U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Dr. Andrew McLaughlin Ed.D.

Official School Name: Pocopson Elementary School

School Mailing Address: 1105 Pocopson Road
West Chester, PA 19382-7049

County: Chester State School Code Number: 7736

Telephone: (610) 793-9241 E-mail: amclaughlin@ucfsd.org

Fax: (610) 793-7792 Web URL: http://pes.ucfsd.org/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Sharon Parker Superintendent e-mail: sparker@ucfsd.org

District Name: Union-Chadds Ford District Phone: (610) 347-0970

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Timotha Trigg

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. 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.

9. 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.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   6 Total schools in district
2. District per-pupil expenditure: 15825

SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	29	33	62		7	0	0	0
1	56	44	100		8	0	0	0
2	43	50	93		9	0	0	0
3	46	55	101		10	0	0	0
4	64	51	115		11	0	0	0
5	55	68	123		12	0	0	0
							Total in Applying School:	594

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
9 %	Asian
1 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
87 %	White
2 %	Two or more races
100 %	Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	13
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1, 2009	614
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 3

Number of languages represented, not including English: 2

Specify languages:

Russian and German

9. Percent of students eligible for free/reduced-priced meals: 2%

   Total number of students who qualify: 12

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

10. Percent of students receiving special education services: 13%

    Total number of students served: 76

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

2	Autism	0	Orthopedic Impairment
1	Deafness	6	Other Health Impaired
1	Deaf-Blindness	38	Specific Learning Disability
1	Emotional Disturbance	26	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	27	0
Special resource teachers/specialists	18	10
Paraprofessionals	17	7
Support staff	13	1
Total number	76	18

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

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	97%	96%	97%	97%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	0%	4%	4%	0%	2%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

Pocopson Elementary School (PES) is located in Chester County Pennsylvania, nestled among rolling hills overlooking the Brandywine River. Pocopson is situated in close proximity to the county seat, many historical landmarks and national attractions such as the Brandywine Battlefield and Longwood Gardens. PES offers a rich backdrop to its 600 students and 93 staff members. It is one of four elementary schools in the Unionville-Chadds Ford School District.

In the school's third year of operation the faculty and staff underwent a yearlong process of developing a mission and vision for the school that would guide its daily operations. Our mission is to create a warm, nurturing and caring atmosphere that makes all children feel they belong; thus cultivating a learning environment that encourages children to reach their full academic and social potential. This vision is prominently posted upon entering the building as a daily reminder to every one of our commitment to these goals.

In order to realize this vision for our students, PES teachers and staff systematically engage in regular reflective and professional development activities in an effort to improve their pedagogical skills and practices. The PES faculty has developed a climate in which they value research and embrace the opportunity to share innovative instructional techniques with fellow team members. The PES faculty is an example of professional learners that support each other in a desire to provide the best practices for the PES students.

Our students experience a rich and all-encompassing curriculum that includes instruction in language arts, science, mathematics, and social studies. Students also receive specialized instruction in health, music, applied technology, art, physical education, and information technology as well as world language. The social and emotional growth of students is cultivated with the services of a developmental guidance curriculum.

PES offers a continuum of on-site programs and specialized services to support the individual student. At the center of the support program, is our Response to Intervention program. Our RtI program called, "Roving Readers", provides timely reading support to readers in grades one and two, based on data-driven results. We assess all students in grades kindergarten to five several times a year in math and reading to ensure they are making progress toward national norms. Students not making progress receive immediate targeted intervention. The needs of our students are met through a myriad of specialized support staff, teachers and therapists. Two full time guidance counselors and one school psychologist meet the emotional and educational needs of our students. A comprehensive curriculum for our academically talented students further enhances their learning opportunities.

Parent and community support highlights one of the greatest treasures of Pocopson Elementary School. Parents share their time, skills and talents by working closely with the school to ensure that students are reaching their full potential. Parents participate in committees that monitor and update curriculum, help determine educational needs and prepare their students daily so they are ready to learn. They work with the greater community to develop a magical learning environment in which students enjoy learning. The parents through the Parent Teacher Organization (PTO) have initiated the development of many enhanced learning environments for our students such as an outdoor learning center, raised garden beds, and a nature trail. Four distinct locations of the building have been re-designed and created by the parents for multi-purpose educational instruction. The PTO volunteers their services for a number of co and extracurricular activities including world language programs, Art in Action, Girls on the Run, Lego Robotics and parent-child reading workshops. The PTO is an invaluable asset to the school. Its tireless commitment and continued support greatly enhance the educational experience of the students at Pocopson.

Although it is a young school, Pocopson has developed many traditions in the past nine years. These traditions celebrate the whole child. Cultural development is enhanced through annual Art and Garden Celebrations, art and talent shows as well as musical concerts. The physical well-being of our students is met through programs including Healthy Heart Week and field day celebrations. Community building activities include our peer buddy program, Grandparent's Day, Adopt-A-School program and the SAGE (Seniors Applying Generational Experience) program.

Our school year culminates with one of our finest traditions: the presentation of the Pocopson Patriot Cup. The "cup" serves as a yearlong motivation that encourages our students to practice good character traits through challenges monitored by the staff and principal. Points are awarded weekly for demonstrating school spirit and acts of respect, responsibility and appropriate behavior.

Since the inception of No Child Left Behind, Pocopson has achieved AYP status. PES provides a high quality education in which the needs of all learners are met. Students are encouraged to develop and achieve their highest potential. Pocopson is an engaging community of learning where children come through the door each day happy and eager to learn.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

PES participates in several standardized assessments on a yearly basis. The purpose of these assessments is to measure student achievement with respect to state standards and district curriculum. Students in grades 3-5 are assessed using The Pennsylvania State System of School Assessment (PSSA). There are four levels of performance on the PSSA. The highest level of achievement is *Advanced. Advanced* scores indicate an in-depth understanding and an exemplary display of skills of the Pennsylvania Academic Content Standards. *Proficient* level scores indicate satisfactory academic performance in the aforementioned standards. *Basic* level scores indicate a partial understanding and limited display of skills, and *Below Basic* level scores reflect little understanding and a minimal display of skills. The performance levels that indicate "meeting the standard" are Advanced and Proficient. (Additional information regarding PA state testing and performance levels can be found at: http://www.portal.state.pa.us/portal/server.pt/community/school_assessments/7442 .

Although 97% of our students score proficient or advanced, our mission is for all students to score above proficient. We are keenly aware that 3% of our students did not reach this level. We monitor all students' achievement and provide supplemental math and reading instruction for students in need of additional support. The majority of students who scored within the *Basic* or *Below Basic* range are serviced under Individualized Education Plans (IEPs). Students with IEPs at PES have multiple types of disabilities that can affect their performance in math and reading. The degree to which their disabilities affect their achievement is varied. Several of the students scoring *Basic* or *Below Basic* also have speech and language needs and/or present with a range of developmental disorders. This discrepancy in achievement is one of the reasons we initiated our Response to Intervention (RtI) program. Our goal is to identify students with academic challenges early, and quickly provide appropriate interventions and support. While the percentages for students with IEPs who scored at the *Proficient* level are below our building's averages, the scores are significantly greater than the state's averages.

In addition, we have found after examining the data, that a percentage of the students who did not reach proficiency are students that moved into our school part way through their elementary career. To address this need, new students receive additional support in applicable areas.

At PES we value the information that standardized tests provide us, and we use this data as a tool to make instructional decisions. Although most of our students score at a proficient or above level, we still find great value in the data. We use it to modify curriculum relative to the needs of our students.

PES also administers several non-state mandated tests to measure student growth in the areas of literacy development and math. Every child is assessed several times a year to make sure they are making progress toward national standards.

As part of the Response to Intervention program, all First and Second grade students are assessed every six weeks using a battery of tests including DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Students are then provided instruction based on their reading needs. In the intermediate grades, reading is measured using The Group Reading Assessment and Diagnostic Evaluation (GRADE). This assessment determines which skills students have mastered in the areas of listening comprehension, vocabulary development, and passage comprehension. All students in grades two to five are also assessed in math using The Group Math Assessment and Diagnostic Evaluation (GMADE). To assess students relative to state standards, all Third through Fifth grade students are assessed using computer programs called Study Island (for reading and math skills) and First in Math (for math). These programs help us identify students who are functioning below grade level. These students receive intensive follow-up instruction by the reading support teacher, as well as individualized and/or small group instruction in their classrooms to address areas of need.

Pocopson uses data to guide instruction. Although in our nine-year history as a school, we always achieved AYP status, we diligently use data to find ways to further meet the needs of our students. In the last five years we moved our students closer to the goal of 100 % proficient or above for all students. An example of this is our reading scores. In the last five years, the three-grade average moved from 90% proficient or above to over 97% proficient or above. We have worked to make the same gains with our largest sub group, special education, even though this subgroup has more than doubled in size. With scores at or near 100 percent in all grades last year, we continue to dedicate large amounts of time to examining data and looking for ways to improve instruction and curriculum.

2. Using Assessment Results:

Assessment results are a valued tool for making instructional and curriculum decisions at PES and therefore take a role of great importance in our regular routine. Shared decision-making is a foundational principle at PES. The data is examined and planned for in a team capacity. PES has a Data Team that is comprised of teacher representatives from each grade level and the special education department.

Each year the data team uses assessment data to develop an action plan with the goal of having all of our students reach proficiency or above on statewide tests. The plan includes strategies for identifying and addressing school-wide curriculum weaknesses as well as specific students who need individualized support.

In developing this plan, the data team representatives meet with their grade level representatives to identify deficiencies and needs both at the school and grade level. Each grade identifies students that need extra support and develops a plan for below-level students. Each team also identifies curriculum items, such as academic anchors, to determine areas of remediation.

These team members then meet with the school-wide team to share results. At these meetings, we look for areas where other grade levels may be able to provide support or additional instruction to help strengthen the identified needs. Each team member also shares ideas, across grade levels, on instructional strategies that are used to address academic anchors. All of this information is put together in a proficiency plan with the goal of having all of our children reach proficiency. It includes an identification of a weakness, an examination of root causes, as well as materials, strategies, and the responsible persons for implementing the plan. This plan is then shared with the entire faculty. As the year progresses, each member of the team monitors the implementation of the plan.

In addition to the data team, there are other avenues that use data to identify students that need additional interventions. The classroom teacher, with the reading specialist and parents, monitor screening tools such as DIBLES, GRADE, GMADE and RtI assessments. Through IST and the RtI different interventions are tried and monitored. As part of the monitoring process, when interventions do not succeed, other scientifically research-based strategies are applied in an effort to see a student succeed.

3. Communicating Assessment Results:

PSSA results in the PES community are posted in local and city newspapers in late summer and early fall. The Unionville-Chadds Ford School District Newsletter documents the PSSA results in October of each year, and is posted on the district's website. Links are emailed to parents. In addition, the district's board of directors discloses the PSSA results at the October school board meeting. Further results are shared with the staff via email from the principal in the spring, and are reviewed at the first faculty meeting of the year. The Superintendent highlights the results at district-wide staff meetings. Parents receive their child's PSSA results in individualized progress reports unofficially in the spring, and then the fall when the formal reports are released by the state. Once a year, the Assistant to the Superintendent and the Director of Elementary Education hold a meeting at PES for parents to review PSSA results and answer questions.

Standards-based report cards are distributed four times a year at PES. Parent conferences are scheduled twice a year. Assessment results from the RtI program are reviewed with parents at conferences. If a child's performance is indicating any type of difficulty, a parent conference is held after each six weeks of the RtI cycle. In grades three to five, assessment results from GRADE, GMADE and Study Island are reviewed with parents during fall and spring conferences. Parents and teachers are encouraged to request additional conferences whenever necessary. On a regular basis, students and parents are apprised of all curriculum-based test results. Many teachers require parents to sign test papers. Test results are also reviewed with those students who did not reach benchmark. Electronic communication with parents has increased significantly at PES. Ideas and plans for improving student performance can be discussed, adapted and modified immediately and expeditiously via email. Emails have not, however, replaced the personal give and take of telephone calls and face-to-face conferences.

PES showcases student performance through multiple venues. Parents and community members are invited to all concerts, performances, and nationally sponsored competitions. Individual classroom teachers invite parents to attend plays, poetry readings, writing workshops, the invention convention, and math mini malls to name just a few events. Students anchor the daily morning TV broadcast, and the news can be viewed via podcast on PES's website.

4. Sharing Lessons Learned:

At PES we pride ourselves on being innovators and seeking new ideas, as well as sharing our successes and the lessons we have learned. We do this in many ways: we meet with teachers from around the district; we speak at professional conferences; and we invite others into our school to view our practices. We cherish the opportunity to share our ideas with other educators and schools. As we welcome others into our school to view our programs and methods, we learn from them as well. RtI is a program we recently developed which highlights these practices. As we formed our RtI program, we went to county level consortium meetings and shared our thoughts with others as they did theirs with us. We invited other schools to come and visit our program to see how we implemented the concept. We also presented our program at several professional development conferences.

Our District prides itself on the fact that it has four elementary schools with one curriculum. We value professional dialogue and make it a priority to enable staff from each elementary school to meet several times a year to share pedagogical strategies and curriculum ideas. We dedicate two staff development days a year for our classroom teachers to meet other classroom teachers throughout the district. Our special area teachers meet monthly to work on curriculum in what we call collaborative teams. The district's reading specialists, school counselors, special education teachers, special area teachers, and teachers of the academically talented attend meetings regularly to discuss programs, curriculum, instructional strategies, and best practices. District administrators also meet regularly to share successful school-wide initiatives.

We have been nominated as an outstanding Title One program. We sent our Title One teachers to a State convention to share the strategies that we use at PES with other schools and professionals from around the state.

PES welcomes groups of educators from other districts to view the many successful programs we have in place. Because of our sound reputation, many local universities and colleges seek placements for their student teachers and practicum students at our school. Our principal serves as an advisory member at several universities as part of their education program.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Pocopson Elementary School embraces the district's commitment to having a strong curriculum. Our core curriculum is continuously strengthened through data analysis and input from the practitioners on a regular basis. Our curriculum exists as a strong and living process by examining best practices, reviewing new materials and modifying perceived weaknesses.

The goal of the Language Arts curriculum is to develop the essential skills of reading, writing, listening, research and speaking. The reading component includes the Five Critical Areas outlined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students write frequently across all disciplines to build fluency and competency in focus, organization, content, conventions and style. Multi-disciplinary research projects and presentations, conducted in conjunction with the librarian and technology teacher, demonstrate the achievement of these skills.

The Science curriculum is based on constructivism and a hands-on inquiry approach. Understanding the scientific method is an integral part of experiments in units such as life cycles, electric circuits, and weather. With support of parents and local organizations, PES has taken science beyond the walls of the classroom. We have developed an outdoor learning center with a native garden, vegetable garden, and a pond that supports many of our science units. We engage in an annual project to raise baby shad from roe and release them in the nearby Brandywine River. This year our students planted over 250 trees along our new nature trail to be utilized for future research projects and help reforest our campus.

The Mathematics curriculum encompasses the essential areas of computational fluency, conceptual understanding of number relationships and problem solving. Teachers use multiple strategies to develop higher order thinking skills such as Singapore math problem solving. Teachers focus on mathematical communication skills to ensure that students develop an insightful understanding of fundamental mathematical concepts. In order to engage students, numerous practices are employed, such as flexible groupings, cooperative and project-based learning, small group instruction, and multi-sensory techniques. Internet-Based math programs are incorporated to support and enhance development of many different skills.

Our Social Studies Curriculum prepares students to understand the geographic, historical, cultural, legislative, and economic forces that shape the world. The curriculum strives to develop the students' understanding of their place in the community. Their knowledge is deepened as they progress through the grades with their study of local and state government, economics and colonial history. Fifth grade students explore American cultures by engaging in a comparative study of North, Central and South America. The Social Studies Curriculum can best be described as dynamic and inter-active; students work in cooperative teams, role-play and interact with a variety of instructional resources. Our students engage in the National GEO Bee competition and history comes alive as fifth grade students present their culminating activity, a living history museum. This activity, where students depict various American historical events, is open to the school, parents and the community.

Art instruction is conducted in a beautiful classroom environment that fosters creativity. The elements of color, form, shape, line, space, and texture are taught as well as an understanding of art in its historical and cultural context. Students acquire the language that allows them to express ideas and opinions about professional and personal works of art. Throughout the year, students develop and maintain a portfolio. In a collaborative process the teacher and students select seminal works of art to be showcased at PES' annual Spring Art Show. In addition, a PTO-sponsored Art-in-Action program augments the Art curriculum. During this Art-in-Action program, parents facilitate conversations with the students while presenting lessons about art theory. Afterwards, they spend time helping students to create a piece of art

in a particular genre. In the past, Art-in-Action projects have included photography, sculptures, and three-dimensional abstract designs.

Music instruction, in our 3 state of the art classrooms, immerses students in the elements and principles of music through listening, singing, playing musical instruments and performing. Students learn to sing unison songs and experiment with two and three-part harmony, rhythmic speech pieces and chants. Students also discover multicultural music. Students interact with a variety of instruments, including Orff instruments, to experiment with pitch, duration, intensity, and timbre. Our young musicians ultimately demonstrate their skills by creating and composing original musical scores and by performing during PES' winter and spring concerts.

The goal of the Health/Physical Education curriculum is to promote a healthy lifestyle. Students learn how their bodies change and grow healthier as a result of physical activity and nutrition. The curriculum supports activities that develop skills for optimal mental, social and physical health. Students acquire skills for movement that provide the foundation for enjoyment and continued social development through physical activity. They begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity.

2. Reading/English:

The goal of the reading curriculum is to provide instruction that focuses on the five critical areas outlined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. After a careful review of various reading series, the Harcourt Collections was chosen as the core program for our reading curriculum because it contains the necessary materials for teachers to instruct students in the areas of comprehension, grammar, phonics, fluency and vocabulary. One of the key components of the program is the leveled book collection that supports instruction in guided reading groups. These books are used to instruct students at varying levels of ability and foster differentiated instruction in the classroom.

PES uses a Response to Intervention approach in grades one and two. This program uses extensive data collection to identify students' needs and then provide small group instruction to address the identified needs of each child in first and second grade. Students are monitored every six weeks and those students that do not respond, are provided different and additional support. Students in grades three to five, although they do not receive RtI, are monitored. If they fall below national norms on regular assessments, they receive additional reading support with one of two reading specialists. Matching students with their appropriate reading levels is currently recognized as a best practice in reading. PES has leveled libraries of all trade books within each classroom in an effort to synchronize a student's reading level with an appropriate book in grades three to five.

Phonics and phonemic awareness are instructed through the Project Read program in the primary grades and the Megawords program is used in the intermediate grades. Both programs are a systematic, multi-sensory approach to instruction in decoding and encoding. Each kindergarten student uses Earobics regularly to build phonemic awareness. Students in older grades use Earobics on an as needed basis. Additional programs that supplement the regular reading curriculum are Read Naturally (fluency skills), Scholastic's Text Talk (comprehension and vocabulary skills), SRA, Linguistics and the Wilson Reading Series (both for decoding and encoding).

3. Mathematics:

As with our reading program, our mathematics curriculum encompasses the essential areas established by the National Council of Mathematics: computational fluency, conceptual understanding of number relationships, and problem solving. PES is committed to having all students reach their full potential. With this goal in mind, we employ differentiation and regular progress monitoring to ensure each student is progressing. Teachers regularly assess and monitor to ensure each student is developing mathematical fluency in relation to math facts. In grades two through five, each child is assessed to ensure

they are meeting national norms and making growth using standardized testing (GMADE). PES offers an accelerated math course for students in grades three through five who demonstrate above average skills.

In addition to a text, supplemental materials were added to the curriculum to provide greater support to the students. Some of the materials include interactive games using iPod centers in the primary grades. Additionally, internet-based software such as First In Math and Study Island provides practice in learned skills. These programs can be used in school and at home. Training programs for parents are provided to help ensure that parents are knowledgeable and are able to help their students use the program at home. (In cases where internet access is not available at home, accommodations are made for the student.) Each of these programs provides diagnostic information that helps the teacher plan instruction and meet PA state standards.

Teachers use multiple strategies to develop higher order-thinking skills such as Singapore Math Model Drawing. A focus on mathematical communication ensures that students develop an insightful understanding of fundamental mathematical concepts. In order to engage students, numerous practices are employed: flexible groupings, cooperative and project-based learning, small group instruction, and multi-sensory techniques. We use several internet-based math programs to support practice of many different skills.

Each year a concerted effort is made to provide support to help the teachers maximize their skills. Teachers are regularly provided with collaborative time to share ideas on how to use curriculum and supplemental materials and manipulatives. Teachers are provided training on how to use strategies such as Singapore Math Model Drawing. Instruction from a local university professor regarding the best strategies to teach math facts is also offered to all teachers.

4. Additional Curriculum Area:

PES is committed to all of its curriculum areas but is fortunate to be situated in a beautiful natural setting that provides a great deal of learning opportunities related to science. The PES community has embraced its fortunate location and has developed many different authentic instructional centers that provide unique opportunities for children to learn about science. With the support of the community and the PTO, PES has developed an outdoor learning center with a garden and pond. This garden was developed with the goal of supporting many units in our science curriculum. Some of these instructional units include Butterflies, Ecosystems, Weather, and Organisms.

The outdoor learning center was so successful that we added six raised garden beds that support other units such as experimenting with plant life. We cycle three different crops through our raised beds throughout the school year. The final phase to the outdoor learning center was a mile-long nature trail. Each class planted eight to ten trees and reforested our campus, emphasizing our commitment to environmental awareness. Children can explore weather changes and observe nature in the different seasons as they travel the trail and watch their trees grow.

We also embraced the fact that we are located along the Brandywine River. Last year we began an initiative to reintroduce Shad to this beautiful river. This project begins in our state-of-the-art science lab. Students monitor water conditions in an apparatus built by one of our teachers to raise fish roe into young fish that are then released by our students into the river.

Further, our science program is designed to make classroom learning exciting as well. It is inquiry-based and built around the big ideas of science. Each unit has experiments and activities supported by a science paraprofessional. Our young scientists can go to one of our outdoor centers or use our science lab to conduct the experiments. Our science program is very successful. In the three years that students have been assessed by the state of PA, 98.7% of our students have scored in the advanced or proficient range. In the last two years, over 75% have scored in the advanced range. Our science program genuinely meets the goals of our daily mission. Science is conducted in a warm nurturing environment that truly and literally cultivates learning and encourages children to reach their full academic and social potential.

5. Instructional Methods:

Each year at Pocopson Elementary School the staff has selected a goal to improve instructional methodology. As a building goal, the staff has worked collaboratively to seek out best practices that allow us to meet the needs of diverse learners. At the core of each classroom are a set of Universal Design for Learning (UDL) principles that create a blueprint for each lesson that help maximize the learning potential for all of our learners.

As part of this universal design, a standard classroom was established that supports the needs of diverse learners. Each classroom is equipped with a variety of resources that increase the ability of diverse learners to access the curriculum. An example of one of these items is a sound field system that amplifies the teacher's voice and distributes his/her voice evenly throughout the room. These systems have proven to enhance the learning of students with not only hearing difficulties, and students with attention deficit and learning disabilities, but all students. Each class works to provide lessons in a multi-sensory approach. To facilitate this, each class has access to computer labs, a Smart Board and a variety of different common instructional areas. There are several common instructional areas that facilitate group presentations, small group work, presentation of projects and working with multiple classrooms.

Each class also uses different principles to support the executive functioning skills of our students. Specific organizational strategies are taught in a sequential manner and then supported as the child moves through the grades. Organizational strategies are taught to students using a common daily planner. Students' desks are organized in a similar manner and teachers use common terminology across the grade levels.

In addition to the many UDL principles that we use in each class, the crux of how we meet the needs of our diverse learners is derived through the Diagnostic Prescriptive process. We use data to identify students' needs and then provide targeted, small group instruction to meet these needs. Children with identified needs are progress monitored to ensure the interventions are effective or if different methods are needed.

A key element to all of our interventions is the involvement of the parents. Parents are informed of the expectations and goals of the classroom. They are involved in decision-making during remediation and are trained in the executive function skills we support in each grade.

6. Professional Development:

The Unionville-Chadds Ford School District and Pocopson Elementary School recognize the importance and value of professional development. Both are committed to making the process valuable for the professional as well as ensuring it improves the learning of the students. Professional development is a multi-tiered process for all teachers at Pocopson Elementary School with each teacher participating in a number of district activities. Tenured teachers establish personal professional development contracts, non-tenured teachers attend a structured induction program and all teachers have access to the financial support of the district in attending graduate education.

At the center of professional development is the six professional development days that the school and district design and provide. Each year our building determines a professional development goal that will improve student learning. It is during these days that the school faculty works to develop these skills. Some examples of these goals are Teaching Executive Function Skills, improving writing skills, and establishing and using guided/leveled-reading libraries. In addition to the building goal, several of the professional development days are used to examine data and make instructional decisions. Several days are also used for district initiatives such a providing collaborative time to discuss and revise curriculum among grade levels with teachers from all schools in the district. A great deal of the focus during these professional development activities is on how the curriculum and practices are helping our students meet the standards. In addition to the days provided, we also have professional development activities that take

place every Monday. This time, called, “Extended Mondays”, is an excellent opportunity to follow-though with initiatives, meet and plan in small groups, and share ideas with the entire faculty.

As part of becoming a standards-based school, there has been an increased collaborative effort among staff members with the selection, implementation, and evaluation of professional goals. Our non-tenured teachers work through a multi-year, rigorous induction program. This includes both activities they must complete individually and workshops they must attend. Tenured teaches are required to submit yearly professional development contracts that they complete individually. The objective of all individualized staff development contracts as well as the induction programs is to increase student achievement.

All of our staff benefit from the generous funding that encourages continuing education through graduate studies, special coursework, and attendance at national and/or local conferences and workshops. It should be noted that most teachers have earned advanced degrees.

7. School Leadership:

My leadership philosophy is simple; keep the school’s focus on the students. I do this by following four main premises: practicing shared decision making, empowering others, and modeling reflective practices while keeping in mind that a school and teachers cannot educate students alone.

A principal’s primary role is to support others so they can help the students. Empowering others and making shared decisions go hand in hand. Our school is filled with bright teachers, staff and parents. It is the principal’s role to empower others to get done what needs to be done. One way to keep a school focused on student achievement is to practice shared-decision-making. The school community will support programs and decisions when they are part of the process. At PES, we honor shared decision-making in many ways. Our best examples are our PTO Executive Committee and our grade-chair committee, made up of representatives from each grade level and a special area teacher. I meet with each committee monthly. During these meetings we reflect on past activities and seek ways to improve them or plan for upcoming events. This same process is used with the development of instructional programs such as RTI and improving writing skills. Once decisions are made, it is my role to support and facilitate the needs of the groups to ensure we can deliver what was planned.

I believe it is also important for a school to be reflective. Teachers need to reflect on how effective a lesson is and if students achieved mastery. I believe that a school leader should model this skill. There are two examples of this at PES. Every year, the staff does an evaluation of my strengths and weaknesses. From this evaluation, I develop a plan on how to improve. At the first faculty meeting of the year, I reveal the results of the evaluation and the plan for growth.

The final premise is that a school is a community of many stakeholders. Student achievement is greater when parents are informed and involved in what is happening at the schools. It is the role of the principal to provide appropriate communication and to ensure the teachers communicate what is happening in the classrooms.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: PSSA

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	97	98	95	96
Advanced	83	66	50	57	76
Number of students tested	122	121	98	82	102
Percent of total students tested	100	100	96	94	100
Number of students alternatively assessed	1	0	0	2	2
Percent of students alternatively assessed	1	0	0	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced	80	91	100		92
Advanced	35	44	56		15
Number of students tested	20	23	16		13
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient plus Advanced	100	100			
Advanced	79	92			
Number of students tested	15	12			
NOTES:					

11PA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: PSSA

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	94	98	95	95
Advanced	68	38	50	57	75
Number of students tested	121	120	98	81	102
Percent of total students tested	99	99	96	99	100
Number of students alternatively assessed	1	0	0	2	2
Percent of students alternatively assessed	1	0	0	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced	80	78	94		84
Advanced	20	9	38		62
Number of students tested	20	23	16		13
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient plus Advanced	100	100			
Advanced	86	58			
Number of students tested	14	12			
NOTES:					

11PA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: PSSA

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	98	100	98	99	100
Advanced	83	89	82	74	76
Number of students tested	120	100	88	108	104
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	2	2	2
Percent of students alternatively assessed	0	0	2	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced	95	100		100	
Advanced	50	80		47	
Number of students tested	20	15		17	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	100				
Advanced	92				
Number of students tested	13				
NOTES:					

11PA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: PSSA

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	98	95	94	92	94
Advanced	65	65	69	54	61
Number of students tested	120	99	88	105	104
Percent of total students tested	100	99	99	100	98
Number of students alternatively assessed	0	0	2	2	2
Percent of students alternatively assessed	0	0	2	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced	90	73		76	75
Advanced	40	33		23	25
Number of students tested	20	15		17	16
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient plus Advanced	100				
Advanced	92				
Number of students tested	13				
NOTES:					

11PA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: PSSA

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	99	93	96	99	95
Advanced	79	66	75	73	76
Number of students tested	101	89	116	105	88
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	2	2	2	1
Percent of students alternatively assessed	0	2	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced	92	72	78	93	
Advanced	54	45	44	60	
Number of students tested	13	11	18	15	
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: PSSA

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	94	90	88	91	87
Advanced	49	51	54	47	50
Number of students tested	101	89	116	105	88
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	2	2	2	1
Percent of students alternatively assessed	0	2	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced	77	55	50	67	
Advanced	0	9	40	13	
Number of students tested	13	11	18	15	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	99	97	97	99	98
Advanced	82	73	69	68	76
Number of students tested	343	310	302	295	294
Percent of total students tested	100	99	98	98	99
Number of students alternatively assessed	1	2	2	7	5
Percent of students alternatively assessed	1	1	1	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced	96	87	85	92	97
Advanced	47	56	53	52	38
Number of students tested	53	49	43	38	25
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	100	100	100		
Advanced	90	88	94		
Number of students tested	35	25	15		

NOTES: The percentage of students that received an alternative assessment was less than one percent. However, the system would not accept a decimal, so a 1 was placed in the box.

11PA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	92	91	91	91
Advanced	60	51	58	53	62
Number of students tested	342	308	300	297	294
Percent of total students tested	100	99	98	98	99
Number of students alternatively assessed	1	2	4	7	7
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced	82	67	70	70	75
Advanced	20	17	37	23	34
Number of students tested	53	49	43	41	35
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	100	100	100		
Advanced	78	70	80		
Number of students tested	34	25	15		

NOTES: In the number of students alternatively assessed I scored less than 1%, but the system would not accept this so a 1 was inserted.

11PA7