

PART I - ELIGIBILITY CERTIFICATION

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 configuration includes one or more of 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 (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 4 Elementary schools (includes K-8)
2 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 11942

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	18	35
1	27	21	48
2	26	16	42
3	17	16	33
4	23	14	37
5	24	16	40
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 in Applying School:			235

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 8%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2011	259
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 4

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 37%

Total number of students who qualify: 88

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 26

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>7</u>
Paraprofessionals	<u>1</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>2</u>
Total number	<u>18</u>	<u>15</u>

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

21:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

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

No

Yes

If yes, what was the year of the award? 2006

PART III - SUMMARY

"The mission of the Solanco School District is to develop responsible citizens and life-long learners by providing opportunities to maximize student academic performance in a safe and secure environment."

Solanco School District, with the input of community members, has also developed the "Solanco Statement of Expectations"

"We, the students, staff, parents and administrators of the Solanco School District, as part of the greater Solanco Community, seek to build and support that community through words and actions that display respect, responsibility, courage and kindness. Therefore, we expect all members of the Solanco School District to:

Treat themselves and each other with **Respect**

Act Responsibly and take **Responsibility** for their actions

Act with **Courage** every day

Act with **Kindness** when dealing with others"

Bart-Colerain Elementary staff and students take this Statement of Expectations to heart. It is common to see older students helping younger students. Polite and respectful interactions between staff and students are the norm. The school-wide behavior incentive program is developed around the four expectations highlighted above. Staff members are on the lookout daily for students who exhibit one of the expectations. If they catch a student being kind, responsible, courageous or respectful, the student is rewarded with a ticket. The ticket allows them to be in the running for a mystery incentive and the principal also calls the student's parent to let them know that their child has earned a ticket.

Bart-Colerain has a longstanding tradition of involving parents in the education of their children. The opening event of the school year is a potluck family picnic. Teachers and staff members welcome students to their new classrooms and then enjoy a meal together. There is only one major fundraiser per year, The Race for Education. Students and teachers collect pledges and run laps to raise money for PTO events, field trips and classroom supplies. The community supports this event and for the past several years, the race has raised more than enough funds for building events. The annual all-school Reading Carnival is a signature event that was initiated by the principal during the 11-12 school year. Throughout the year, teachers help students set goals for independent reading. Students work diligently, reading every night, to meet their goals. A committee of parents meets monthly to plan the carnival events. On a sunny day in May, the whole school celebrates the reading accomplishments of the students with games, races, guest authors, music and fun. Students who have earned at least six months worth of reading goals also get to participate in some special carnival activities.

The Bart-Colerain community is rural. Most families live in single homes on large tracts of land. Some families have Amish neighbors or own farms of their own. Many parents commute to work in Chester or Delaware Counties or to Philadelphia or Newark. Real estate taxes in the school district are low, making Bart-Colerain's attendance area a desirable place to live. The community tends to take care of its own. When a parent of a fifth grader was injured recently in a severe storm, the community responded by hosting a spaghetti dinner fundraiser to help the family with medical costs. The school has a low mobility rate. People tend to put down roots and stay.

One very obvious strength of Bart-Colerain is that the teachers have high expectations for all students. Teachers' goal for their students is not just to do well on the state tests, the bar is set much higher than that. Teachers want their students to learn to love reading, to develop a curiosity about how things work, to learn how to research topics and ideas that interest them, to express their ideas in writing and to be able to defend those ideas. Teachers want their students to know basic math facts with automaticity so that instructional time can be spent on solving complex problems and explaining and defending the solutions to those problems. Because the bar for student achievement is set high at all grade levels, all classes taking the PSSA assessment do well.

Bart-Colerain was one of the first elementary schools in the state to receive approval to use its Response to Instruction and Intervention procedures as part of the process of identifying students for special education. Reading specialists, learning support teachers, classroom teachers, the ESL teacher and the Gifted Ed teacher coordinate their efforts to make sure all students are meeting the goals of the curriculum.

It is very difficult to isolate individual qualities that make Bart-Colerain worthy of a Blue Ribbon. The strength of the school is rooted in the culture of success that permeates the building. An important component of this culture is the prevalence of cooperative learning strategies in classrooms. Students develop the attitude that they are "in this together" and hold themselves and their classmates to high standards of behavior and achievement. Teachers and the principal treat all staff members with respect. All staff members have high expectations for job performance, regardless of position. The cafeteria staff is cordial. The janitorial staff keeps the facility spotless. The principal is visible to students and staff throughout the day--visiting classrooms, cafeteria and playgrounds, interacting with students and staff. Bart-Colerain is a great place to work and a great place to get an education.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Pennsylvania System of School Assessment requires that all students in grades 3-5 complete PSSA assessments each spring in reading and math. Grade 4 students complete and additional science assessment and grade 5 completes a writing assessment. Cut scores have been established for minimum proficiency and for advanced proficiency. Bart-Colerain is consistently achieving over 90% proficiency in reading and math and also in science and writing in all grade levels that take the PSSA. Additionally, it is the norm for over 50% of students attaining proficiency to be scoring at advanced levels of performance. Teachers are extremely motivated to make sure that all students achieve; regardless of socio-economic status. Teachers believe that all students are capable of high levels of achievement. The school has stayed ahead of AYP expectations for every year since these goals have been established.

B. For third grade math, the trend has been one of steadily rising levels of overall proficiency as well as higher percentages of students obtaining advanced scores over the past five years. The math curriculum is standards based and horizontally and vertically aligned. The commitment of teachers to closely following the timeline for instruction is a factor in the increasing levels of achievement.

For third grade reading, the trend for level of overall proficiency has increased slightly from 89 to 92 percent since 2008-09. Levels of students achieving advanced scores in reading is showing an upward trend again after a dip downward in 2010-11. One factor contributing to this recent upward trend is the establishment of tiered intervention times for reading during the 11-12 school year-these periods were not as fully developed during the 10-11 school year.

Fourth grade math scores indicate high levels of proficiency and show a slight upward trend in overall proficiency over the past five years. Percentages of students attaining advanced levels has remained steady and has remained significantly higher than the percentage of students achieving scores in the proficient but not advanced category. The high level of achievement is due to the standards based, horizontally and vertically aligned curriculum units and adherence to the curriculum timeline. The addition of tiered math intervention periods may account for the increased overall achievement in 2011-11 and 2011-12.

Fourth grade reading scores show an upward trend in overall proficiency. The percentage of students scoring in the advanced category of proficiency shows an upward trend as well. Adherence to the curriculum and timeline as well as balanced literacy practices of the teachers have contributed to the upward trend. The addition of tiered reading intervention times during the 10-11 and 11-12 school years has helped with the upward trend as well. The gap in achievement between subgroups is being addressed by specifically targeting struggling students during tiered intervention periods and through classroom teacher/reading specialist collaborative meetings that occur weekly.

Fifth grade math scores have been consistently over 95% for overall proficiency and above 75% of all proficient students scoring at the advanced level. This is due to the pervasive cooperative learning techniques used by the teachers, well-planned co-teaching between the two classrooms and adherence to the curriculum.

Fifth grade reading scores have been on an upward trend, starting with 91% overall proficiency in 08-09 and ending with 96% overall proficiency in 11-12. The addition of tiered intervention periods during the 10-11 and 11-12 school years has helped to continue the upward trend. Balanced literacy and cooperative learning practices are factors in the success of the students in these classrooms.

2. Using Assessment Results:

A. The school year begins with one afternoon of an in-service day dedicated to the analysis of building and classroom level PSSA data. The most current scores are analyzed as well as longitudinal data. The principal presents an overview of the data to the faculty and then teachers work in teams to establish root causes and to look for possible solutions for improving or maintaining high levels of student achievement. Early in the school year, the principal sets a building level goal related to trends in PSSA data. (The goal for this year is to establish writing practices at all grade levels that will translate into higher percentages of students attaining advanced levels on the PSSA Writing Assessment which is given to fifth grade students currently, but grades 3-5 will have a writing component when the switch is made to a PA Common Core aligned assessment next year.) Classroom teachers also establish individual goals for achievement, based on their analysis of PSSA classroom level data or DIBELS and AIMSWEB data for primary grades that do not participate in the state assessment.

In September, January and May, the principal conducts Data Days during which grade level teachers, learning support teachers, reading specialists and the guidance counselor meet for two hours per grade level team to delve deeply into current student data. The outcomes of these data days include differentiation during core instruction in order to meet individual students' needs, the formation of intervention and extension groupings during tiered intervention periods and the establishment of behavioral supports for students.

During the September Data Days, the most struggling math and reading students are identified and intensive interventions are put in place for them. Parents are invited to an initial meeting so that they are aware of the work being done to help their children achieve grade-level standards. These students are also entered into the RtII review process and their progress is evaluated every 12 weeks. Parents are invited to these 12 week reviews. Changes are made to interventions based on the data that is reviewed during these meetings.

Teachers have access to and frequently update a Google Spreadsheet that contains classroom level data such as unit assessments, running records, and Dibels progress monitoring data. During monthly grade level math and reading data meetings, teachers discuss changes that they need to make to tier groupings as well as changes that they need to make to core instruction based on this data. Teachers have a high level of data literacy and have become proficient in the process of making instructional adjustments based on the ongoing use of current data throughout the school year.

B. Each fall, parents receive an individual report card of their child's performance on the previous spring's PSSA assessments. The district also produces an annual report card that is mailed to all district residents. It contains information about the district as a whole and by building and lets parents know if AYP targets are being met.

At the building level, Bart-Colerain parents are invited to individual conferences with their children's teachers each November. Many classroom teachers also hold additional conferences throughout the school year. A building-level newsletter is sent home monthly to parents, letting them know about the school's activities as well as informing them about building-level achievement.

Teachers and the principal are contacted frequently by the district's director of communications. A weekly online newsletter called the eSolanco News is published each Friday and contains articles about recent academic and extra-curricular achievements of Solanco students at all grade levels. This newsletter is available by accessing the district website or individuals can sign up to receive it.

3. Sharing Lessons Learned:

Several classroom teachers and the principal are currently serving on a curriculum revision committee for reading. Two other Bart-Colerain teachers are serving on the math curriculum revision committee. Teachers are selected for this committee work based on their excellent performance in the classroom.

Fifth grade teachers have been asked to share their strategies for reading and writing workshop with other district teachers during in-service days.

The reading specialists and the principal have presented strategies for content area reading at the Keystone State Reading Association's annual conference. The principal currently serves as vice president of the Lancaster-Lebanon Reading Council, an organization that provides professional development opportunities for teachers and pre-service teachers.

The principal has presented professional development sessions for all district elementary teachers on the components of balanced literacy. The previous principal and two staff members presented strategies for success with Title I students at the PA Improving Schools Conference. The current principal and staff members were invited to do so again this year.

The principal will be participating on a panel at the PA Response to Instruction and Intervention (RtII) Implementers Conference in June 2013. She will describe the process that Bart-Colerain went through while implementing effective RtII practices.

4. Engaging Families and Communities:

Parents, grandparents, former teachers and aspiring teachers can be found in the school daily. The principal has asked for volunteers to interact with students during recess and lunch times as a means of bullying prevention. Teachers invite parent volunteers to support students by listening to them read or by managing independent work stations.

The PTO officers meet monthly with the principal and at least one classroom teacher to plan activities for students and parents such as Open Gym Nights and the Reading Carnival. The PTO also publishes a newsletter that goes home with all students three or four times a year. The officers strive to create an inclusive organization that provides opportunities for involvement of all parents.

Bart-Colerain is currently partnering with the United Way and CompassMark organizations to establish a peer tutoring program that has been conceived and organized by students, but requires parent and teacher support for implementation. This tutoring program, called Tutor Scooters, is set to kick-off in February and is the result of over a year's planning by a team made up of students from all four elementary buildings.

Community businesses provide many prizes and incentives for students who participate in the Race for Education and for students who meet independent monthly reading goals.

Reading specialists provide several breakfast workshops for parents throughout the school year. Parents and students come for a light breakfast before the school day begins. They learn a strategy for working with their children and then head to work or home. These morning workshops have been well attended and seem to work well with most parents' busy schedules.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

All elementary curriculum is written by teams of teachers under the guidance of the assistant superintendent. Each core area curriculum writing team includes exemplary teachers from all four of the district's elementary buildings. The first step in the curriculum writing process is to develop unit and lesson essential questions that are created from state standards. Teams include teachers from each grade level, K-5, in order to assure that vertical and horizontal curricular alignment will be achieved.

With the creation of PA Common Core Standard, curriculum writing teams are currently working to rewrite the curriculum to reflect the rigor of the Common Core Standards. The teams are responsible for creating units, lessons, timelines and common assessments. The assistant superintendent stays involved and assures that the work is well done. There is a review process if teachers find errors in assessments or if they wish to request any additions or changes to a particular unit or timeline after the curriculum is in use.

Language arts, mathematics, science, social studies, health/physical education, library, music and art curricula have been written by teacher teams. The Learning Focused model is the design that the district has chosen for all K-12 curricula. There is a common design for instruction as well. Students quickly anticipate how a lesson will progress. Research has shown that when students know essential questions or expected outcomes ahead of time, they are more successful.

Technology use is expected within core curricular areas. All classroom teachers, K-5, have LCD projectors and wireless keyboards in their classrooms for easy access to the Internet and other computer resources. Bart-Colerain also has laptops and a computer lab available for student use. Each 3rd-5th grade classroom is equipped with Activ Expressions response devices that can be used to gather immediate feedback about students' level of understanding of lesson concepts. Achieve 3000's Kidbiz program and Compass Learning Company's reading and math programs are used to support the attainment of reading and math curricular goals.

2. Reading/English:

The reading curriculum is currently being rewritten to reflect the expectations of PA Common core Standards. Currently, the Reading/Language Arts curriculum is based on PA Reading/Language Arts Standards. The curriculum was written by a team of K-5 teachers and care was taken to assure that all curricular goals were aligned vertically and horizontally and that a cohesive timeline was established for instruction.

The Learning Focused model, which includes Unit Essential Questions, Lesson Essential Questions and a particular format for acquisition and extending and refining lessons was used. Teachers are expected to include all components of balanced literacy (whole and small group guided reading, writing workshop, reading workshop and phonics/word work) during language arts blocks which are at least 90 minutes daily.

In grades K-2, foundational reading skills of phonemic awareness and phonics skills are explicitly taught. DIBELS assessments are used with all students K-5 as a universal screener for identifying students with reading difficulties. Reading specialists then do further assessments to diagnose specific needs of students not meeting grade level benchmarks. Intervention groups are formed and classroom teachers and reading specialists meet frequently (at least weekly) to make sure that all core instruction and supplemental interventions are meeting students' needs. Monthly reading data meetings are also held. Classroom teachers, reading specialists, and learning support teachers participate in these meetings. The

reading needs of all students are considered during the monthly data meetings. Differentiation for high achieving as well as struggling students is considered.

As shown by the high percentage of students achieving proficiency on the PSSA reading assessments and by the upward trends in these scores over time, Bart-Colerain is a achieving success in meeting students' needs. This success happens one student at a time and is achieved through intensive intervention, collaboration between classroom teachers, learning support teachers and aides, and reading specialists and aides. Each of these professionals or paraprofessionals begins with the expectation that all students are capable of achieving grade level curricular goals and the necessary intervention and instruction is put in place to do so.

3. Mathematics:

The K-5 elementary curriculum for mathematics is currently being rewritten to reflect the PA Common Core Standards. The current curriculum was written by a team of exemplary K-5 teachers using the Learning Focused Schools model for instructional design and is aligned with PA Mathematics Standards. The Learning Focused model was chosen because of the well-researched design of units and lessons. Acquisition lessons for math include an essential question, an activating strategy, teaching strategies that provide frequent opportunities for distributed summarization by students,(a component that has been shown through research to be critical to student success when learning new information), and an end-of-lesson summarization activity that serves as a formative assessment for the teacher.

End-of-lesson summarization data, as well as AIMSWEB and common unit assessment data is used by classroom teachers to determine which students are in need of re-teaching or intervention during the daily tiered intervention/extension periods. This data is also used to determine which students need extension activities during these periods.

Classroom teachers and learning support teachers meet once a month to analyze data, plan of differentiation for high and low achieving students during core lessons and to form groups for intervention/extension periods.

The principal conducts monthly timed math fact assessments in grades 1-5. These assessments are referred to as "The Math Olympics". Students are challenged and motivated to earn ribbons for accurate and fluent performance. This school-wide focus on learning basic math facts is motivating to students and they spend time at home practicing these facts. This allows less class time to be spent on these lower level skills, freeing up more time for lessons that require students to apply these skills to solve complex problems.

The ongoing collaboration between classroom teachers at each grade level and learning support teachers is a contributing factor in the high levels of success achieved by all students. The well-defined, vertically aligned curriculum assures that teachers are presenting new concepts at an appropriately challenging pace. The daily tiered intervention/extension periods ensure that struggling students will have opportunities to experience re-teaching so that core instruction can continue to progress.

Bart-Colerain had three classrooms out of six in which students achieved 100% proficiency on the PSSA math assessment in 2011-12, and one classroom where 98% proficiency was achieved. The methods used in this school are working!

4. Additional Curriculum Area:

Each class goes to the library for 30 minute instructional periods weekly. The librarian's lessons are crafted in the Learning Focused model, just like all other curriculum areas. The library curriculum supports each grade level's language arts goals. The district and school's mission statement says that

Solanco is committed to developing "life-long learners providing opportunities to maximize student academic performance in a safe and secure environment." The librarian plays an important role in carrying out this mission at Bart-Colerain.

Students don't just learn how to find the books that interest them; they learn about Internet use and how to find reliable sources; they learn about fiction and nonfiction text features and organization; and they learn how to make inferences and draw conclusions about what they have read.

Teachers can bring their students to the library during open periods and the librarian will support the students as they research science and social studies topics. The library is equipped with a mini-computer lab for this purpose.

5. Instructional Methods:

Classroom teachers' daily schedules include 90 minute blocks for core language arts instruction and 60 minute blocks for core math instruction. These uninterrupted blocks allow teachers to plan whole group and small flexible group instruction that is differentiated to meet the needs of individual students.

In addition to the blocks of core instructional time, daily schedules also include 30 minute tiered intervention/extension periods for reading and math. Reading specialists and Title I para professionals are scheduled to support each grade level during the reading I/E periods. Learning support teachers also provide targeted reading interventions for students with IEP goals for reading during this time. Math I/E periods are supported by special education teachers and para professionals in order to provide intensive intervention for those students who have IEP goals for math.

Each grade level has a 30 minute period daily when they can use the computer lab. The lab has been redesigned so that both classes at each grade level can go to the lab at the same time. During lab times, one teacher may work with individual students for progress monitoring or to review reading or math. The other teacher would monitor the students who are working on the computer.

Compass Learning activities for math and reading have been organized into folders that support the math and reading curricula. Teachers select appropriate folders for students and load them into their "backpacks". Achieve 3000's KidBiz program is used by fourth and fifth grade students. This innovative nonfiction reading program allows teachers to choose topics that support content area curricula. Students then receive an article written about that topic to read, answer questions about and to respond to in writing. The article is sent to each student's "in-box" and is written on that student's instructional Lexile level.

Teachers' classrooms are equipped with ActivExpressions devices, LCD projectors, wireless mice and keyboards and ActivSlates. These technology tools help teachers to seamlessly insert technology into their lessons. A set of 60 laptops is also available and is used primarily by fifth graders because of limited wireless access in the building.

6. Professional Development:

Professional Development is planned to meet the needs of the district's teachers. At the end of each school year, the assistant superintendent creates a survey that is completed by all teachers. The following year's district level professional development days are planned in response to the survey results. Teacher volunteers are sought annually to participate in a "menu day" in-service. On this day, teachers are given a menu of sessions to choose from. The sessions are run by teachers from the district who have signed up to share their expertise in various instructional areas. Past sessions have focused on appropriate activities for tiered intervention periods, organizational tips for reading workshop and ideas for writing workshop.

At the building level, the principal reserves a portion of building-level Title I funds for professional development with a focus on literacy. Teachers request to attend trainings and if the workshops or trainings are found to be aligned to the district's vision and the expressed professional development needs of the teachers, permission is granted from the assistant superintendent for teachers to attend. District funds are also reserved at the building level for professional development in curricular areas not related to literacy.

The expectation for any teacher who attends a workshop is that improvements in classroom practices related to workshop topics would improve. The principal would look for changes and improvements during observations and 5x5s. All teachers are evaluated using the Danielson model, which includes a four-domain rubric. The domains scored are Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Brief, informal 5x5 walkthroughs of classrooms also provide evidence to support the effectiveness of professional development. During 5x5s, the principal looks for specific evidence of coherent, engaging instruction and completes a checklist. Feedback from 5x5s are shared with teachers informally as a way for them to reflect on their current teaching practices. Teachers would also be expected to share what they learned from professional development sessions with the rest of the staff during faculty meetings.

Building administrators are encouraged to attend workshops and trainings that improve their leadership skills. For example, Bart-Colerain's principal and others from the district will be participating in Franklin Covey's training session on "The Five Choices to Extraordinary Productivity" in the spring.

7. School Leadership:

The principal of Bart-Colerain strives to be a role model for instructional leadership. She visits classrooms daily for 5 x 5 walkthroughs, she shares excerpts from professional texts that she has read during faculty meetings and she is currently serving in a leadership role on a local literacy council.

The principal encourages other professionals in the building to share their expertise during faculty meetings as well. Reading specialists, a fourth grade teacher, the speech therapist, and the guidance counselor have done so during the 11-12 and the current school years.

Principals receive important information about policies and programs from the superintendent and the assistant superintendent during administrative council and principals' meetings. This important information is shared with Bart-Colerain staff through monthly faculty meetings and through the principal's weekly electronic newsletter, "The Weekly Wrap-up".

The principal frequently reviews school and grade level assessment data and participates in the monthly reading and math data meetings. The principal keeps the door to her office open throughout the day and teachers and staff members frequently stop in. There is a large sheet of paper on the inside of the office door where teachers and other staff members can record their Small Wins. There is a high level of trust between the principal and staff. Staff members know that their concerns are treated confidentially and that they are expected to participate in problem solving efforts when a concern is brought to the principal.

Teachers submit lesson plans to the office weekly. All plans are written in the Learning Focused format. Teachers update and initial curriculum timelines located in the lesson plan binder when unit assessments are given. The principal's walkthrough "look fors" are all related to fidelity to the Learning Focused model for instruction.

The principal has moved her extensive collection of resources for literacy instruction to the faculty room and encourages teachers to borrow any resources that they might find useful when planning balanced literacy instruction.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: 2007/08-2011-12 Publisher: PA Dept. of Ed.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	94	95	96	91	92
Advanced	70	56	64	60	71
Number of students tested	37	44	55	52	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	85	94	100	82	100
Advanced	62	47	59	47	80
Number of students tested	13	17	17	17	10
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. white					
Proficient and Advanced	94	95	98	92	93
Advanced	69	39	65	63	75
Number of students tested	32	41	49	48	40
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: 2007-08-2011-12 Publisher: PA Dept. of Ed.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	92	86	95	89	88
Advanced	38	33	46	51	48
Number of students tested	37	44	55	52	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	77	82	94	88	80
Advanced	31	41	24	41	30
Number of students tested	13	17	17	17	20
2. African American Students					
Proficient and Advanced					Masked
Advanced					Masked
Number of students tested					2
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					Masked
Advanced					Masked
Number of students tested					4
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. white					
Proficient and Advanced	91	85	96	90	88
Advanced	41	32	49	54	50
Number of students tested	32	41	49	48	40
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13PA11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2007-08-2011-12 Publisher: PA Dept. of Ed.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	98	100	92	96	88
Advanced	76	87	71	75	74
Number of students tested	42	56	53	45	42
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	100	82	93	78
Advanced	71	71	53	73	57
Number of students tested	17	17	17	15	14
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. white					
Proficient and Advanced	100	100	91	95	87
Advanced	79	88	74	76	72
Number of students tested	38	50	46	41	39
NOTES:					

13PA11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: 2007/08-2011-12 Publisher: PA Dept. of Ed.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	93	93	81	86	93
Advanced	60	59	58	57	64
Number of students tested	42	56	53	45	42
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	82	82	71	80	93
Advanced	47	47	41	47	43
Number of students tested	17	17	17	15	14
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. white					
Proficient and Advanced	92	92	81	88	93
Advanced	63	60	62	61	62
Number of students tested	38	50	46	41	39
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2007/08-2011-12 Publisher: PA Dept. of Ed.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	100	96	98	98	96
Advanced	84	75	82	80	87
Number of students tested	56	58	46	46	46
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	88	94	92	94
Advanced	81	58	94	58	81
Number of students tested	21	24	17	12	16
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. white					
Proficient and Advanced	100	96	98	98	95
Advanced	87	79	85	80	90
Number of students tested	47	47	41	40	42
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: 2007/08-2011-12 Publisher: PA Dept. of Ed.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	96	94	87	91	98
Advanced	57	54	59	47	52
Number of students tested	56	58	46	46	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	91	79	94	83	94
Advanced	43	42	53	33	44
Number of students tested	21	24	17	12	16
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. white					
Proficient and Advanced	96	96	88	95	98
Advanced	63	55	62	45	55
Number of students tested	47	47	41	40	42
NOTES:					

13PA11