

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Peter Barry

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

Official School Name Lancashire Elementary School

(As it should appear in the official records)

School Mailing Address 2000 Naamans Road

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

Wilmington

City

Delaware

State

19810- 2555

Zip Code+4 (9 digits total)

County New Castle State School Code Number*31128

Telephone (302)475-3990 Fax (302)475-3999

Web site/URL www.k12.de.us/lancashire E-mail peter.barry@bsd.k12.de.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. James Scanlon

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

District Name Brandywine School District Tel. (302)793-5000

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

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Craig Gilbert

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

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

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

**Private 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 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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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: 11 Elementary schools
 3 Middle schools
 _____ Junior high schools
 3 High schools
 2 Other

 19 TOTAL
2. District Per Pupil Expenditure: \$3423.70

 Average State Per Pupil Expenditure: \$6358.30

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. In 3rd yr. Number of years the principal has been in her/his position at this school.

 7 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	43	30	73	8			
1	46	51	97	9			
2	34	51	85	10			
3	43	49	92	11			
4				12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							347

6. Racial/ethnic composition of the school: 51% White
34% Black or African American
4% Hispanic or Latino
11% Asian/Pacific Islander
.1% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 9%
 [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1) 12	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	
(2) 20	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	
(3) 32	Total of all transferred students [sum of rows (1) and (2)]	
(4) 356	Total number of students in the school as of October 1	
(5) 0.090	Total transferred students in row (3) divided by total students in row (4)	
(6) 9	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 10%
 33 - Total Number Limited English Proficient
 Number of languages represented: 19
 Specify languages: Amharic, Spanish, Chinese, Tagalog, Turkish, Bengali, Telugu, Hindi, Gujarati, Pashto, Bulgarian, Portuguese, Thai, Tamil, Korean, Swahili, Marathi, Farsi, French

9. Students eligible for free/reduced-priced meals: 40%

Total number students who qualify: 135

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %
33 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>17</u>	<u> </u>
Special resource teachers/specialists	<u>3</u>	<u>8</u>
Paraprofessionals	<u>4</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>28</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	93%	92%	95%	95%	95%
Daily teacher attendance	98%	98%	98%	99%	99%
Teacher turnover rate	0%	8%	4%	4%	6%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Our Vision

The Lancashire community inspires children to be life long learners who realize their unlimited potential!

Who Are We?

Welcome to Lancashire Elementary! The spirit and positive energy that lives in our school is fostered out of the teamwork and collaboration that exists between the staff and families of Lancashire, and is evident everyday in the smiles on our student's faces and the satisfaction felt by teachers and parents. Lancashire is committed to delivering accurate and ongoing assessments to determine the level, strengths, and abilities for each student and implementing the appropriate and individualized instruction to meet their needs. We strive to educate and develop the whole child by reinforcing our school wide expectations of respect, responsibility, cooperation and safety. We work with each student to know them as both learners and people. We invite parents, friends, and the community to serve as partners at Lancashire and encourage them to become active participants in creating academic and social success for all our students and to continue our ongoing commitment of being a "superior" school!

Our Mission

Lancashire Elementary is committed to providing an educational experience based on the principles of equity, differentiated instruction, and a promise and belief of academic and social success for all, in an environment that encourages collaboration with staff, parents, and community, effective and ongoing assessment, implementation of best teaching practices, and fostering students to excel as life long learners.

Our Goals

Lancashire Elementary is committed to:

- Academic success for all students
- Reinforcing the belief that all children can learn
- Learning and applying principles of equity and anti-racism
- Ongoing and accurate assessment
- Linking assessment to instruction
- Differentiating instruction to meet the needs and abilities of all students
- Implementing best teaching practices
- Providing opportunities for students to learn in the most inclusive setting
- Creating a safe, respectful, nurturing, and positive environment for students to learn and grow
- Developing strong and lasting partnerships with parents, friends, and the community

We here at Lancashire know that our strength truly lies with the people who make up our community. The teachers and staff consider themselves a family and are willing to collaborate and do whatever it takes to make what we do successful! Our staff extends this same commitment to our students and believes that we all share the responsibility of each child in every classroom, and are always eager to lend help and support in various ways when one of our students and their family is in need. Our parents reinforce this concept and demonstrate their alliance in our unity of effort through extensive volunteer work and strong ongoing support of our programs and activities. But our true inspiration comes from our students, who bring us tremendous joy, laughter, and love each and every day and constantly remind us how fortunate we are to be part of the Lancashire family!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** The students of Lancashire Elementary in the Brandywine School District participate in the Delaware Student Testing Program (DSTP). The following are some important facts and information concerning the DSTP.

- The DSTP serves as a measure of progress toward Delaware Content Standards and how well students are learning the material identified by the standards.
- Each question on the DSTP is designed to assess part of one of the Delaware Content Standards and the test allows for students to demonstrate what they know and are able to do in each content area.
- Questions on the DSTP include a combination of multiple choice, short answer, and extended response and cover the content areas of reading, mathematics, science, social studies, and writing.
- Test questions are written by both Delaware teachers and by a testing contractor.
- Multiple choice questions are answered by machine while the short answer and extended responses are scored by trained readers through the use of rubrics and anchor papers.
- For each content area students are given a raw score, which is the sum score earned by a student in the range of 0 to 80, a scale score, which makes it possible to compare test scores from year to year with scores ranging from about 100 to 500, and a national percentile rank based off of a set of norm based questions found in each content area test.
- Students also receive a performance level score for each content area ranging from 1 to 5 (1 - well below standard / 2 - below standard / 3 – meeting standard / 4 –exceeds standard / 5 – distinguished)

Additional information concerning the DSTP can be found at <http://www.doe.k12.de.us/aab/>

During the past three years Lancashire Elementary has made a steady increase with students performing at or above standard in reading (PL 3, 4, &5) going from 83% in 2003/04 (451 average scale score ranking in the 70th percentile nationally) to an impressive 94% in 2005/06 (453 average scale score ranking in the 74th percentile nationally). Math scores have also increased from 80% at or above standard in 2003/04 (439 average scale score ranking in the 75th percentile nationally) to 82% in 2005/06 (446 average scale score ranking in the 76th percentile nationally). Lancashire writing scores, which are not compared with national norms, have continued to grow going from 71% at or above standards in 2003/04 to 77% in 2005/06.

Lancashire has also made progress with closing the racial achievement gap between our black and white students. In reading the gap has closed significantly with whites outperforming blacks in 2005/06 by only 12% (98% whites performing at or above standard and 86% of blacks) as compared to 2003/04 where the difference was 19% (90% of whites at or above standard and only 71% of blacks). The same can be said in math where the difference has decreased from 29% in 2003/04 (92% of whites compared to 63% of blacks) to 18% in 2005/06 (90% of whites and 72% of blacks).

We at Lancashire are proud of our progress with closing the achievement gap, but know there is plenty of work to be done. We believe that the institutionalized racism that exists in our society is one of the predominant reasons why we have this gap and is the reason why so many of our students of color become disenfranchised and disconnected from making those important connections with their learning and those that teach them. Four years ago the Brandywine School District, with ongoing assistance from the Pacific Educational Group, established an Equity Team to lead the district in raising its racial consciousness. Karen Simpson, a kindergarten teacher at Lancashire, is a member of the its Leadership Team and the principal of Lancashire has also had an extensive two-year training in equity/anti-racism. Through the leadership of these staff members Lancashire has established its own Equity Team. This

team has been instrumental in facilitating what they call “Courageous Conversations” where issues of race and racism are openly discussed. As the racial consciousness of the whole community continues to rise, our staff is making great strides in building the trust, relationships, and the connections with students of color that will lead them in reaching their unlimited potential and hopefully soon eliminating this achievement gap.

2. Using Assessment Results: We at Lancashire believe that effective and ongoing assessment is essential in understanding what our students know, what they need to improve in, and where we need to focus our instruction to meet the varying needs and abilities of all of our students. We also believe that the DSTP, though effective in determining a student's progress towards standards in the various content areas at the third grade level, as well as keeping us focused in delivering standards based instruction, does not give us the information on how our students are progressing to meeting grade level standards at all grade levels on a day-to-day basis. That is why, as a part of our School Improvement Plan, assessments have been directly linked to areas of focus as determined through our School Improvement Team. There are three areas of focus in reading including fluency, vocabulary and language development, and responding to text, two areas in math, including number sense and computation and problem solving and mathematical communication, and one area in writing, which is elaborating with details. Our staff has determined that if students can develop in these key areas that they will become effective readers, writers, and mathematicians. To assess our students in these areas we use the DIBELS for fluency, Harcourt End of the Story tests for vocabulary and language development, and Harcourt Holistic Tests and various text-based writing prompts for responding to text. For math we have developed grade level specific one-on-one assessments based on the number sense and computation grade level expectations and district created TERC (formally Technical Education Research Centers) Investigations assessments to determine competency in problem solving and mathematical communication. For writing, students' proficiency in elaborating with details is tracked through their grades on that area as a part of our new standards based grade-reporting system. All of these assessments are ongoing and are tracked on an Excel spreadsheet that is a part of a school on-line public file that disaggregates data by race and special education needs. This extensive information that we have for each of our students allows us to differentiate the instruction, provide effective intervention, and offer enrichment so all students can reach their unlimited potential.

3. Communicating Assessment Results: Each summer after our school rating is determined through our Annual Yearly Progress report through the *No Child Left Behind* legislation, the school principal sends a detailed letter to current and incoming parents explaining our school rating, how it is determined, areas where we are doing well, and places where improvement is needed, particularly in the closing of the racial achievement gap. AYP and DSTP results are also shared during the principal's address to the community during Open House Night and at the first PTA meeting of the school year. Parents are given ongoing updates of the progress of the school and the work it is doing to continue to raise student achievement in the principal's weekly article in the school newsletter, *Paw Prints*. Parents are given weekly updates on their child's progress through notes and documentation of assessments sent home by their teacher in their weekly folders. During parent/teacher conferences, teachers share extensive results of their child's assessments. At the same time, the teacher and parents discuss what the child is doing well, what s/he needs to work on, and his/her progress towards meeting grade level expectations. Teachers take time to discuss with their students the purpose of the assessments they take, what information it gives them, as well as letting them know their results. Time is also taken for teachers to let students know what they are doing well and what they need to improve on to meet grade level expectations. It is the hope of the School Improvement Team that students begin in the future to track their progress on their assessments by graphing their results and using it as a goal setting tool as well as a motivational piece to keep them focused on continued academic achievement.

4. Sharing Success: As just one of the eight elementary schools in the Brandywine School District, the Lancashire community believes strongly in sharing our successes with other schools. Our teachers and staff engage in many professional development opportunities and take on leadership to develop programs within our building to meet the needs of our students. After being presented with an exciting and informative Literacy program, Lancashire staff took the initiative of tailoring the program for our parents and children. Through *Partners in Print*, teachers developed evening workshops where kindergarten and first grade parents and children could participate in hands on activities that promote literacy in the home. Lancashire continues this program annually and other district elementary schools have consulted with us in efforts to recreate such a program within their school(s) as well. Lancashire teachers also share key programs that have brought much success to their students through their constant participation in the district's Kindergarten Club, and at monthly meetings where teachers work to align assignments and collaborate on curriculum. It is during these meeting that our kindergarten team shared their AbeCeDarien program where most of our children find great success in reading readiness for first grade. At Lancashire, our commitment to developing students who are cooperative, responsible, safe and respectful begins with our Character Education curriculum. At our monthly school wide assemblies, each trait is introduced and then extended with individualized classroom instruction. Many district and state initiatives tap our talented Lancashire staff for their expertise. New district initiatives such as Pacing Guides for Reading, Math and Science, curriculum Alignment for Math, Reading and Social Studies have seen extensive leadership and participation from Lancashire staff. Also, after exhaustive planning efforts, this year the Brandywine School District developed a new method of reporting student progress to parents. This Standards Based Reporting System was brought together by the intensive participation of key leaders on our Lancashire team. In addition, several teachers have taken on the initiative to continue ongoing participation in the statewide TERC training program and are now piloting the updated version. Finally, much of our success is shared with the district, state, and country through our website. Our technology coordinator, collaborating with staff, communicates the many learning activities and upcoming events through the website.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The state of Delaware has developed a recommended curriculum for all content areas including (but not limited to) English/Language Arts, Math, Science, and Socials Studies. The standards in each content area offer the essential knowledge and skills students must attain upon graduation from high school. The curriculum has been developed using the Understanding By Design framework and includes Enduring Understandings, Essential Questions, and Specific Grade Level Expectations. Enduring Understandings are the key ideas within each content area across all grade levels. Essential Questions are broad and far-reaching questions with no specific correct answers but are central to the content area. Specific Grade Level Expectations explain how well students should understand a content standard and to what extent they should demonstrate their understandings at each particular grade level. The curriculum was created through the use of back mapping by starting at what students need to know and be able to do by the time the graduate high school and working backwards to develop an aligned curriculum that will give each student the essential skills and strategies starting at kindergarten and working towards 12th grade to reach the ultimate goal.

The Brandywine School District in New Castle County, Delaware, of which Lancashire is a part, has created Pacing Guides for each grade level in the above-mentioned content areas. These pacing guides create a road map for our teachers to follow that ensures effective implementation of the programs we use in our instruction, including Breakthrough to Literacy, AbeCeDarian, Harcourt Trophies, TERC Investigations, Smithsonian and Foss Science Kits, and the Scott Foresman Social Studies program. The guides also guarantee that our students are exposed to the curriculum, while practicing and applying the skills that will lead to meeting Grade Level Expectations.

English/Language Art Standard 1 starts with Writing and asks students to write and exhibit the six traits of development, organization, style, word choice, sentence formation, and conventions in the three discourses of expressive, informative, and persuasive writing. Oral Communications follows and asks students to communicate information, opinions, and ideas with clarity to different audiences, listen and understand oral communication, develop and use words, phrases, and idioms in speaking, and participate effectively in a discussion.

ELA Standards 2, 3, and 4 are connected to reading. Standard 2 focuses on constructing meaning by developing phonological awareness, alphabetic principles and recognition, vocabulary, fluency, and spelling. Students are asked to use their prior knowledge and assimilate it while reading. They must also construct new meanings and understanding during and after reading, and demonstrate this understanding using a variety of methods. Standard 3 is linked to researching and organizing information. Students are asked to synthesize, organize, and demonstrate understanding of multiple sources. Standard 4 requires students to connect their understanding of what they read to themselves, their community, and the world.

There are eight Mathematic Standards. The numeric (number sense and computation), algebraic (patterns, and representations), geometric (classification, location, and measurement), and quantitative reasoning (collect, represent, analyze, and probability) standards are associated with content. The four process standards include problem solving, reasoning, communicating and connecting mathematically.

Social Studies includes four Standards - Civics, Economics, Geography, and History. The State of Delaware is currently in the process of revising the recommended Science Curriculum and its completion is scheduled for sometime in 2007.

There are six content standards in the visual arts that included understanding applying various mediums and techniques, using knowledge of structures and functions, choosing subject matter, understand visual

arts in relation to history and culture, reflecting on the merits of their own art work, and connecting visual arts to other discipline. Students demonstrate their understanding of the concepts connected to the standards through the various displays throughout the Lancashire hallways as well as during the Yearly Brandywine School District Art Show each spring.

Lancashire's success is clearly connected to its understanding of these standards, the effective implementation of programs to achieve the standards, using them in line with the district pacing guides, as well as our commitment to bringing all of our students to meeting grade level expectations.

2a. Reading: Lancashire's success in developing strong readers begins in kindergarten where students are introduced to the building blocks through the Breakthrough to Literacy program. Breakthrough helps build a strong foundation on the essential elements of reading by developing concepts of print, fluency through multiple readings, as well as practice and applications of comprehension skills and strategies. The Breakthrough weekly book gives students opportunities to practice and apply strategies and activities associated with the book. Students receive reinforcement through daily-individualized practice on the computer and participate in nightly home activities to strengthen and extend what is taught in the classroom. Students develop their phonemic awareness and phonics skills with the use of the AbeCeDarien program. Here, students are given daily practice on the sounds that both letters and words make and develop the skills to segment and blend words while reading and writing. As students move to first grade, their phonics skills are strengthened through the Open Court program. Through this program, students learn the various letter combinations that make the forty-four different sounds associated with our language. Open Court continues in second grade. Sounds learned in the previous years are revisited and reinforced. As students enter third grade, phonics skills are linked to developing spelling strategies. Students learn how to break apart words by locating familiar chunks, identifying prefixes and suffixes, and locating the root within a word. The Harcourt Trophies reading anthology, which is rich with high quality literature, is used in 1st, 2nd, and 3rd grades. Teachers apply the Jean Paratore model of tiered instruction with this program. Students are given whole group instruction on the weekly anthology story, followed by various levels of support depending on the individual student needs and abilities. Reading groups are established in all classrooms and all students receive reading instruction in a small group setting using text at their level. These small groups help students learn and strengthen the skills and strategies needed to improve and enhance their reading ability. For those students who need additional support beyond this instruction, our Reading Specialist and Early Reading Intervention Paraprofessional offer small group instruction using AbeCeDarian, Breakthrough to Literacy, the RSS model, and the Soar To Success model. These approaches provide the additional interventions necessary to bring them up to grade level. All of these programs and models of instruction are aligned with the Delaware Recommended Curriculum for Reading, are incorporated into the Brandywine School District Reading Pacing Guides, and allow for teachers to assist and lead all students to meeting grade level expectations. Students are assessed in multiple ways to determine their progress towards meeting these grade level expectations, including ELBRS, DIBELS, QRI's, Harcourt End of the Story and Holistic Tests, as well as an in-house created Kindergarten Checklist to determine what students can do and the areas of needed improvement.

3. Additional Curriculum Area: Lancashire has implemented the TERC Investigations program at all grade levels. This program is aligned with the State Recommended Curriculum in Mathematics and is incorporated into the Brandywine School District Pacing Guide. TERC facilitates opportunities for students to explore and develop their own number sense, learn and apply multiple steps to solving problems, and encourages mathematical communication using pictures, numbers, and words to demonstrate how a problem is solved. Lancashire has created a one-on-one assessment for each grade level, based on end of the year expectations, to check students' ability to apply their number sense and computation skills. This assessment gives teachers a clear picture of what each student can do in terms of number sense and computation as well as clarifying areas of need and improvement. It also allows for

effective differentiation. The Brandywine School District has created assessments that are aligned with the TERC program to evaluate student understanding in a practiced skill or strategy in the various standards. These assessments are scored on two and four point rubrics. Breaking assessments into small increments of learning allows teachers to determine who has mastered a skill and who needs re-teaching of a skill or strategy. The district pacing guide includes various “Gap Materials” to supplement the lessons and units in TERC where teachers and content specialists have found standards and grade level expectations have not been completely or thoroughly covered. Lancashire is committed to bringing a standards based hands-on math program to all of its students, in order to prepare them to be effective problem solvers and to communicate mathematically at high levels.

4. Instructional Methods: When developing the Lancashire School Improvement Plan for the 2006/07 school year, the staff discovered key areas in reading, math, and writing that were a concern for students at all grade levels. If these areas were attended to effectively, it is believed that this could lead to a rise of achievement levels for all students. In reading, there are three areas of focus - fluency, vocabulary and language development, and responding to text. For fluency, the whole instructional staff is participating in a study of the book *The Fluent Reader*, by Timothy. V. Rasinski. While reading and discussing the book, our staff has incorporated and implemented many of the instructional strategies found in the book including increased read alouds, repeated readings, reader’s theater, and use of poetry, resulting in a rise in fluency school wide. For vocabulary and language development, our staff was presented a workshop from the Reading ASSIST Institute on this subject and have incorporated such strategies as understanding and applying one, two, and three tiered words, incorporating a “word of the day” within daily instruction, and teaching students effective ways to determine meanings of unknown words. For responding to text, Lancashire has established school wide language that students have been taught and use comfortably when discussing their reading. This language includes the different ways to connect to text including text-to-self, text-to-text, and text-to-world. For kindergarten and first graders, QAR (Question Answer Relationship) strategies are used to determine whether questions about a text can be found in the book or in their head. Our second and third graders learn to determine whether a question is a Right There, Think and Search, Author and You, or On Your Own question, as well as the strategies used to answer each. With math, we are focusing on developing students’ number sense and computation skills through the use of various games, activities, and instructional methods associated with the TERC Investigations program. We are developing our students’ ability to communicate mathematically by encouraging them to talk and share their problem solving strategies and have strategies displayed for students reference. We also use the Read It, Draw It, Solve It, Math 4 Today, and Math Superstars strategies/programs to give students daily opportunities to practice and apply these strategies. In writing, we are focusing on adding more detail to pieces through use of detailed illustrations, journals, and open ended text-based writing prompts, as well as instructing student on organizational models such as the Four Square Method, with the goal of moving student towards writing elaborate five paragraph pieces. Science is truly an investigative, hands-on learning experience as students are instructed with the use of Smithsonian and Foss science kits. All instruction is done in a unit format. Students participate in experiments and activities to learn about the way their world works. Using our new Scott Foresman social studies series, we are working to integrate the program across the curriculum by incorporating the grade level content with our reading standards. All the essential elements of our instruction are carefully monitored with specific assessments in each area to determine which students are achieving and those students in need of intervention in particular areas. The results determine our level of success.

5. Professional Development: Lancashire Elementary has been directly involved in various professional development opportunities through the Brandywine School District. All teachers have had ongoing training on Marzano and CRISS strategies, various workshops on differentiated instruction, three workshops on using assessment to support instruction with Dylan Williams, extensive training to develop effective inclusive practices with Stetson and Associates, and Equity/Anti-Racism training to raise racial

awareness and eliminate the racial achievement gap. Staff has also received training on the various curriculum used throughout the district including Breakthrough to Literacy, AbeCeDarien, the new Scott Foresman social studies program, the districts new standards based grade reporting system, and workshops for our new teachers through our New Teacher Mentor Program. As a staff, Lancashire has participated in various trainings at the building level as well to continue to improve our instructional practices and meet the needs of all of our students. Through the State of Delaware our staff has been a member of the Inclusive Schools Initiative and have participated in various workshops over the past three school years to build our capacity with our inclusive practices. Our whole staff has done two book studies, one during the 2005-06 school year on *Mosaic of Thought* by Keene and Zimmerman, and this year on *The Fluent Reader* by Timothy V. Rasinski to support our development in comprehension strategy instruction as well in fluency, which is one of our major focuses of our School Improvement Plan. In order to improve our instruction in vocabulary and language development, another area of importance in our SIP, the Reading ASSIST Institute was called to help us in assisting our students in growing stronger in these most important areas in reading comprehension. The Lancashire staff has also found very creative ways to find time to meet as grade level teams to discuss and review all of the training they have received, analyze our ongoing various assessments to determine the effectiveness of what they are learning and implementing, and to share ideas to raise student achievement school wide. Teams meet bi-weekly in the morning before students arrive and monthly in common planning time to facilitate these conversations.

Part VII Assessment Results

Subject: *Reading* Grade: 3 Test: *Delaware Student Testing Program (DSTP)*

Edition/Publication Year: XX Publisher: *Houghton-Mifflin*

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% at <i>Meets, Exceeds</i> , and <i>Distinguished</i> Performance Levels (3,4, & 5) on the DSTP	94	87	83	81	78
% at <i>Exceeds</i> and <i>Distinguished</i> PL's (4 & 5) on the DSTP	32	27	35	39	28
Number of students tested	81	100	100	69	78
Percent of total students tested	96	100	1	100	100
Number of students alternatively assessed	3	0	1	0	0
Percent of students alternatively assessed	4	0	1	0	0
SUBGROUP SCORES					
1.African American					
% at <i>Meets, Exceeds</i> , and <i>Distinguished</i> Performance Levels (3,4, & 5) on the DSTP	86	86	71	63	59
% at <i>Exceeds</i> and <i>Distinguished</i> PL's (4 & 5) on the DSTP	14	16	14	4	15
Number of students tested	28	43	42	24	27

Subject: *Math* Grade: 3 Test: *DSTP*

Edition/Publication Year: XX Publisher: *Houghton Mifflin*

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% at <i>Meets, Exceeds</i> , and <i>Distinguished</i> Performance Levels (3,4, & 5) on the DSTP	82	83	80	73	76
% at <i>Exceeds</i> and <i>Distinguished</i> PL's (4 & 5) on the DSTP	35	19	29	33	26
Number of students tested	84	100	101	69	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.African American					
% at <i>Meets, Exceeds</i> , and <i>Distinguished</i> Performance Levels (3,4, & 5) on the DSTP	72	77	63	42	56
% at <i>Exceeds</i> and <i>Distinguished</i> PL's (4 & 5) on the DSTP	7	16	12	8	4
Number of students tested	29	43	43	24	27

Subject: *Writing* Grade: 3 Test: *DSTP*
 Edition/Publication Year: XX Publisher: *Houghton Mifflin*

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% at <i>Meets, Exceeds</i> , and <i>Distinguished</i> Performance Levels (3,4, & 5) on the DSTP	75	70	71	48	48
% at <i>Exceeds</i> and <i>Distinguished</i> PL's (4 & 5) on the DSTP	1	0	1	0	1
Number of students tested	84	100	101	69	77
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% at <i>Meets, Exceeds</i> , and <i>Distinguished</i> Performance Levels (3,4, & 5) on the DSTP	66	63	61	21	27
% at <i>Exceeds</i> and <i>Distinguished</i> PL's (4 & 5) on the DSTP	1	0	0	0	1
Number of students tested	29	43	43	24	26

Lancashire is a school wide Title I school, and thus the DSTP does not disaggregate testing results for those students of low income or are receiving Free and Reduced Lunch. Also, there are few too many students in other racial sub groups to be significant enough to disaggregate and compare and thus are not part of the above charts.

The whole Lancashire community is very honored to have been nominated as a National Blue Ribbon School! We are also quite proud of our accomplishments and the success that our students continue to have. We are committed to doing everything possible for each of our kids to reach their unlimited potential. Success and continued gains in student achievement does not come easy. We know that along with the hard work, dedication, and a love for teaching and the kids we serve, we have had to pursue examples and gain knowledge from other high achieving schools and educators about the most effective ways to improve our school. We have seen the importance of setting high expectations, providing early intervention, and developing trusting and caring relationships built on mutual respect with our students. We have learned of the importance of assessment data and how it can be used to drive our instruction to meet the needs of all of our students. We understand the how essential standards based instruction is to developing students that are able to work together, think independently, and be creative problem solvers in all content areas. And we know that ongoing purposeful professional development is the key for the improvement of our craft as educators. It is our hope that if we are chosen to be a Blue Ribbon School that other schools may also benefit from our knowledge and experience, as we have from so many other great district, schools, and educators across our country.