2013
Publisher: Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	82	81	88	92
% Advanced	55	35	36	48	27
Number of students tested	22	29	28	29	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	83	73	93	93
% Advanced	46	33	27	40	33
Number of students tested	13	18	15	15	15
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	88	81	92	91
% Advanced	60	37	36	50	27
Number of students tested	20	27	28	26	22
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
Test: PSSA
All Students Tested/Grade: 4
Edition/Publication Year: 2013
Publisher: Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	92	64	82	69	42
% Advanced	36	35	64	23	21
Number of students tested	25	28	28	26	28
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	92	47	78	69	23
% Advanced	42	23	53	31	23
Number of students tested	14	17	13	16	13
2. Students receiving Special Education					
% Proficient plus % Advanced	66		0	0	0
% Advanced	0		0	0	0
Number of students tested	3		2	2	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	66	90	67	42
% Advanced	33	37	71	22	21
Number of students tested	24	27	24	22	28
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
Test: PSSA
All Students Tested/Grade: 5
Edition/Publication Year: 2013
Publisher: Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	75	70	60	49	64
% Advanced	37	37	8	11	26
Number of students tested	24	27	23	26	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	66	68	61	33	45
% Advanced	13	30	15	8	37
Number of students tested	15	13	13	12	11
2. Students receiving Special Education					
% Proficient plus % Advanced	0	0	50	0	0
% Advanced	0	0	50	0	0
Number of students tested	2	3	2	3	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	73	77	60	50	64
% Advanced	39	43	10	11	26
Number of students tested	23	23	20	26	26
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: