

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. David Bolton

Official School Name: Unami Middle School

School Mailing Address:
160 South Moyer Road
Chalfont, PA 18914-3129

County: Bucks State School Code Number*: 4678

Telephone: (267) 893-3400 Fax: (267) 893-5820

Web site/URL: www1.cbsd.org/schools/unami E-mail: dbolton@cbsd.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*: Dr. N. Robert Laws

District Name: Central Bucks Tel: (267) 893-2000

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: Mr. Stephen Corr

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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

15	Elementary schools (includes K-8)
5	Middle/Junior high schools
3	High schools
	K-12 schools
23	TOTAL

2. District Per Pupil Expenditure: 13520

SCHOOL (To be completed by all schools)

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. 4 Number of years the principal has been in her/his position 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			0	6			0
K			0	7	171	146	317
1			0	8	177	151	328
2			0	9	141	149	290
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							935

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
0 % 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 past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	935
(5)	Total transferred students in row (3) divided by total students in row (4).	0.013
(6)	Amount in row (5) multiplied by 100.	1.283

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 53

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-price school meals 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: 10 %

Total Number of Students Served: 97

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

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>26</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>47</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>56</u>	<u>8</u>
Special resource teachers/specialists	<u>5</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>26</u>	<u>0</u>
Total number	<u>89</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	98%	96%	97%
Teacher turnover rate	2%	5%	5%	7%	6%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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 (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Unami, one of five middle schools in the Central Bucks School District, houses 933 students, grades 7-9. Central Bucks is the third largest district in PA, with an enrollment of over 20,000 students and covering 122 square miles. 84% of district teachers have obtained masters degrees, and 93% of all graduating seniors attend college. *Standards and Poor's* gives the district high marks for having "exceptionally above average student results" with average cost per pupil in comparison to all 501 districts in the Commonwealth.

When Unami first opened her doors to students in 1965, she was a state-of-the-art facility for learning. That statement rings true forty-five years later; however, learning looks very different today.

Unami's focus is placed on educating the "whole" student. We strive to keep the student as the center of learning in order to meet individual needs and capitalize on interests. Although testing may be standardized, we believe the acquisition of knowledge needs to be an individualized experience shared within a supportive community. This personalized learning allows us to take learning well beyond the textbook to a level of practical application and personal fulfillment.

A staff of 2 administrators, 73 teachers and 26 support personnel collaborates to meet the needs of all students. Five interdisciplinary teams of teachers for 7th and 8th grades meet daily to coordinate curriculum, monitor progress, meet with individual parents and plan enrichment activities for the 125 students they have in common. These dedicated staff members work to identify a "team" persona, striving for mastery of academic standards while supporting the physical, emotional and social needs of their pupils in accordance with the school's mission statement. These are achieved through ongoing interaction among students, faculty, parents and, sometimes, community agencies. Teachers from the "Freshman House" organize the middle school assessment, a structured collaborative project that demonstrates preparedness for entrance to the senior high, and coordinate many 9th grade activities including Freshman Day, Ellis Island, and a Dance Marathon charity event.

The fifty-two acre campus at Unami features the original one-story structure plus a sizeable addition, including a new library, cafeteria, four computer labs, twenty plus classrooms and a courtyard with a stage. The library houses more than 16,000 books along with 90 computers for media services enabling remote site access to resources through a large number of data bases. The auditorium has been recently renovated and is used for academic team meetings and events, student concert performances, the school musical and a fashion show.

Unami has a rich legacy of involvement. More than 83 percent of Unami students participate in co- and extracurricular activities. Unami offers 25 sports teams and more than 35 successful clubs. The Science Olympiad Team, for instance, has consistently qualified for regional and state competitions.

Literary publications involve many students at Unami. *Opus*, the school art and literary magazine, has received national recognition, and twenty student poets were published last year from that exposure. The school yearbook, *The Arrowhead*, has also won awards. Students produce *The Unami Times*, a school newspaper, five or six times a year.

Equally impressive, last year Unami students raised over \$50,000 for charitable organizations through fundraisers, including the American Cancer Society, MANNA, the Bucks County SPCA, the Kids Care Art Project, the Larder (a local food pantry), Toys For Tots, and the Make A Wish Foundation. This year Unami had several fund raisers for a student in need of a lung transplant.

Recognition of student accomplishments is a central to the Unami culture. All 7th and 8th graders are assigned to a specific team of teachers who work diligently to establish a team identity, emphasizing not just academics but life skills important to promote a successful community of learners. At the end of each marking period, 7th and 8th grade students are selected by their teachers for team recognition of their exemplary effort and their positive contribution.

Unami provides three levels of awards with each report card: honor roll, high honors and distinguished honors. Parents are invited to attend an *All School Award Assembly* in which students are recognized for both academics and leadership and an *Academic Recognition Night* during May for the top ten percent of each grade level.

At the conclusion of the three sports seasons, we also hold a *Sports Award Assembly* for the entire school community, often recognizing non-sporting events as well, such as academic teams or individuals who represent our school at the county or state level.

From the principal's office, good citizenship is rewarded weekly through the "Unami Star" program. Students who exemplify the "40 Assets" are nominated monthly for a district Boomerang Award. Unami continually recognizes the efforts of students whose contributions make our school a better place to learn and grow.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Unami is very proud of our student's success on state and building assessments. We believe that if you expect great things, students will work hard to meet your goals for them. In our classrooms, teachers convey that only quality work is acceptable. Through this seemingly simple paradigm shift, we have seen improvement in the overall quality of work produced as well as in our assessment results.

Our students in grade 8 annually take the Pennsylvania System of School Assessment (PSSA) exams in Science, Math, Reading, and Writing. Our students in grade 7 take only the PSSA Reading and Math exams. On each assessment, students are given a scaled score that is also reported as a performance band. The possible bands are Advanced, Proficient, Basis, and Below Basic. Any student scoring at Proficient or Advanced is said to have made adequate progress for that section. Results are often reported to students, parents, and the community as the total percentage of students who were Proficient and Advanced. Our results at the end of this application are reported in that manner.

Looking at the results, Unami has continually performed well. Our results have consistently been in the top 3% for Pennsylvania and our grade 8 Reading scores in 2008 and 2009 were in the top 1% of the state. One source of pride for us is that the data shows a positive trend in both grade level and subject area results. Our students are showing consistent and steady growth even though their scores were high. By focusing on the quality teaching of a thoughtful curriculum that is aligned to Pennsylvania and National standards, we have found that student scores can rise without teaching test specific material.

Another area of emphasis at Unami is with our sub-groups. We examine closely how they perform compared to the entire class. We are pleased that our data does not show significant discrepancies when viewed through the lenses of race, gender, or socio-economic status. Our Special Education students are not at the same level as their peers but their results have shown some amazing increases in grade 8 and steady growth in grade 7. Various curriculum interventions have been put into place and we continue to discuss ways to close this achievement gap in our scores.

For a comprehensive list of PSSA results for Unami Middle School please visit the following site:
http://www.pde.state.pa.us/portal/server.pt/community/school_assessments/7442

2. **Using Assessment Results:**

Unami Middle School is a data-driven school. We utilize formative and summative assessment results to direct educational decisions on a daily basis. On state assessments, results are shared with the parents through a letter of results provided by the state. These results are then explained during formal parent presentations and through conversations with the guidance department or administration.

Data is stored in our student management system and allows results to be analyzed by student, sub-group, class, team, grade level, or building-wide. Teacher training sessions are held each fall on how to access the data and run reports on strengths and needs of each class and student. The information is evaluated according to state standards and is used to guide instruction. One example is the teacher who bases the warm-up activities each week on standards that her class struggled with during the previous year. This simple strategy allows for differentiation based on the student results from each class. Another example is the team who has analyzed their team results and made the decision to collaborate on assignments that emphasize non-fiction texts and informational writing throughout the year.

The student management system also allows teachers to track other assessment data and run reports to analyze the results. The goal at Unami is to use assessment data to measure student learning and not just measure what we are teaching. If the students are not progressing proficiently according to the results we are measuring, adjustments are made to the instruction and new data is taken and evaluated.

3. Communicating Assessment Results:

Effectively communicating the mass of assessment data to the community is a challenge that every school faces. Parents and other community members need to be made aware of how to access the information and how to interpret it so that they can support their child and the school in improving student learning. At Unami Middle School, communication is accomplished through a myriad of methods. Parents are welcomed to a new school year each August through a team letter that delineates the most effective ways to stay in tune with the teachers. Each team and teacher has a web site that lists daily activities, homework, and pertinent handouts/rubrics for class assignments. Frequent individual and group emails add to the communication and add clarity to assessment questions parents may have.

Our student management system allows parents a real-time look into the formal assessments their child is experiencing. Parents are instructed on this system through a summer mailing and training is provided on how to fully utilize the system during fall meetings. This regular communication between home and school has greatly improved the performance of our students.

State assessment results are entered into the student management system but are also communicated through a state-generated letter. Those testing results are interpreted to families through emails, mailings, and parent meetings each fall. Two presentations are done that explain the results and discuss how the school utilizes the findings to help guide instruction for each individual student.

4. Sharing Success:

Openness and shared accountability are among our core values and Unami Middle School is proud of its history of sharing with other schools and looks forward to continuing this tradition in the future. In the past three years, Unami has given presentations, and provided training to other middle schools on mainstreaming practices, inclusion, technology integrations, and co-teaching in Social Studies and Science. Just as we utilize area staff development opportunities, we think it is important to share our strengths to those who are studying that topic in their schools.

For our community, many of our Best Practices are featured on our web site. These include curriculum integrations, unique club activities, and many examples of our emphasis on community service for our students and staff. Through parent council meetings, other evening parent presentations, our newsletter, and email communications, Unami looks to involve our community and keep them aware of the many wonderful happenings at the school. If Unami were fortunate enough to be awarded the honor of Blue Ribbon status, we would celebrate and open ourselves to other schools. We would welcome the visits and questions that would follow the award.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Unami offers a diverse curriculum, one in which students may easily move among levels according to their needs. In math, students choose from among four distinct courses at each grade level. For other academic subjects, beginning in 8th grade they choose between Academic or Honors courses.

World Languages (Spanish, French and German) are offered as a yearly course in 8th and 9th grades (levels I and II). Additionally an *Introduction To Spanish* course is offered to transition students from Remedial Reading.

Special education courses in social studies and science are co-taught by both a special education teacher and a subject specialist at all three grade levels. In addition, the school offers Part-Time Learning Support, Autistic Support, Emotional Support, and Multiple Disabilities Support. Weekly group therapy is provided for ES students and daily social skills for AS classes. All students spend time with grade level peers during Encore subjects. A Reading Club provides time for regular education students to read stories to the MDS class in addition to planning and attending seasonal parties together.

Every student takes a year-long 47 minute English course which emphasizes reading, literature, writing and speaking. 7th graders have a 90 minute block of language arts which includes two courses, English and Reading. This second course provides vocabulary building, thinking skills, word attack strategies and teaches students how to use a textbook as a tool. In 9th grade, a small percentage of students with reading deficiencies may opt to take *Reading And Writing Workshop* in lieu of a foreign language to further build reading and writing skills.

Math placement is tailored to the students' needs and abilities. All students complete Algebra 1 by the end of their 9th grade year, with 90% doing so in grades 7 and 8. Each course incorporates national math standards and are designed to allow time to remediate skills from the previous year where necessary. Courses at Unami range from a basic skills curriculum to accelerated Geometry and Algebra 2. Students with learning disabilities in math are instructed either in the regular education setting with accommodations or utilize the Saxon Math program in a learning support classroom.

Social Studies teachers work closely with their English counterparts to provide historical background to literature, share vocabulary and promote both the writing of essays and the science of argument. In 9th grade, English and Social Studies teachers are paired so they have students in common, working together to teach the *research unit*. Social studies exams and core assessments are required to include an essay component.

Science at Unami is a hands-on experience with many labs, often utilizing an outdoor classroom which enables students to do environmental studies, such as analyzing stream water. Technology abounds. Every teacher in our building has access to a computer and media cart. Programs such as United Streaming, Audacity, and Safari Montage enable staff to utilize the most current digital images. Textbooks are no longer the focus of a lesson; replaced by powerful teacher-created Power Points and carefully placed digital media, they have become just another resource.

In seventh and eighth grade, students have a marking period rotation of each of the following: *Exploring Technologies*, *Computer Applications*, *Family and Consumer Sciences*, and *Visual Arts*. The core focus in *Exploring Technologies* is to design solutions for technological problems. There are a variety of concepts to investigate including communication, construction, manufacturing, transportation, and bio-related technologies.

The core curriculum in the seventh/eight grade rotation of *Computer Applications* includes word processing skills that emphasize formatting, composition, editing, document layout and design, creativity and problem solving. The focus expands to include desktop publishing, the use of draw tools and basic digital camera skills. Students also create and manipulate Excel spreadsheets and databases and learn to analyze information in chart and report formats. Students learn effective multimedia presentation techniques and explore various Internet resources and tools.

The theme of *Family and Consumer Sciences* is resource management, which is explored in a variety of ways. In seventh grade, a sewing component covers pattern, function and design. Child development and foods and nutrition are other important topics. In eighth grade, money management and food and nutrition are used to learn how to utilize resources to their best advantage.

The *Visual Arts* curriculum is immersed in the historical, cultural and social contexts of Art from primitive to modern times. Working as an artist, students work with the elements of design and principles of art. Through the creation of original works in a variety of media, student art is showcased and celebrated in the school and community, as well as museum shows. During the early part of the school year, 150 artists were part of a Unami Art Exhibit at a local museum. Each spring the Arts come together to produce a week long Spring Festival, whose goal is to showcase every visual art and music student.

The music department offers classes for singers, instrumentalists and non-musicians. Singers sign up for *8th and 9th Grade Chorus*. Instrumentalists may choose *7th Grade Orchestra* and an *8th and 9th grade Combined Orchestra*. Band is offered at each grade level, 7 through 9. All of these groups perform a number of school and community concerts each year. Members are also eligible for County and District advanced level performing groups by audition. The music department offers extra-curricular performance opportunities for students who enjoy more challenging music, including Select Chorus, String Ensemble, Jazz Band, Jazz Lab and a middle school musical. For the non-musician, offerings are *7th grade Introduction to Performing Arts* and *8th grade Performing Arts* where students are exposed to multiple facets of performing. These include music history, acting, musical instruments (the recorder, mallets and guitar) and singing.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

The English language curriculum at Unami Middle School utilizes McTighe's Understanding By Design Framework and centers all student learning around Essential Questions and Enduring Understandings. The teachers and students clearly see the connection between reading, writing, speaking, listening, media literacy, and researching. All strands of instruction are incorporated into a thematic approach that encompasses multi-genre study. In each grade there are both academic and advanced level courses. Teachers are trained and adept in differentiation of instruction so the needs and challenges of all students are met. A third course developed with struggling readers and writers in mind is offered using a workshop model which employs a ninety minute block to deliver multi-modal instruction including computer assisted instruction. The emphasis in this course is developmental and customized per individual student needs. The goal is that all students will be reading at grade level and writing with an appropriate level of sophistication before leaving Unami and entering the high school.

The English department at Unami is composed of ten certified teachers. Nine of whom hold a master's degree and six maintain advanced degrees in reading or certifications as reading specialists. This background enables teachers to screen, diagnose, and assist students with reading deficiencies. English teachers have in-serviced the faculty on numerous reading strategies including the work of Kelly Gallagher and Reading Apprenticeship. English teachers work alongside the content area teachers on their academic teams to assist them in preparing students for close reading of content area texts. Unami does not believe the English teachers are the only teachers who can improve student reading success.

Unami has a school-wide commitment to literacy. There is a weekly SSR period in which all students and staff read. In support of the belief that we are all lifelong readers and writers, Unami has hosted authors of young adult literature such as Laurie Halse Anderson, Paul Acampora, and Rick Rioridan. Students have an opportunity to participate in Reading Olympics, join the school newspaper, or even become published writers in the school's award winning and nationally recognized literary arts magazine, OPUS.

3. Additional Curriculum Area:

Unami's mission is to keep the student at the center of learning while pursuing academic excellence. Additionally, Unami focuses on educating the "whole student" and celebrating student success while recognizing individual difference. This philosophy is adhered to in every area of the school both academic and otherwise.

Our science curriculum is a wonderful example of Unami's mission in action. Each lesson is meticulously planned to include various instructional techniques that enable all students to be successful. Labs are created that allow students hands-on experience with the subject matter. Technology is used to enhance lessons for today's digital natives. Students can learn essential skills according to their individual needs and interests. Vernier™ probes are used for real time data collection. Students can also pursue science more creatively with the use of our video editing stations. Unami students also share scientific information with people around the world through groups such as ePals™. They take their science education on the go through podcasts and v-casts that are both student and teacher created and they debate current science issues through blogs and discussion boards.

In addition to technological tools, instruction itself is differentiated in order to meet the needs of individual students. It is understood that "one size does not fit all" and as such, science lessons are created around the individual differences of students. Through direct instruction, inquiry-based learning, and cooperative learning, students are taught science at their level. Science instruction is fit to the needs of the students rather than the other way around. It is this type of personal attention to all students that personifies Unami's mission.

Whether in the science classroom or art, in the nurse's office or in the cafeteria, in math class or on the sports field, it is our focus on the student that makes Unami great!

4. Instructional Methods:

Unami provides a continuum of service to all its students within regular as well as special education classes. This instructional service, whether it be in a general education class that offers several levels of support intervention or a special education class, operates with the understanding that fair doesn't mean everybody gets the same thing. Fair means that students get what they need. Decisions to differentiate instruction feed through department as well as grade level teams.

Teachers incorporate different instructional strategies based on the assessed needs of their students. Throughout a unit of study, teachers assess students on a regular basis. This assessment can be formal, but is often informal and can include taking anecdotal notes on student progress, examining students' work, and asking the student questions about his or her understanding of the topic. The results of the assessment could then be used to drive further instruction. At Unami this type of differentiated instruction is achieved using a variety of methods. To further explain there are a couple exemplars that can be used to demonstrate how this happens in classrooms throughout this middle school.

When providing students with reading in the content area, teachers often use materials that reach a variety of reading levels. Readings are individualized for students based on their ability. Through the use of subscribed databases, teachers are able to provide several different articles on one topic that touch varying reading levels. In doing so, all students receive reading on a topic that is personalized to their needs.

In addition, teachers differentiate based on students' learning styles. Students are encouraged to recognize and utilize strategies that are beneficial to their learning styles. To partner with that, Unami teachers strive to provide lessons that touch upon students that fall into these various learning styles. Hands on instruction is provided for our kinesthetic learners using simulation activities, web quests and cooperative learning. Visual learners benefit from the use of technology through classroom computers, projectors and Internet access. Auditory learners strive creating podcasts and utilizing books on CD when needed. Creating lessons that incorporate the strengths of each of these learners is a daily occurrence in classrooms at Unami.

Our teachers seek to provide an atmosphere for all students to learn and be successful in the least restricted environment. Instructional methods are constantly evaluated and adapted to individuals' needs. To achieve an effective learning environment, differentiated instruction strategies are practiced daily in our school.

5. Professional Development:

Unami educators have many opportunities to participate in professional development at the building, department, and district levels. Within the building, teachers meet monthly to work on activities that support our common district goal of rigor and relevance. Unami teachers, serving as presenters, offer sessions on a wide range of topics at monthly curriculum seminar meetings. In striving to improve student achievement, our programs target literacy through activities on reading and writing in all content areas, assessment, grading practices, and curriculum writing. Other topics include hands on practice with new technologies such as SharePoint and Infinite Campus. Working with these venues increases student achievement and encourages professional collaboration. More specific to each content area are curriculum seminars targeting B and D quadrant lessons, study and test-taking skills and the use of Smartboards and relevant electronic databases. Faculty meetings and curriculum seminars provide time for sharing of best practices and encouragement of group and long range goals. Professional development continues during the summer hiatus. Team members meet to revise curriculum and develop full-grade integration units, plan field trips and schedule assemblies correlated to the curriculum. Teams meet during this time to focus on presentation of material and learning assessment and concentrate on ways to foster positive team and building climate. Each of these activities works to pursue Unami's goal of keeping the student as the center of learning, all the while pursuing our ultimate goal of academic excellence. Relevant to this discussion is the emphasis our district places on increasing teacher and staff awareness of safety issues and topics germane to today's work place environment. Support staff participates in a required twenty hours of development in academic support programs such as Read 180, Strategies to Promote Independence, Introduction to Aspergers and Social Thinking, and Instruction in the District's Corrective Reading Program.

Professional development exists at the department level as well. Unami educators have many opportunities to participate in department workshops throughout the calendar year. Unami teachers and other Central Bucks faculty, department chairpersons, curriculum supervisors, or full-time staff development personnel lead these workshops. At the department level, teachers meet during in service days to review best practices, share ideas, and create activities that support curriculum standards. State and national content standards provide the overarching network in the planning and creation of activities and topics. Opportunities exist throughout the summer months for departments to review and revise curriculum, integrate new technologies, and update professional skills. A sampling of these offerings includes using the UbD format to create instructional activities and to write curriculum.

Professional development opportunities abound at the district level as well. These sessions offer training on a wide range of topics, all of which support our building and district goals. A glance at our Staff Development Site reveals titles such as Utilizing Formative Assessments, Podcasting in the Classroom, Creating Interactive Lessons using Smart Notebook, Brain Based Learning and Extraordinary Teachers: Differences that make a Difference. Teachers may sign up for these activities throughout the school year, attending as their time and needs permit. Additionally, teachers may apply for enrollment in out-of-district workshops and attend with prior approval from the administration.

Unami teachers make staff development a major part of their professional lives. With the array of courses available to them, they maintain and exceed high professional standards. Working within the classroom, Unami teachers serve as a model of life-long learners and practitioners of education.

6. School Leadership:

August of each year is a busy time at Unami Middle School. Planning and preparation for the upcoming school year is visible in the hallways, classrooms, planning centers and offices around the building. The Leadership Council consisting of all willing faculty meets to discuss Unami's Vision Statement, Annual Goals, and Common Expectations. Our principal outlines the goals he has set for himself and encourages all of the staff to set high standards for themselves. The building motto of "Expect Great Things" is evident in the commitment to doing what is best for students and how the staff demands the best of themselves on a daily basis.

This is just the beginning of how the staff will make decisions that create the climate for the beginning of the school year. As the meeting progresses a sense of renewed commitments is seen sprouting up around the room. The principal leads the group into a discussion about goals and expectations. The next several hours are spent talking, listening, and determining what the edited and final version will look like making us all feel like we had a part in forming the distributive leadership that is visible at Unami.

Another purpose of the Leadership Council is to make the faculty aware of leadership possibilities in the building and in the district. The distributive leadership quality of our staff does not hesitate to commit to these needs. Some will assist as a department coordinator for the district. Others will accept responsibilities at the building level to write and revise curriculum to meet the demands of the state, school board, and most importantly act as advocates for each student.

As the meeting adjourns you can sense the enthusiasm of the faculty as they talk about plans for the year with their colleagues. Commitments are made to promote the emotional, physical, and social well being of the staff. Our staff has a servant leadership quality as seen by the variety of activities that faculty members have implemented and can be involved in. We currently have a Walking Club, Faculty Sewing Club, Book Club, and Health Screenings.

Teachers begin the process of designing activities for the first day and every day for the next 10 months. It is our goal to give students a safe place and a sense of belonging to the Unami community. The students in turn are encouraged to strive and pursue excellence in their classroom experiences. Commitments are made by the staff to provide opportunities for the students to extend their learning beyond the classroom and explore other interest such as sports, after school clubs, school plays, music, and other offerings. Servant leadership is evident by the commitment of free time by the faculty.

Throughout the year teachers of Unami are involved in district wide committees assuming shared responsibilities and making communication of information regarding decisions and best practices flowing easily between the administration and the teachers. A couple of these committees are the Health and Wellness Committee and the Safe Schools Committee. Our teachers are continually learning while presenting and attending workshop opportunities that provide resources and strategies for the classroom and lesson planning. They address technology, grading practices, and curriculum revisions.

The Dean of Students is a distributive leadership position held by a faculty member who supports the administration and faculty by having conversations with students to help them be successful at Unami. Students that come to the main office for whatever reason leave with a feeling that someone really does care about them. Respect is a trait that you can observe in all parts of the building. In order for students to learn respect, commitment, and compassion they must observe it in their learning environment. Unami Middle School exemplifies respect from the time you walk through the door until you leave.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: PSSA

Edition/Publication Year: Various

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	95	94	91	93	
% Advanced	75	73	67	68	
Number of students tested	321	274	297	339	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95				
% Advanced	71				
Number of students tested	21				
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	65	68	64	60	
% Advanced	38	24	21	23	
Number of students tested	34	25	42	35	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	95	89	82	87	
Number of students tested	21	18	11	15	

Notes:

1. PSSA tests were not given to 7th graders during the 2004-2005 school year.
2. Students taking the alternate assessment, PASA, were not delineated on state reports until the 2007-2008 school year.
3. The additional subgroup reported is our Asian-American students.

Subject: Reading
Edition/Publication Year: Various

Grade: 7
Publisher: Data Recognition Corporation

Test: PSSA

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	93	93	89	92	
% Advanced	72	61	60	62	
Number of students tested	321	274	297	339	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90				
% Advanced	76				
Number of students tested	21				
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	59	60	47	60	
% Advanced	18	16	14	14	
Number of students tested	34	25	42	35	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	94	91	100	
% Advanced	81	72	73	87	
Number of students tested	21	18	11	15	

Notes:

1. PSSA tests were not given to 7th graders during the 2004-2005 school year.
2. Students taking the alternate assessment, PASA, were not delineated on state reports until the 2007-2008 school year.
3. The additional subgroup reported is our Asian-American students.

Subject: Mathematics

Grade: 8

Test: PSSA

Edition/Publication Year: Various

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	93	90	92	90
% Advanced	68	67	65	69	66
Number of students tested	280	298	347	295	309
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3			
Percent of students alternatively assessed	0	1			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	70	79			
% Advanced	30	43			
Number of students tested	10	14			
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	69	73	48	42	
% Advanced	27	24	32	14	
Number of students tested	33	41	44	29	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	94	100	86	93	
% Advanced	88	92	67	81	
Number of students tested	17	13	21	16	

Notes:

1. The additional subgroup reported is our Asian-American students.
2. PSSA data was not listed by subgroup until the 2005-2006 school year.
3. Students taking the alternate assessment, PASA, were not delineated on state reports until the 2007-2008 school year.

Subject: Reading

Grade: 8

Test: PSSA

Edition/Publication Year: Various

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	98	96	92	91
% Advanced	80	84	78	73	66
Number of students tested	280	298	347	395	309
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3			
Percent of students alternatively assessed	0	1			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	100			
% Advanced	70	71			
Number of students tested	10	14			
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	88	88	77	52	
% Advanced	42	51	43	14	
Number of students tested	33	41	44	29	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	90	88	
% Advanced	77	92	76	69	
Number of students tested	17	13	21	16	

Notes:

1. The additional subgroup reported is our Asian-American students.
2. PSSA data was not listed by subgroup until the 2005-2006 school year.
3. Students taking the alternate assessment, PASA, were not delineated on state reports until the 2007-2008 school year.