

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Shannon J. Balch

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

Official School Name First Street Elementary School

(As it should appear in the official records)

School Mailing Address 803 1St Street

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

City Canonsburg State PA Zip Code+4 (9 digits total) 15317-1969

County Washington County State School Code Number\* 101631703-000004207

Telephone 724-745-3130 Fax 724-873-5229

Web site/URL http://www.cmsd.k12.pa.us/first\_street/main.htm E-mail balchs@cmsd.k12.pa.us

Twitter Handle @cmfirstreet 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\* Mr. Michael Daniels E-mail: danielsm@cmsd.k12.pa.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Canon-McMillan School District Tel. 724-746-2940

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. Paul Scarmazzi  
(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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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):
- 9 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 11 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
  - Rural
3. 2 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	30	29	59
1	31	26	57
2	23	32	55
3	26	39	65
4	31	30	61
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	141	156	297

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 11 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 77 % White
  - 9 % 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 2013 - 2014 year: 6%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	294
(5) Total transferred students in row (3) divided by total students in row (4)	0.065
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 1 %  
3 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 41 %  
 Total number students who qualify: 120

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 40 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 19 %  
54 Total number of students served

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

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>42</u> Speech or Language Impairment
<u>3</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

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 21:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	96%	97%	97%
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 2014

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

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

Yes  No

If yes, select the year in which your school received the award. 2007

15. Please summarize your school mission in 25 words or less: First Street Elementary is a learning community based upon the premise that all children can be responsible for their own learning and achieve success in learning.

## **PART III – SUMMARY**

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From the outside, we are a small neighborhood school located in Canonsburg, Pennsylvania. Built in 1924, First Street Elementary is the third largest elementary school in the Canon McMillan School District. Our school community consists of 14 classroom teachers, two learning support teachers, two reading support teachers, a guidance counselor, a nurse, and two paraprofessionals. We educate, encourage, and safeguard 297 students daily. As a true neighborhood school, 60% of our children are walkers and also serving as a Title One school, we provide free or reduced breakfast and lunch to 41% of our students. As a school community, we take great pride in greeting each student on a daily basis with a smiling face and a warm "good morning."

A cornerstone of the neighborhood, First Street Elementary School provides both tradition and a sense of community to the families of our students. Many of our children's parents and grandparents have attended this same school over the years. The support given to our students by the school's community is extraordinary. Families line the streets to watch their children parade around the block for the annual Halloween parade. They come early to wait at the door to be admitted for Open House and holiday concerts. Parents sign up as homeroom helpers and to volunteer in our Helping Hands program. Community partnerships are vital and an integral part of First Street. Each year the local Blind Association sends visitors to talk to our fourth grade students and the local Lions Club provides dictionaries to our third graders every fall. Because the safety and security of our children is of the utmost importance, we partner with our local police and fire departments. The fire department makes a yearly visit to teach fire safety and provide smoke alarms to families that do not have them. And, our community police department does daily walkthroughs, often interacting with students and staff.

As stated in our vision statement, First Street Elementary "is a learning community based upon the premise that all children can achieve success in learning." To help insure success, extended day kindergarten is provided for qualifying kindergartners to help some children get the needed additional practice. For struggling learners, our after-school tutoring program provides re-teaching and reinforcement for students who need it. As enrichment, to challenge students, they can participate in programs and competitions such as Battle of the Books, the annual Spelling Bee, and Odyssey of the Mind, which is a student based program that encourages problem-solving through experimentation.

Meeting the needs of the 21st century digital learner, students have the latest technology at their fingertips. Each classroom is outfitted with an interactive whiteboard, five computers, and multiple iPads. In addition, Google Chromebooks are available for classroom use as well.

Prizes are awarded to students who read and successfully complete Accelerated Reader tests which continue to motivate children to become readers. The entire school is involved in encouraging our third and fourth graders to do their best on the PSSA (Pennsylvania's annual state assessment). Classroom doors and hallways are decorated. A celebration breakfast is prepared and the students taking the test are honored. They know that we all believe in them and know that they will do their very best, because that is how they were taught.

Children are unable to learn if they are hungry or cold. We have many programs in place to provide for the children who come from low socio-economic households. Blessings in a Backpack, a nonprofit organization, provides food to about 75 of our students who might otherwise go hungry over the weekends. Every Christmas, food and gifts are collected and purchased so that all of our children have a wonderful holiday season. We provide boots, coats, and even eye glasses to any student in need.

Every day at First Street our morning announcement begins with, "Good Morning, Blue Ribbon School!" In 2007, First Street was honored and humbled by receiving The National Blue Ribbon Award for Achievement. The honor as being distinguished as a Blue Ribbon school has given our staff and students a sense of pride and the knowledge that with hard work they will achieve their goals. A banner hangs across the front of the building to let everyone that passes by know that although we are the oldest building in the district, great things continue to happen daily. Our students are given the best the teachers have to give and in return consistently strive to overcome obstacles and reach for higher levels of academic success. At First Street, we know that we are a Blue Ribbon school, and we are proud that others know it too.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

First Street Elementary School follows a rigorous, age-appropriate curriculum based on the PA Core Standards. The four core subjects language arts, mathematics, science, and social studies are designed to promote higher order thinking skills to enrich student's learning style through the use of differentiated instruction. Through our curriculum and instruction, we facilitate student learning so that every child is continually encouraged to reach his or her highest potential.

The goal of the Language Arts curriculum is to develop life-long readers who can engage in rich learning experiences through their interaction with the text. We believe that reading and writing set the foundation for learning across core subject areas and throughout students' lives beyond the classroom. Our Language Arts curriculum encompasses phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension, which are the five essential components needed for effective reading instruction. Our district is currently in the process of transitioning from the Scott Foresman Language Arts basal reading and writing series to Benchmark Literacy, from Benchmark Education Company, a balanced literacy instructional approach. Balanced literacy is a reading and writing workshop approach that draws heavily from research regarding scaffolding and placing students in their instructional level. During the reading workshop, children are grouped based upon their reading levels and work in literacy stations. Because each child interacts with texts at his or her instructional level, students receive challenging and interesting text experiences, which promote higher levels of motivation. The instructional components of balanced literacy include assessment, interactive read-alouds, shared reading, differentiated small-group guided reading, independent reading, and word study. Throughout the curriculum, students interact with the text using various reading strategies (e.g. drawing conclusions, analyzing story elements, making inferences, etc.), and are exposed to different genres. During writing workshop, students are guided through the steps of the writing process utilizing powerful mentor texts, peer interactions, teacher conferences, and shared discussion time. Through the writing curriculum the goal is to help students shape their written voice to develop into young authors who are enthusiastic about sharing their masterpieces with others.

The Mathematics curriculum is written to develop and support mathematical thinking through questioning. It progresses through the grade levels, spiraling to include all mathematical practices based on PA Core standards. The challenging curriculum includes a variety of mathematical concepts in Critical Areas: operations and algebraic thinking, geometry, measurement and data, numbers and operations in base ten, as well as numbers in operations with fractions. Problem solving occurs within the curriculum in each Critical Area, where students show strategies, reasoning and proof, which allow for a connection with math across the curriculum. With the use of the Houghton Mifflin Harcourt series, Go Math, students are able to navigate through the PA Core Standards at every grade level with rigorous learning in each Critical Area, where domains and clusters are integrated throughout. The math series also compliments First Street's use of the Response to Intervention program. The implementation of the math curriculum at First Street Elementary School has been successful due to the use of differentiated instruction.

The science curriculum exposes students to a hands on and inquiry-based approach to learning. The elementary level primarily utilizes Science Matters kits, which have been developed by the National Science Resource Center. Throughout the curriculum, students work together to explore the areas of life, physical, and earth sciences. Students investigate scientific topics using problem solving and critical thinking skills. Furthermore, students have an opportunity throughout the year to use technology and reference materials to enhance their understanding and ability to conduct research.

The heart of our social studies curriculum at all elementary grade levels begins with an understanding of community life. As the year progresses, students gain a greater understanding of the various facets of social studies including geography, government, history, and civics. Students are further enriched through exposure to current events, which provide additional nonfiction reading opportunities due to the increased rigor of the PA Core Standards. Through the standards based curriculum, students use research and projects

to help them reach their learning objectives. Students' understanding of the community, history, and the world around them give them the tools to help them to them to become contributing members of society.

## **2. Other Curriculum Areas:**

Developing the whole child is whole-heartedly at the center of our K-4 related arts programming. At First Street Elementary School, students in grades K-4 participate in related arts programming. Students receive weekly instruction in art, library, music, and physical education. Interested students also have more advanced opportunities, including: chorus, band, and art enrichment. These courses offer experiences to foster and nurture blossoming talent and skills in the arts.

In physical education, students employ a variety of fine and gross motor skills with an aim to develop physical fitness, safety, and overall wellness. Through the Physical Education Department, students participate in Jump Rope for Heart, which benefits the American Heart Association and an annual school-wide field day held at the high school stadium. Research compiled and presented by the physical education teachers in the district has led to teachers at First Street embracing the idea of "brain breaks" which focuses on each classroom providing brain breaks throughout the day to get students moving, re-energized, and more engaged in learning. Once a month, the school holds a Wellness Day, where students and staff wear tennis shoes and take a guided fitness walk through the neighborhood or participate in fitness activities in their classrooms during the school day.

In art class, students discover a variety of media. The art teacher collaborates with classroom teachers and often plans projects relating to the classroom curriculum areas. There are art displays maintained and updated by the art teacher regularly showcasing the students' work. Students keep a portfolio of their projects and their best pieces of work are chosen each spring for an art fair at the high school.

Music class gives children the opportunity to experience many different genres of music, allowing them to gain exposure to many cultures of the world. Students sing, play instruments, read music, and move about the room in nearly every music class. Third graders are all given the opportunity to apply their knowledge by playing recorders. Each year, the whole school participates in a holiday concert, given to a full house, filled with family and community members. In the spring the chorus and band perform a second concert for friends and family in the evening.

The school library offers many resources for the students and staff. Students participate in a weekly library class where alphabetical order, genres, and the Dewey Decimal System are all taught. Students select a book to read each week to check out from the library. The First Street Media Specialist works closely with the Frank Sarris Public Library, a brand new state of the art library in downtown Canonsburg, to provide opportunities for Literacy Nights and summer reading programs for the students of First Street Elementary School.

Along with the classroom instruction in the arts, students also have access to a school counselor. The comprehensive guidance program addresses students' needs in three domains: academic, career, and personal/social. The guidance curriculum at First Street Elementary helps students acquire behaviors, knowledge, and skills that contribute to effective learning in school and across their lifespan, helping them to become contributing citizens. The delivery of these programs occurs on an individual basis, in small groups, and in classroom whole group lessons. This helps to establish a school environment that values relationships as well as supporting students to help them meet with success as they tackle the demands of the rigorous academic curriculum. On-going communication and collaboration with staff, students, families, and outside resources is an essential component of our school's mission statement and the guidance department.

The school nurse is available daily to help assess, educate and attend to student and staff medical needs that may arise. She is also responsible for administering medications prescribed by doctors to be sure the students are healthy and able to learn and screening students yearly. The nurse provides classroom instruction on health and hygiene and teaches the 4th grade maturation classes to boys and girls each spring. The nurse provides training to the staff on health topics including: Epipen and glucagon administration, and seizures.

### **3. Instructional Methods and Interventions:**

First Street Elementary School completes benchmark assessments with all students three times a year to be able to organize students in groups for Response to Intervention and to give teachers a picture of what students need instructionally to be able to be successful in their classrooms. The district utilizes Dibels Next, Easy CBM, and Benchmark Assessment for all students. First Street also utilizes PAST and STAR to help get data for our Title One reading program.

The Well-Check process, an intervention model used to recognize at-risk behaviors, is in place as part of Response to Intervention. A team collaborates on specific students who demonstrate a need in the classroom. Student strengths and needs are closely examined and discussed. Various interventions are put in place by the team members to best meet each individual student's needs.

As part of Tier 1 intervention, flex grouping occurs on a daily basis. Tier 2 instruction utilizes the Foundations and Leveled Literacy Intervention (LLI) programs for students at the kindergarten and first grade level who qualify for reading support and are not making progress with tier 1 instruction. They are instructed by a Reading Specialist 3-4 days a week. Reading Recovery is utilized to remediate the lowest scoring 1st grade students, one-on-one. Based on data collected daily and analyzed, this program has been successful for 80% of students who participated in it. Students that exit that program are often reading at grade level which enables them to read grade level material without support.

When students are not reaching their full potential in third and fourth grade, as part of Tier 2 instruction, the reading specialist works with a small group of students for additional guided reading to remediate deficits that students are displaying in the five main areas of reading. Tier 3 students participate in direct instruction lessons taught by a certified learning support teacher. An alternate reading curriculum, SRA Reading Mastery, and an alternate math curriculum, McGraw Hill Connecting Math Concepts, are used with these students. Also, a sensory room is available for students who display a need for a specific sensory diet prescribed by our Occupational Therapist.

All of the above interventions are designed to move students towards performing on grade level with their peers. The students are provided with ample practice and re-teaching opportunities to help ensure mastery of skills and concepts.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

From 2009 – 2014, First Street Elementary met AYP standards consecutively from 2009 – 2013. In Grade 3, student scores from 2009 – 2013 ranged from 100% proficiency to 97% proficiency on the Mathematics PSSA tests. Grade 4 PSSA Mathematics scores ranged from 93% to 100% proficiency. Reading scores on the PSSA test for Grade 3 ranged from 88% to 98% proficiency, and Grade 4 scores on the PSSA test ranged from 87% to 100% proficiency. Students consistently scored high in both Mathematics and Reading over the five year period.

Upon reviewing the scores and subgroups, it is evident that there are gaps in the test scores of the economically disadvantaged students. As a school, we did reflect on the scores for the African American subgroup even though it was not a large enough number of students to be a counted subgroup.

We have an after-school tutoring program that runs from January-April for students that qualify. The majority of students that qualify for tutoring are in the economically disadvantaged category and some fall in the African American subgroup as well. There has been a change in reading curriculum, which is being phased in over two school years. An instructional reading level on students is found and students are grouped based on their level. This is best practice and research-based to show the most significant gains with students.

One of the key elements to support academic, social, and emotional growth is the Response to Instruction and Intervention (RtII) process. Using past data from collaborative well-check meetings, teachers provide accommodations and differentiated instruction to address students' needs. Differentiated instruction is not only implemented daily in the regular classroom, but teachers also create flexible groups for Reading and Math across the grade level and within their classrooms depending on the grade level.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

First Street utilizes data from a variety of formative, summative, and benchmark assessments. The individual academic needs of students are monitored to provide optimum learning activities to help to minimize the achievement gap. This also allows teachers to flexibly group students and have them work within instructional level groups in their classrooms. Educators obtain data from the following assessments and data systems: DIBELS Next, Easy CBM, STAR Reading Program, Accelerated Reader, Performance Tracker, Benchmark Literacy Pre/Post Tests, Fountas and Pinnel Benchmark Assessments. There are also curriculum-based assessments that are created by the teachers to assess the skills and progress of students. The data is tracked and distributed to administrators, teachers, and parents. The reading specialists create a spreadsheet for each grade level, allowing teachers to create groups and help students get needed interventions and re-teaching opportunities within the school setting.

Performance Tracker is a computer program which houses all of the student data for the entire district. The purpose of this program is for teachers and administrators to easily access and track student performances on school wide assessments. Stored data is shared among educators to allow them to collaboratively create learning groups and lessons. This allows teachers to establish differentiated flexible groups in which skills are able to be re-taught, reinforced, or enriched.

Engaging families by providing accurate academic information about their child is a key component in increasing achievement and equalizing opportunities for all students to improve. Parents are provided with progress reports, report cards, and are invited to participate within the RTII process, IEP meetings and yearly conferences. The Powerschool computerized portal utilized by the district provides parents with daily access to all assessments and grades for their child. Student work is chronicled via student portfolios and is shared with parents at an event each Spring as well.

## **Part VI School Support**

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### **1. School Climate/Culture**

At First Street Elementary, the staff strives to make a difference for each child and family in our school community. Our goal is to make a difference each day for one child, one family, or one other staff member. Because of the hard work the staff does on behalf of children, the community and parent group actively support the school and its programs. This year, PFA members and First Street students literally rolled out the red carpet to welcome back teachers on the first in-service day, which made the teachers feel like super stars, giving them a deep sense of value for what they have and will accomplish with their students.

The students are at the core of our work and teachers and staff are constantly looking for ways to engage and motivate them. Our teachers bring their passion for teaching and learning in to the classrooms by creating opportunities for students to actively engage in the content and curriculum. Teachers also feel that the students are important contributors to the learning process and work hard to implement strategies that have students cooperatively learning and making connections between curricular areas and their outside world.

The culture is defined by the relationships that are built. Students and families collaborate with teachers to strengthen the programs and supports available to the children each day. There is ongoing trust and open communication between the principal, teachers, and families. By having an open line of communication, student needs are met and a true partnership is formed and fostered. There is a sense of trust between the community and the school allowing for respect and teamwork to happen on an ongoing basis.

The reading specialists also offer many additional ways for all students to get involved in reading and foster a love of books throughout their school day. We also have chorus, band, art enrichment, and Odyssey of the Mind teams that offer students additional learning opportunities and ways to express themselves creatively. Through a variety of available opportunities for students, we strive to build a lifelong love of learning. With hard work and dedication students benefit from an individualized learning environment.

The climate and culture of First Street Elementary School fosters an environment where growth and continuous improvement are the focus. A love of learning is fostered through personalized experiences filled with enthusiasm, respect, and open inquiry with a student-centered focus.

### **2. Engaging Families and Community**

Engaging families by providing accurate academic information about their child is a key component in increasing student achievement and equalizing opportunities for all to improve. Powerschool, a computerized portal provides parents with daily access to all assessments completed and information about student grades and attendance. Student work is chronicled via student portfolios and is shared with families during our annual Portfolio Day held at the end of each school year. Many teachers send home a newsletter at the end of each week to discuss curriculum, upcoming events, and announcements. The district's website [www.cmsd.k12.pa.us](http://www.cmsd.k12.pa.us) is another portal for providing school information. Appropriate academic achievements and other school related information are all posted on this website. The school also utilizes Twitter to communicate with families. Tweets about school activities and events are sent to followers regularly.

Many local businesses have sponsored the Blessings in a Backpack program at First Street providing a backpack of food for qualifying students each weekend of the school year. The third grade students also annually host a food drive during the month of January. Our school is closely connected with the local branch of the Salvation Army. Twenty-four students participated in a Project Bundle-up event with the Pittsburgh Penguins in the fall. They also provide backpacks with school supplies and Christmas items for

many families in the school community. Many of our teachers volunteer at their red kettles during the holiday season.

First Street has an extremely active Parent-Faculty group. They provide educational programs throughout the year, three bookfairs, and multiple family fun nights. They also sponsor field trips allowing students to go to a curriculum related visit out in the community each year. The district also hosts monthly parent council meetings with representatives from each school. Families, community members, and school personnel get involved in an annual literacy event at the local library. Some special events showcasing literacy throughout the school year are Guest Reader Day, Veteran's Day Reading Event, Battle of the Books, Summer Bowling Club, Summer Library Punch Card Program, and Wild Things Night at the Ballpark. Tanger Outlets awarded First Street a grant that provided over 1,000 books for our book nook last school year. Some of our neighboring restaurants donate coupons to motivate our students to meet their reading goals. Parent and community involvement is an intricate part of our school, which provides activities to enhance social, as well as academic endeavors.

### **3. Professional Development**

The district has extensive opportunities for professional development throughout the school year to help teachers grow and remain lifelong learners. Monthly after-school professional development sessions, which are building based are held. These offer teachers an opportunity to learn about new initiatives, technology, research-based instructional practices, the school-wide positive behavior support plan, safety and security, parent communication, and building-based activities are held. These are attended by all teachers. Often teachers lead the learning for their colleagues.

At First Street Elementary we also hold monthly grade level team meetings prior to the start of the school day. Using past data from our collaborative well-check meetings through the Response to Intervention and Instruction process, the principal establishes a school-wide focus each year for improvement. By looking at the data from the RtII meetings, our goal is to address the issues that teachers are bringing to the team as the ones that are impacting them the most in their classrooms. This in turn helps teachers to be supported because they are equipped to handle these issues more effectively and strategically after having training about them. Last year's focus was dedicated to the major shifts in ELA instruction and literacy instruction in relation to implementation of the PA Core. This year's focus is student engagement and motivation and is centered around the book *Teach Like A Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator* by Dave Burgess. The application of the strategies and teachings is always in the forefront of the discussion at these meetings.

The First Street Elementary teachers also receive professional development through our seven district in-service days and two early dismissal days which take place in a district wide setting or within the individual schools, and focus on educational topics and district initiatives. There are also opportunities for teachers and administrators to attend professional development opportunities provided outside of the school districts by agencies and organizations in their respective subject areas.

All of these professional development opportunities enhance our schools professional development efforts and therefore contribute to the growth of our students and success of our instructional practices. By offering a variety of professional development opportunities for teachers and staff, an environment where growth and continuous improvement is fostered. This allows students to get a constantly improving instructional experience where teachers are giving their renewed best daily.

### **4. School Leadership**

The Canon-McMillan School District has a strong educational leadership team consisting of a Superintendent, Assistant Superintendent, K-12 Director of Curriculum and Instruction, Director of Special Education, Special Education Coordinator, eleven principals, and three assistant principals. Monthly administrative meetings are held to discuss overall district information that concerns all of the departments including Maintenance, Transportation, Technology, Business and Finance, Human Resources, Athletics,

Special Education, and the principals of the various schools. After the monthly administrative meeting, there is a leadership meeting where the principals, Assistant Superintendent, and Director of Curriculum and Instruction meet to discuss instruction and learning within the district. These meetings are important for consistency across the district. Canon-McMillan School District is a PIL approved provider so at these meetings, there are often trainings and PIL activities as well.

Each principal in the school district has an instructional focus area that contributes to the entire K-12 programming. This has created a way for the principals to focus their own professional growth and learning and help to plan consistent and focused learning opportunities for teachers within the district for in-service days. Many of the leadership roles are assigned based on the principal's background knowledge in various educational areas.

Although the seven elementary buildings have consistency in many areas, there is the autonomy through individual building leadership to focus teacher learning and to be an instructional leader at the building level. Each building looks at their individual data and creates a school improvement plan based on the needs that are assessed through reflection and data interpretation. The action steps that are created are then put in to place so that areas of need or weakness can be improved on depending on the individual building and the students there.

The district as a whole operates with a mindset focused on reflection and continuous growth as the key. People within the organization have the freedom of creativity and the responsibility to make decisions based on the children that are in their charge to educate. As a district, we preserve our core values and purpose while working to adapt to an ever changing world.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>PSSA</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory academic performance and above	97	98	97	98	100
Superior academic performance	75	73	83	66	80
Number of students tested	63	48	64	41	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	0	2	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory academic performance and above	100	100	90	92	100
Superior academic performance	54	58	80	46	62
Number of students tested	24	17	20	13	21
<b>2. Students receiving Special Education</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>5. African- American Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory academic performance and above	96	100	98	94	100
Superior academic performance	82	79	84	72	95
Number of students tested	50	36	49	32	41
<b>10. Two or More Races identified Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory academic performance and above					
Superior academic performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

**NOTES:** The total number of students taking alternative tests is based on students qualifying for the PASA. Students who qualified for the PASA were determined by their IEP teams and they are students with significant cognitive disabilities. They require intensive instruction to learn, they require extensive adaption and support to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments. They require very substantial modifications to the general education curriculum, and their participation in the general education curriculum differs substantially in form and/or substance from that of most other students.

Even though the special education population makes up more than 10% of the total school population, the number of students in the testing grades did not meet the number needed for a reporting category by the state of Pennsylvania.

Similarly, the African American student population makes up more than 10% of the total school population, the number of students in the testing grades did not meet the number needed for a reporting category by the state of Pennsylvania.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>PSSA</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory academic performance and above	93	95	98	100	97
Superior academic performance	70	77	88	90	83
Number of students tested	53	62	40	48	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory academic performance and above	88	87	100	100	94
Superior academic performance	58	57	82	84	82
Number of students tested	22	24	11	19	17
<b>2. Students receiving Special Education</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>5. African- American Students</b>					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory academic performance and above	95	88	97	100	100
Superior academic performance	74	83	90	92	84
Number of students tested	42	48	30	39	32
<b>10. Two or More Races identified Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

**NOTES:** The total number of students taking alternative tests is based on students qualifying for the PASA. Students who qualified for the PASA were determined by their IEP teams and they are students with significant cognitive disabilities. They require intensive instruction to learn, they require extensive adaption and support to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments. They require very substantial modifications to the general education curriculum, and their participation in the general education curriculum differs substantially in form and/or substance from that of most other students.

Even though the special education population makes up more than 10% of the total school population, the number of students in the testing grades did not meet the number needed for a reporting category by the state of Pennsylvania. The information was only available as a category for the 2013-2014 school year.

Similarly, the African American student population makes up more than 10% of the total school population, the number of students in the testing grades did not meet the number needed for a reporting category by the state of Pennsylvania.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>PSSA</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory academic performance and above	97	86	88	95	98
Superior academic performance	48	47	63	51	59
Number of students tested	63	48	64	41	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	0	2	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory academic performance and above	92	74	74	85	100
Superior academic performance	29	26	48	39	53
Number of students tested	24	17	27	13	17
<b>2. Students receiving Special Education</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>5. African- American Students</b>					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory academic performance and above	100	92	92	100	98
Superior academic performance	54	53	69	53	61
Number of students tested	50	36	42	32	41
<b>10. Two or More Races identified Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

**NOTES:** The total number of students taking alternative tests is based on students qualifying for the PASA. Students who qualified for the PASA were determined by their IEP teams and they are students with significant cognitive disabilities. They require intensive instruction to learn, they require extensive adaption and support to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments. They require very substantial modifications to the general education curriculum, and their participation in the general education curriculum differs substantially in form and/or substance from that of most other students.

Even though the special education population makes up more than 10% of the total school population, the number of students in the testing grades did not meet the number needed for a reporting category by the state of Pennsylvania.

Similarly, the African American student population makes up more than 10% of the total school population, the number of students in the testing grades did not meet the number needed for a reporting category by the state of Pennsylvania.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>PSSA</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory academic performance and above	87	85	90	100	95
Superior academic performance	56	47	51	79	56
Number of students tested	53	62	41	48	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory academic performance and above	79	74	82	100	100
Superior academic performance	46	39	35	61	53
Number of students tested	22	24	17	19	17
<b>2. Students receiving Special Education</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>5. African- American Students</b>					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory academic performance and above	88	88	93	100	97
Superior academic performance	57	52	67	82	66
Number of students tested	42	48	30	38	32
<b>10. Two or More Races identified Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

**NOTES:** The total number of students taking alternative tests is based on students qualifying for the PASA. Students who qualified for the PASA were determined by their IEP teams and they are students with significant cognitive disabilities. They require intensive instruction to learn, they require extensive adaption and support to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments. They require very substantial modifications to the general education curriculum, and their participation in the general education curriculum differs substantially in form and/or substance from that of most other students.

Even though the special education population makes up more than 10% of the total school population, the number of students in the testing grades did not meet the number needed for a reporting category by the state of Pennsylvania. There was only information reported for the 2013-2014 school year in regards to special education.

Similarly, the African American student population makes up more than 10% of the total school population, the number of students in the testing grades did not meet the number needed for a reporting category by the state of Pennsylvania.