

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Edward Joseph Smith

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

Official School Name West Vincent Elementary School

(As it should appear in the official records)

School Mailing Address 2750 Conestoga Road

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

Chester Springs PA 19425-3502
City State Zip Code+4 (9 digits total)

County Chester

Telephone (610) 469-5108

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Web site/URL https://www.ojrsd.com/wv

E-mail edsmith@ojrsd.net

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Susan Lloyd

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail slloyd@ojrsd.net

District Name Owen J. Roberts School District Tel. (610) 469-5100

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Lisa Huzzard

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	26	63
1	41	38	79
2	50	31	81
3	39	56	95
4	45	40	85
5	41	34	75
6	46	42	88
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	299	267	566

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 20 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 8%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1, 2017	460
(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

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

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

Hindi, Tamil, Telugu, Spanish

7. Students eligible for free/reduced-priced meals: 9%
Total number students who qualify: 50

8. Students receiving special education services: 15 %
84 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|------------------------------------------------|
| <u>16</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>23</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>21</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	19
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
Student support personnel e.g., school 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 23:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

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

Yes No

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

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

Inspiring each student for success today and greatness tomorrow.

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

PART III – SUMMARY

The Owen J. Roberts Area School District is located in Chester County, Pennsylvania. The school district was named after former Supreme Court Justice, Owen Josephus Roberts (1875-1955). Justice Roberts served on the Court from 1930 to 1945 during one of the most turbulent times in its history, ruling on legislation involving the Great Depression, civil rights, and World War II. He was also deeply involved with affairs in the local community, especially education. This sense of community is still very evident in West Vincent today. The district is comprised of seven school buildings. West Vincent Elementary School is one of five elementary schools. The construction of West Vincent Elementary School was completed in 2008 and is located in the deep historical roots of the district. The 85,000 square foot modern educational facility sits on land that was once home to the Lenni Lenape Native American tribes. In fact, Conestoga wagons utilized the original Native American path, later named Conestoga Road, and now instead of carrying goods to Philadelphia, students are transported to West Vincent Elementary School.

Local historians are quick to indicate that English, German, and Welsh settlers made their way into West Vincent Township, and the land was purchased from William Penn by Sir Mathias Vincent. Many families made their living as farmers, weavers, tanners, shoemakers, blacksmiths, and innkeepers. Additionally, there are historical ties to General George Washington, who led his troops over West Vincent land retreating after the Battle of Brandywine to Warwick to replenish ammunition. Furthermore, prior to the Civil War and beyond, there were many branches of the Underground Railroad located throughout the local area including four documented stations.

In 1834 when public schools were mandated by the state, West Vincent Township responded with building five basic education schoolhouses that all remain standing today. West Vincent Elementary School is extremely proud of our historic roots, and the residents of this community work hard to remain true to the rural nature of its history. While the community has progressed with many modern homes and businesses, many of the historical features of the community are still intact, honored, and celebrated.

The Owen J. Roberts School District is led by a proactive school board and administrative team that values education and has supported the educational programming with excellent facilities, resources, and materials, and consistently demonstrates an attitude of always seeking out opportunities to improve student lives. As a result of excellent leadership, West Vincent Elementary School students are prepared for the challenges they will face upon graduation.

West Vincent is academically focused on student performance at each grade level. There are limited instructional minutes in each school day, so we create an annual goal of protecting instructional time and utilizing every minute possible for teaching and learning. The entire staff welcomes the challenges of educating over 500 students every day with a focus on student growth, performance, curriculum alignment with state standards, and exceptional lesson planning. This creates the learning environment needed to accomplish our stated goals of student growth.

For the past six years, the dedicated staff of West Vincent has worked hard in creating and maintaining professional learning communities. A significant component of maintaining our professional learning community is having a shared vision, encouraging a culture of collaboration and leadership, and seeking out opportunities for teacher growth. The staff, faculty, and administration continually analyze student growth as well as our professional learning. Each grade level meets weekly to review student learning goals for the week, discuss teaching practices, plan lessons, examine pacing of our curriculum, and articulate needs of staff to accomplish the weekly goals.

West Vincent focuses on more than just academic growth of students; there has to be a balance of social-emotional growth as well. The warm and vibrant climate and culture of our building stems from a collaborative mission from staff and the active involvement of the parents and community members. The Parent Teacher Association (PTA) is an integral part of what makes West Vincent a genuinely successful school. Our annual “Back-to-School Bash” brings the entire community together to celebrate the beginning of the school year with lots of games, activities, dancing, food, and of course, a good old-fashioned dunk

tank with teachers, parents, and the principal participating.

One of the most impactful activities that the PTA supports is our All Pro Dad breakfasts. An average of 200 dads and their children attend meetings that are held four times each year to discuss what it takes to be a great dad, celebrate our children, and share common messages such as thankfulness. The All Pro Dad program has been woven into the fabric of West Vincent and is true to the stated goals of love, leadership, dedication, and teamwork. Additionally, the PTA supports the instructional programming through assemblies, field trips, and many family nights that all celebrate the community and school partnership.

As you can see from the short description above, West Vincent Elementary School is a reflection of the professional staff, supportive community, and it's part of a historic school district that places a high value on the academic, social, and emotional development of all students. At West Vincent, we are extremely honored and humbled to be considered for this recognition. In a small way, this recognizes the hard work and tremendous effort by so many unsung heroes as well as what each member of the school community contributes to enhancing student experiences. All stakeholders work together every day to make a difference in the lives of the children we serve. We are West Vincent Proud!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The core curriculum in each of the four main subject areas are aligned to the state standards, and part of student growth is measured by the Pennsylvania System of School Assessment (PSSA). Consequently, we spend time and energy ensuring our curriculum is aligned, and each grade level throughout the building works together to support the entire program. The curriculum is aligned K-12 so as to prepare all students through graduation for 21st-century learning. We incorporate technology to augment our instruction in all areas, with the primary focus being to enhance the instructional program.

The English Language Arts (ELA) curriculum weaves together Pennsylvania Core Standards for reading, writing, listening, and speaking. Each grade level has a curriculum calendar to provide consistency in pacing across teachers with specific ELA content. The ELA curriculum is spiraled year-to-year building on research on reading/writing development and connecting concepts in a consistent manner year-to-year.

The reading and writing curriculum is delivered using the Reading and Writing Units of Study from the Teachers College Reading and Writing Project, Columbia University. All students receive grade level instruction during the class mini-lesson (explicit instruction) and then are provided with differentiation utilizing a workshop approach. During the reading and writing workshops, teachers can provide small group instruction to meet the range of learners in the classroom. Areas of direct teaching range from word-solving in context to analyzing the author's craft in both reading and writing. Content in ELA also includes an emphasis on grammar/conventions, handwriting (print and cursive), vocabulary acquisition, phonics, phonemic awareness, and fluency.

Students are assessed using the K-5 learning progressions so that we can track progress, student growth, and ultimate achievement of the PA Core Standards. We use benchmark assessments to identify students who may benefit from intervention in addition to the core curriculum. The school has formal benchmark data meetings three times a year, with interval meetings to review progress monitoring data, making adjustments to interventions based on a student's response to the intervention.

Sample assessments include Fountas & Pinnell Benchmark Assessment System (3rd Edition), Classroom Diagnostic Tools (CDT), High-Frequency Sight Words, Word Journeys Development Spelling Assessment, pre and post-on-demand writing to include narrative, expository, opinion/argument, and Text Dependent Analysis (TDA). To ensure consistent instructional delivery across classes and grade levels, school teams, which include our ELA teachers, regularly observe other teachers using a standard checklist of expectations for teaching ELA. Feedback from these learning opportunities is used to strengthen the entire literacy program.

1b. Mathematics:

Teachers at West Vincent Elementary teach the Pennsylvania Core Math Standards through a variety of approaches and with a variety of resources. During the curriculum cycle, our teachers ensure that all of the standards and expectations are integrated into the district curriculum so that students have the opportunity to learn the critical concepts in mathematics needed to be successful in middle school mathematics.

Our primary resource for delivering the curriculum is the Everyday Mathematics program (EDM) University of Chicago. We chose this program because it builds a broad foundation and fluency. For example, all students construct their learning of mathematics, as they are exposed to concrete and pictorial representations of numbers and operations. Teachers model various problem-solving strategies to allow students the opportunities to choose strategies that work best. Most importantly, students get to participate in rich mathematical discourse.

West Vincent supports our students in Tier I and Tier II intervention in a variety of ways. Students are supported in small groups in the classroom or with pull-out instruction from the building math specialist. During this time students are retaught concepts with the use of manipulatives and other early numeracy interventions such as but not limited to the following: frames, math racks, base ten blocks, counters, and bar models.

In addition to interventions, differentiation is continuously taking place in the classroom. West Vincent teachers use data to drive their instruction. Teachers analyze data from Star Math, Curriculum Diagnostic Tools, unit assessments, and formative assessments to determine areas of need. Based on the analyzed data, teachers frequently pull small groups to help support students who may require additional support or benefit from enrichment on content. Formative and summative data collections take place daily using the workshop model and on professional days provided within our programming. Teachers are continually using their resources to enhance student learning through the use of EDM math games and technology tools online.

1c. Science:

Our science program spirals through prescribed units of study from Biological, Physical, and Earth Sciences into every grade level as the backbone for what students learn. The units of study are aligned to State and National standards to ensure balanced coverage of all eligible content that is both vertically and horizontally aligned.

Content from all three branches of science is first introduced in kindergarten through second grade. As students move through grades three through six, content is reinforced and applied in more depth. A standards-based report card is used to document students' progress and to inform mastery within each branch of science through vocabulary, experimentation, and common unit assessments.

Science is not taught in isolation. Teachers incorporate non-fiction reading opportunities, technology integrations, coding challenges, writing strategies, map reading connections, and math applications to increase students' interests and knowledge in how the natural world operates through observation and experimentation. Each grade level follows district benchmarks for the development of science process skills (measurement, use of tools, and experimentation) within the prescribed units of study from the three branches of science. For example, students in fourth-grade study ecosystems (Biological), electricity & magnetism (Physical), and weather instruments (Earth) through required lessons, labs, challenges, reading, and projects.

An extraordinary benefit in the delivery of science is the expectation for students to explore, design, and create projects utilizing the main topics of study. The approach for science instruction is more than teaching young people about science. At West Vincent Elementary our students actually live science, instead of just learning about it.

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

Students at West Vincent engage in social studies lessons to learn about the school and the local community, the history of the region and our nation, and to develop an understanding of global cultures. Students integrate language arts skills by reading and writing with social studies topics. Primary grade social studies lessons begin by learning about the community members in the school and local area. In intermediate grades, classes involve the geography and history of the state of Pennsylvania.

Students learn about the rich historical significance of the local area and the contributions of colonists and members of the government by visiting the Constitution Center as well as other regional venues. Students in fifth and sixth grade are engaged in national and global issues as part of specific performance assessment tasks. These include analyzing digital content about world issues and developing argument essays for topics which integrate current global events, geography, and science. Standards in all four strands of the social studies – history, geography, economics, and government/civics – are addressed at each grade level.

Civic learning and engagement is fundamental at our school and takes many forms. Service club
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opportunities are offered which allow the students to become involved in local community service projects and fundraisers working in conjunction with both the local Kiwanis Club and Lions Club. Along with these service options, our school conducts two successful programs that are held right at our campus. First, we organize an annual Veterans Day program to invite local veterans and family members of our students who are veterans to be honored for their service to our country, while at the same time fostering patriotism and awareness of the military. We also offer an International Night, where we celebrate the growing diversity in our community. The students, parents, and community members come together to share activities, cultural highlights, and a variety of cultural foods.

Social Studies instruction in our district emphasizes the mastery of specific “21st-century skills” that our graduates are expected to master with an eye on becoming contributing members of society upon their completion of school. Our teachers routinely conduct lessons and projects that emphasize technology integration and information fluency, collaboration with their peers, and creativity.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Art education classes serve all students kindergarten through sixth-grade and meet once during our five-day rotation. Arts instruction supports students with the development of fine motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Our art experiences boost critical thinking, teaching students to take their time to be more careful and thorough in how they observe the world. At West Vincent we believe art education reaches students who might have trouble engaging in regular classwork. Additionally, through the arts, all learning styles are addressed: visual, auditory, and kinesthetic.

At West Vincent art education connects students with their own culture as well as with the wider world. Teaching the elements and principles of Art gives our students a “toolbox” to use when creating art and presentations. There are close connections with art and science (evaporation of clay, solutions of water and pigment, water and crayon wax resist, etc.) and art and math (symmetry, balance, shapes/forms/geometry, proportion, etc.). Finally, our school community supports our efforts in expanding art awareness with all of our students. We have several mosaic murals that reflect our ability to connect to our community history, have practical application for learned art education standards, and leave a beautiful legacy for all current and future students to learn.

The physical education program partners with the health topics at West Vincent by beginning with laying the foundation of basic locomotor movements at the kindergarten and primary levels. From there, students progress to more advanced motor skills while eventually learning sport specific skills as the students grow and mature. Again, an emphasis is placed on short and long term goal setting, inclusion for all students, and cooperative activities as the whole student is the focus. Classes are often challenged to work together as a team to accomplish goals during extensive cooperative learning scenarios.

West Vincent also houses the school district’s Autistic support classrooms, and these cooperative lessons teach students to see the larger picture of the whole community and how all students’ input is not only valued, but needed to be successful. Through the physical education program, students show growth in their motor skills as well as in their whole character development. Benefits of the program are evident as West Vincent students show positive peer interactions, good sportsmanship, and strive to do their best, setting personal goals in and outside of the gym. As you can see our primary focus is whole child development and learning how to keep oneself healthy.

The library at West Vincent is a vibrant, student-friendly environment. It contains over 18,000 books and
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materials that are geared toward supporting student interests as well as helping support grade level curriculum content. Students come to weekly library classes for a 45-minute time period. Within that time, they are actively engaged in high-quality literature discussions that then lead to research projects, exploratory projects, and technology-based projects. The librarian also teaches units on digital citizenship, online safety, and website analysis so as to prepare students for the ever-changing face of technology in their lives. The librarian supports each classroom by providing books on “loan” for curriculum topics they are studying so that students have access to specific literature. The librarian uses the Future Ready Literacy Standards to inspire and support the reading lives of both students and teachers within West Vincent Elementary School.

West Vincent offers string and band instrument lessons. Lesson groups are made up of three to six students and meet once every five school days for 30 minutes. Students in grades 3-6 may participate in string lessons, and students in grades 4-6 may participate in band lessons. Students involved in lessons are invited to perform in winter and spring concerts. We know that learning to play an instrument builds responsibility through practicing outside of school and attending lessons during the school day. Lessons also afford students another opportunity to work as a team with their lesson group and their performance ensemble. There is a strong correlation between music and math class, and consequently, instrument students are taught to recognize similarities in reading music and reading graphs. We also work on fractions to be able to read note lengths.

Additionally, at West Vincent we offer general music and chorus for our students. Each grade level is engaged in an Orff Schulwerk based curriculum that emphasizes active participation in singing, playing instruments, and creating their own compositions.

Students in grades K-2 work towards building essential musical skills: singing with correct technique and in tune, playing unpitched and barred percussion instruments, and composing within known structures. All skills are practiced both alone and with others. Community building is also an integral part of what we strive for in music class.

In grade 3 students begin their study of the soprano recorder in addition to continuing to grow in their understanding and execution of the basic skills from the primary grades. Fourth-grade through sixth-grade students have the option of joining chorus, which performs bi-annual concerts that include instruments as well as singing. The spring performance is combined with our school’s annual art show and is known as Fine Arts Night.

Fifth grade students add the ukulele to their instrumental study. They may also audition for Chorus Fest, a one-day honors chorus comprised of students throughout the region. Once students have risen to sixth grade, they have many years of practice applying the musical skills they have learned independently. These student-musicians complete a self-directed unit on playing the guitar, provide the ceremony music for their promotion and compose pieces for public performance.

3. Special Populations:

West Vincent has an Instructional Support Team which monitors student progress on a bi-weekly basis and adjusts and adds supports to assist in student growth. Students who are not meeting district expectations/benchmarks receive support through our language arts and math specialists. If a student continues to struggle, the team recommends a multi-disciplinary evaluation to determine if there is a need for specialized programming. Our school is staffed with highly qualified, certificated special education staff, who deliver learning, emotional, and autistic support services with care, compassion, and fidelity.

West Vincent Elementary also offers specific Autistic Support programming. These programs are supported through valuable partnerships with the Chester County Intermediate Unit and the Pennsylvania Department of Education Autism Initiative. Such partnerships provide ongoing training and support for the teachers and paraprofessionals within these programs to maximize the potential for student growth and success.

ethnicities. At that time, our Asian population was less than 1% of the total student population. Today, West Vincent's Asian population has increased to just slightly over 20%. As this particular population grew, so did our school's attention to its English Language Development (ELD) program. Each year, staff participate in professional development which addresses the following: Levels of English language proficiency, English Language Proficiency Standards (ELPS), Differences between Basic Interpersonal Communicative Skills (BICS), Cognitive Academic Language Proficiency (CALP), and adaptations and accommodations for English learners using the Can-Do Descriptors.

Students who qualify for our school's ELD program according to the state's English Learner Identification Procedure receive supplemental instruction with our certified ESL teacher. The four language domains, listening, speaking, reading, and writing, are the focus of instruction. Our EL students are instructed primarily in a pull-out program that differentiates with regards to each student's level of proficiency, grade level, and previous school experience. West Vincent embraces diversity and individual needs in all learners including our increasing EL population.

Finally, we are a high performing school with students who have demonstrated a need for gifted education, and these needs are met through our Academically Talented Program (ATP). In ATP, students work with their teachers to identify their academic strengths and talents. Based on the students' present levels of educational performance, a Gifted Individualized Education Plan (GIEP) is constructed to promote growth in these areas of strengths. Students work to meet goals that challenge them in their areas of strength, above and beyond the general education curriculum.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture at West Vincent is one that nurtures all aspects of each individual. We know how important it is to include the entire community into the educational process in order to feel a connection and see growth. This is a cross-team approach where we cultivate a high level of connectedness between the students, staff, and community.

This year, West Vincent was awarded a grant through the Pottstown Area Health and Wellness Foundation as the School Health Initiative Wellness Champion for the county. Criteria for this grant included establishing a wellness culture, employee connections, and stress management. Every aspect of our school looks at our students as whole individuals. We incorporate their social and emotional well-being into their academics, physical health, and relationships. Our school nursing program looks at the whole child and is built on principles of healthy body and mind. This includes integrating aspects of stress management in order to help alleviate somatic symptoms that are linked to their emotions.

Another way we have encouraged the connectedness is through the West Vincent Mentor Program. This innovative monthly program pairs 10-12 students with a faculty member to develop relationships while working on social-emotional skills. Skills like resiliency, growth mindset, communication, and empathy are explored through this curriculum. Social-emotional lessons are further integrated into classrooms through classroom meetings. Time is set aside to listen to one another and learn lessons on interpersonal and relationship skills which leads to a stronger school community.

Every staff member has a poster on their door on which other staff members can write “shout outs” to recognize their individual contributions to the school. There is staff participation at all levels throughout the entire building. Our custodians, office personnel, paraprofessionals, and faculty make the concerted effort to celebrate and recognize each other’s contributions to the positive climate throughout the building. Once students see the positivity coming from staff to staff they want to participate as well. K-Kids, a community service focused club, hung a “shout out” banner in which students are able to write kind words and compliments to one another as well as staff members.

West Vincent is fortunate to have a high level of parent involvement. Parents are woven into various pieces of our school and educational experience. Throughout the school year, there are many opportunities to participate in the educational process. For example, parents help plan and attend the classroom celebrations, serve as "mystery readers" in which they read stories to classes, and showcase and educate classes on their careers during our annual career day. The PTA hosts breakfasts where students, staff, and parents come together to listen to motivational speakers and share their own experiences with one another. These approaches help to bring students, staff, and the community together in relevant ways and strengthen their connections to one another and the West Vincent school community.

2. Engaging Families and Community:

West Vincent Elementary School is a high performing school that is continually looking for opportunities to enhance our student and parents’ experiences. Communication is key to every successful organization, and West Vincent is no different. There are open lines of clear and consistent communication between all stakeholders. Student academic and social development are paramount to our overall school mission, and staff takes it very seriously. As a result, the staff of West Vincent work hard to ensure parents know and understand their child’s growth throughout the school year. This is accomplished Weekly newsletters that are sent to parents informing them of what students are working on. Additionally, the principal works with the parents in a variety of settings to maintain an understanding of the direction the district is moving in throughout the current school year as well as in the future.

West Vincent Elementary School has an incredibly active Parent Teacher Association (PTA), whose purpose is to be a powerful voice for all children, a relevant resource for families and the community, and a

strong advocate for the education and well-being of every child. These goals are achieved through several programs and activities, produced to enhance our children's educational experience. All the programs offered through the PTA are free.

The Wildcat Walk-a-Thon has become one of our biggest events. Through this event, we partner with local businesses, families, and community members to raise funds to support multiple social and educational programs held throughout the school year. During this sixty-minute event, all students, teachers, and school staff come together to achieve a common goal using fitness and school spirit as a bonding experience.

Our after-school programs, such as Martial Arts, Book Club, Fitness Club, and Art in the Afternoon, team students with local businesses and community members and encourage them to try something new and perhaps learn a new skill. Our movie nights, bingo nights, Back-to-School Bash, and Spring Spectacular promote spending quality time with family and friends.

Our All Pro Dads breakfasts and Social and Emotional Learning breakfasts create a dialogue between parent and child and provide tools to enhance parenting skills. The West Vincent PTA supports support several educational events. International Night, held every other year, encourages students to learn about their heritage and then present their findings to the community. We also support the science fair and hold two book fairs during the school year.

West Vincent Elementary values and encourages beneficence to our community. The PTA sponsors food drives during each of our family events. The PTA also works with the local food bank to provide backpacks, containing donated food, to those students and families in our school who are less fortunate than others. Through the events and programs listed above, the West Vincent PTA successfully works with family and community members to improve West Vincent's student success and the overall school environment.

3. Professional Development:

All staff is provided with district professional development for each specific content area, and then it is followed up at the building level by a department and/or grade level. Our math district supervisor and language arts supervisor provide leadership to West Vincent through whole faculty meetings as well as through team common planning meetings. During these meetings, the focus is on providing help on common core standards as well as eligible content per grade level.

At the building level, we also have our own Academic Coach. During these weekly meetings, the teachers and the academic coach collaborate to determine how to incorporate the professional learning within their classroom. The Academic Coach is then able to support staff at the classroom level to help build teacher capacity for continuous improvement. This is through professional learning communities. At this time, staff with the assistance of the Academic Coach, look at the curriculum to ensure the alignment of the common core state standards, analyze student data, and help ensure that the content of the lessons aligns with the standards.

The Academic Coach often supports in various classrooms throughout the day in the effort to implement curriculum. This is done through individual meetings with teachers, modeling lessons, team teaching, and providing opportunities for teachers to observe each other. Teachers work collaboratively to align their daily objectives with the state standards on a weekly/daily plan. The goal is for teachers to feel a sense of collaboration and inclusion within West Vincent Elementary. Teachers share ideas and best practices in an effort to grow as educators.

The Academic Coach, Supervisor, and Principal work collaboratively to help nurture the growth of a new educator. Before the year begins, new teachers are provided with a six-day orientation to assist them in equalizing their instructional practice to that of their established peers. Induction throughout the year includes monthly district after-school sessions focused on specific content such as classroom management, lesson planning, communication, learning styles, reflection, differentiation, and assessment.

Professional learning is personalized for individual staff through yearly goal conferences with the Principal, one-to-one coaching, and differentiated supervision.

4. School Leadership:

At West Vincent Elementary School, the school principal makes it clear that his vision is to create opportunities for all staff to be treated as professionals. This creates an environment that is conducive to shared leadership throughout the building. It is the expectation that each teacher knows his or her students' strengths and areas for growth, and most importantly, that they establish relationships with their families built on trust. Each teacher has been empowered and has the flexibility to make decisions that will be in the student's best interest. Additionally, teachers are expected to be leaders in the building as well as throughout the district.

The principal's leadership style is one that encourages staff to share new ideas, seek out opportunities for professional growth, lead whole faculty meetings, add to the climate and cultural experiences for all school community members, and to have open honest conversations about areas that need to be addressed or changed to better the entire organization. That does not mean all new initiatives are acted on, but that the principal gives each suggestion thoughtful consideration and pursues all which offer a positive benefit for students.

The leadership structure of the school is one that reflects many schools throughout the country. There is one principal and one head teacher, who work together on management issues throughout the school year. Next, there is a team that meets bi-weekly to discuss any students who may be in need or are exhibiting concerns for teachers. This team consists of the principal, instructional support teacher, guidance counselor, school nurse, reading and math specialists, school psychologists, and our academic coach. All team members work together to coordinate services and accurate data on student academic and social development.

Additionally, there is a Steering Committee that meets at least once a month to discuss building wide issues, dissemination of information, district initiatives, and updates that teachers need to incorporate into their daily practice. This team consists of representatives from each grade level, specialists, special education, and the principal. The principal meets with the paraprofessionals once a month to provide staff development, share ideas, and get feedback on management concerns from their vantage point.

Finally, many of these committees and teams are focused on management issues and accountability, are a forum for honest discussions, and build positive climate for students and staff. Agendas and notes for each meeting are on a shared Google drive for all to see and read. In these ways, all staff have the ability to be an active member in the direction our school is moving. The staff has embraced and work to maintain professional learning communities as our main leadership structure of West Vincent. The results from student performance, parent feedback, and feedback from staff have all contributed to the school's continued success on multiple levels, and most importantly the positive climate throughout the building.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

West Vincent Elementary School's success can be attributed to our unique approach to data analysis of student achievement, and the synergistic teamwork of our professional learning community. Here at West Vincent we strive to meet all students' needs in an effort to achieve student success. Data meetings are held three times per year, in addition to bi-weekly instructional support team meetings, and data discussions during weekly grade level meetings.

Data meetings are scheduled for each grade level team before the start of each trimester. The grade level teams are supported by the Principal, the Academic Coach, the Reading and Math Specialists, Gifted Support Teacher, Learning Support Teachers, and the Instructional Support Teacher. The data is presented in an organized fashion by the Instructional Support Teacher (IST). During the data meetings, the grade level teams are given the opportunity to view and analyze their students' data with the collaboration of all meeting members. The data is compared to the grade level benchmarks.

During the meetings, the teachers' first review is of the students who are performing below benchmark in reading and/or math. The students performing below benchmark will receive tier time support or classroom interventions. Students who are determined to need tier time support are assigned to work with the reading or math specialists for 30 minutes daily to focus on their area of need. The groups are flexible and can be changed based off of student data and student progress that is analyzed during data meetings. Classroom interventions are developed collaboratively with the support of each team member. Various interventions can be implemented depending on student needs. The interventions support the common core state standards. Interventions used at our school are Leveled Literacy Intervention, small groups for reading fluency, small grouping for writing support, and differentiation provided by our math curriculum, and Everyday Mathematics. Through the use of these interventions with students who may be struggling with reading, writing, or mathematics we are able to increase their level of achievement.

Finally, West Vincent holds bi-weekly Instructional Support Team meetings. The purpose of these meetings is to review/discuss specific students across grade levels who continuously fail to show progress. This meeting includes the school nurse, guidance counselor, reading and math specialists, speech therapist, academic coach, principal, IST, and school psychologist. Student progress is reviewed to determine whether the student needs more time, more interventions, or an evaluation. All stakeholders at West Vincent Elementary School have a strong sense of ownership in the academic and social development of every student. As a result, our school community values education, maintains our historical roots, and most importantly, has high expectations for continued student growth.