

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

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

Name of Principal: Ms. Carol Louden

Official School Name: Northern Bedford County Elementary School

School Mailing Address: 217 NBC Drive
 Loysburg, PA 16659-9549

County: Bedford State School Code Number: 7167

Telephone: (814) 766-4780 E-mail: cclouden@nbcsd.org

Fax: (814) 766-2232 Web URL: nbcsd.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*: Mr. Scott King Superintendent e-mail: sking@nbcsd.org

District Name: Northern Bedford County District Phone: (814) 766-4702

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. Larry Garlock

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

11PA10

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11PA10

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 5817

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	48	46	94		6	0	0	0
K	33	32	65		7	0	0	0
1	38	40	78		8	0	0	0
2	44	43	87		9	0	0	0
3	35	39	74		10	0	0	0
4	30	35	65		11	0	0	0
5	41	48	89		12	0	0	0
Total in Applying School:								552

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
2 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

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, 2009 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2009	552
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

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

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

Number of languages represented, not including English: 1

Specify languages:

The Dutch American language is used by the local Mennonite community.

9. Percent of students eligible for free/reduced-priced meals: 46%
 Total number of students who qualify: 255

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

10. Percent of students receiving special education services: 9%
 Total number of students served: 62

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>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>1</u>
Special resource teachers/specialists	<u>15</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>9</u>	<u>6</u>
Total number	<u>61</u>	<u>8</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: 21:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	94%	94%	95%	95%	95%
Teacher turnover rate	3%	8%	2%	8%	9%
High school graduation rate	%	%	%	%	%

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

The 94% daily teacher attendance included absences for maternity leaves and for the winter flu/cold seasons.

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

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

The Northern Bedford County Elementary School is located on a scenic, rural 130 acre school campus in central Pennsylvania about 100 miles east of Pittsburgh. Our school shares the campus of the Northern Bedford County School District (NBCSD) with one middle school and one high school. NBCSD, with approximately 1200 students, is the only district in Bedford County to house all of its schools on one campus. The school grounds and buildings are always a “bee-hive” of exciting year-round extra-curricular academic and sports activities for our close-knit country community.

Our Lil’ Panthers are kind, well-mannered children who come from proud and hard-working rural families. The ethnicity of families is 97% Caucasian. NBC Elementary is dedicated to ensuring a positive and safe environment to deliver educational programs for academic excellence. The six pillars of character education and the OLWEUS anti-bullying program are seamlessly embedded within the daily routines of our students. NBC Elementary is known for providing a caring influence for the emotional stability of our children. We value our small-school culture that enables us to form close bonds and lasting relationships with students and families. “Angels Among Us” is just one example of our district’s outreach to families in need of clothing, food, and/or shelter.

Despite the size of our district, NBCSD takes pride in our educational innovation and leadership. Accomplishments include being the first school district in Pennsylvania to establish a breakfast program for all students, the first district in our local area to provide a full-day kindergarten program, and one of the first five Pennsylvania school districts to establish a pre-kindergarten program 22 years ago.

NBC Elementary School, with enrollment of 551 students, serves children in pre-kindergarten through fifth grade. Our early childhood programs provide seven pre-kindergarten classes. There is an average of four classes in each grade of kindergarten through fifth grade. Approximately 46% of the elementary students are economically disadvantaged. This high percentage enables our district to use federally allocated funds for the elementary Title I School-wide Reading Program. Title I begins with our literacy-based early childhood pre-kindergarten programs. In Bedford County 75% of children under age five live in economically at-risk families. Our half-day pre-kindergarten programs provide a developmentally appropriate curriculum based on the Pennsylvania Early Learning Standards. All other at-risk elementary students receive daily supplemental reading instruction in addition to the core reading curriculum. Our dedicated teachers tirelessly differentiate instruction that validates our belief that all children can learn with the best educational opportunities the district can provide. Our teachers are highly qualified and fully credentialed to make learning successful, relevant, interesting, and motivating for all ability levels. As well, the instructional support staff has earned the PA “highly qualified” status to work with the students. Three reading specialists and one math specialist serve the elementary with intensive academic support. Since implementing full-inclusion of learning support students with the general student population for core instruction in 2009, all students have shown significant improvement. Across the grades, ten classes partner teachers (one regular education teacher and one learning support teacher or math specialist) to co-teach the core curricula of math and/or reading. The positive growth in individual student learning, school-wide proficiency, and subgroup performances in math and reading in the last five years has been remarkable. This achievement has significantly impacted our school’s overall math proficiency to grow from 73% to 90% and reading proficiency to improve from 62% to 79%.

Strengths of our school include full-time services of a math specialist, a guidance counselor, a speech/language specialist, three reading resource teachers, and four learning support teachers. Students engage in learning with two computer labs, mobile laptops, and smart boards. The elementary school provides an after-school program to serve 43 students to include nutritional snacks, tutoring, and recreation time sponsored by community organizations. Evening parenting workshops are conducted

throughout the year. Our school takes great pride in the accomplishment of meeting or exceeding the Pennsylvania state academic requirements for the last seven years.

The daily determination of all validates our efforts to fulfill our mission “to uphold high standards to educate each child for life as a responsible member of a global society.” NBC Elementary would be humbly honored to receive the Blue Ribbon School Award to recognize our unwavering commitment to transform the lives of our students through academic achievement.

1. Assessment Results:

During the last five years, academic achievement of elementary students has improved. This is evident by overall student achievement (performance) and the closing of the achievement gap between overall student population and the one measurable subgroup (economically disadvantaged). The overall student population is comprised of 97% Caucasian students. As a result, the overall student group and Caucasian subgroup are one and the same with no significant difference in student performance. The only other classification that meets the requirements to be considered a subgroup is the economically disadvantaged students.

The Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion referenced assessment used by The Pennsylvania Department of Education (PDE) to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to reach proficiency of the academic standards in mathematics, reading, writing, and science. The results of the mathematics and reading examinations are used to determine a school's Adequate Yearly Progress (AYP) status, as required by No Child Left Behind (NCLB) legislation. The following are definitions established by PDE for students exceeding or meeting the academic standards, as measured by the PSSA:

Advanced—The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards.

Proficient—The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.

According to the PSSA data, NBC Elementary student achievement improved significantly from 2005-06 through 2009-10 for the overall student population and economically disadvantaged subgroup in both reading and mathematics. In reading, the percentage of students achieving at the advanced/proficient level for the entire student population increased by 21 points, with an 18 points increase for the economically disadvantaged subgroup. In mathematics, the advanced/proficient level increased by 18 points in the overall student population and 24 points in the economically disadvantaged subgroup. Response to Intervention & Instruction (RtII) is implemented in the elementary school. This early identification of struggling students facilitates timely interventions resulting in more students scoring at or above grade level. An additional reading specialist and math coach have been added to the professional staff at the elementary school. Co-teaching has been implemented resulting in nearly all students being included in core content courses. This ensures all students are exposed to a rigorous, coherent curriculum aligned to the Pennsylvania Academic Standards. During this timeframe, the school district has also implemented a comprehensive literacy plan that increases student achievement across the entire curriculum. These additional resources, the district's commitment to provide high quality instruction with strategic remediation, and progress monitoring of each student's achievement have nurtured significant academic improvements.

The math results of the 2005-06 PSSA showed 72% of the overall elementary student population scored at the advanced or proficient level while 58% of the economically disadvantaged students scored at the advanced/proficient level. The reading results of the 2005-06 PSSA were 58% of the overall student group and 52% of the economically disadvantaged students scored at the advanced/proficient level. From this baseline year, the overall student group performed at the advanced/proficient level at the following percentages on the math segment of the PSSA: 73% (2006-07); 76% (2007-08); 82% (2008-09); and 90% (2009-10). The economically disadvantaged sub group performed at the advanced/proficient level at the

following percentages on the math segment of the PSSA: 65% (2006-07); 67% (2007-08); 71% (2008-09); and 82% (2009-10).

The reading results of the 2005-06 PSSA showed 58% of the overall student group and 52% of the economically disadvantaged students scored at the advanced/proficient level. From this baseline year, the overall student group performed at the advanced/proficient level at the following percentages on the reading segment of the PSSA: 62% (2006-07); 67% (2007-08); 68% (2008-09); and 79% (2009-10). The economically disadvantaged subgroup performed at the advanced/proficient level at the following percentages on the reading segment of the PSSA: 54% (2006-07); 59% (2007-08); 55% (2008-09); and 70% (2009-10).

Overall student performance in both math and reading showed a steady increase during these years. In regards to the PSSA mathematics examination, the performance gap between the economically disadvantaged subgroup compared to the performance of the overall group has narrowed over this five year span. The performance gap between these groups in reading has remained somewhat consistent over these years with the exception of the 2008-09 school when the gap increased to a difference of 13%. A new reading program and series was introduced in 2008-09. We feel this increase in the gap was the result of implementing this new reading series. The gap during the 2009-10 school year was more consistent with the achievement gap observed prior to 2008-09.

PSSA results are available on the PDE website:

http://www.portal.state.pa.us/portal/server.pt/community/school_assessments/7442).

2. Using Assessment Results:

To monitor progress of meeting or exceeding academic standards before each new school year begins, teachers and administrators analyze the current Pennsylvania System of School Assessment (PSSA) data of reading, math, writing, and science. The data analysis focuses on PSSA scoring trends of the previous years, the performance of subgroups, and reasons for the success or weakness of the scores. Each elementary grade level uses the data results to revise curriculum maps and adjust instructional strategies for vertical and horizontal content alignment. This addresses instructional gaps, as well as the needs of students across the grades.

In 2007, data analysis led to the development of grade level writing benchmarks for “focus correction areas.” This initiative has proven very productive with fifth grade PSSA writing scores jumping from 46% proficiency (2007) to 77% proficiency (2010). The 2008 data analysis of PSSA elementary reading and math scores defined the necessity to implement “full-inclusion” instruction for learning support students with Individualized Educational Plans (IEPs) within the regular education classes. Full-inclusion instruction began with ten new elementary co-teaching partnerships of reading and math classes in grades one through five. In 2009, the IEP subgroup had a proficiency of 21% in reading and 39% in math. Following the implementation of full-inclusion and co-teaching strategies, 35% of the IEP subgroup scored proficient in reading and 74% scored proficient in math on the 2010 tests.

Annually, elementary students are given standardized benchmark assessments in August, November, and May. Kindergarten, first, and second grade students take GMADE and GRADE, norm-referenced, standards based assessments of mathematical and reading skills. The 4SIGHT Math and Reading Benchmark Assessments are given to third, fourth, and fifth grade students. Grade level teachers meet to analyze the data to adjust the student groups for homogenous instruction and to redesign plans of instruction. AIMSweb, a universal screener, is administered to all elementary students three times per year. AIMSweb is a reading benchmark and progress monitoring system that guides intervention and instruction to support at-risk readers beyond the core curriculum. The Response to Intervention & Instruction Team (RtII) meets quarterly with each classroom teacher to maintain, adjust, or discontinue students’ intervention plans, utilizing assessment data. As a safety net, RED FLAG DAY “mini-meetings” are scheduled monthly to address immediate student needs.

3. Communicating Assessment Results:

Every nine weeks, NBC Elementary School shares a standards-based report card that assesses the student's progress. The report card describes the specific academic skills required at each grade level. At the mid-term, parents also receive mailed reports if achievement is below 80% proficiency in any core subject.

Annual November parent-teacher conferences provide details of students' progress of standardized math and reading tests and core curriculum based assessments that show their progress towards achieving benchmark goals. Parents of children in strategic and intensive reading interventions are invited to the quarterly Response to Intervention & Instruction (RtII) team meetings to participate in the review of their children's progress.

Each year the district provides parents with PSSA PENNSYLVANIA STUDENT REPORTS developed by Pennsylvania Department of Education (PDE). These reports provide detailed information about each student's benchmark strengths and needs as measured by the current year's Pennsylvania System of School Assessment (PSSA).

Annually, PDE evaluates school districts with a performance report card. The report card ensures that the public is fully informed about school performance. The report promotes broader participation and better decision-making by providing a shared source of performance data. This initiative maintains the belief that a well-informed public plays an important part in school improvement. The Northern Bedford County School District posts the report on the school website and shares the information at school board meetings.

The school district publishes in its quarterly district newsletter the results of the district's annual yearly progress (AYP) based on the PSSA achievement scores. As well, the AYP data and trends are explained at school board meetings. Soon the district will be sharing PVAAS (a value-added/growth model) with the public on its website and at school board meetings. This latest PDE tool measures the district's academic growth with progress data to better analyze the educational programs to make strategic decisions about instruction, curriculum, and assessment.

Each year parents are invited to participate in the Title I Annual Fall meeting to understand and offer input to the Title I services. The parents are invited to the Title I Spring meeting to review the student performance data of the Title I program and to help plan the next year's program.

4. Sharing Lessons Learned:

The diverse staff of NBC Elementary School has had many opportunities to share successful strategies with other professionals. Experiences with Response to Intervention and Instruction (RtII), the Olweus bullying prevention program, and the implementation of technology have shown valuable to others.

The RtII program is in its third year of implementation and growing to be a successful support program. RtII seeks to prevent academic failure in reading through early identification, frequent progress monitoring, and increasingly intensive research-based instructional interventions. The RtII team is comprised of the reading teachers, school psychologist, guidance counselor, principal, and classroom teacher. The team has shared the program's design, implementation, and progress with several audiences through a power point presentation. Presentations were given to the NBC District Literacy Council, Middle School staff, and School Board.

The RtII program connects well with the Literacy Council's goal "to utilize appropriate data to address increased amounts and types of reading, rigor, and relevance in all content areas." The NBC Middle School is preparing to initiate RtII services and the opportunity for the staff to gain insights, ask questions, and receive a vision for program implementation was most appreciated. To inform the public

of the successful academic support provided for our elementary students, the team presented the program details to the Northern Bedford County School Board members.

The elementary curriculum embraces The OLWEUS Bullying Prevention Program. The program goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. Our implementation of the program has increased positive attitudes toward school, provided greater support for bullied students and bystanders, and improved social relationships. Eight elementary teachers presented the OLWEUS class meeting at the Bedford County-Wide In-Service, a collaboration that included the staff of five local school districts. The teachers modeled and explained teaching procedures, student engagement, and provided guided practice for the workshop attendees.

The district technology coordinator and an elementary teacher are sharing and demonstrating the use of an online digital story maker to educators of 35 school districts in the Appalachia Intermediate Unit 8. Our first grade teacher is sharing the technological success of her first graders to write and illustrate stories beyond paper and pencil tools.

1. Curriculum:

The content of the reading curriculum aligns with the Pennsylvania Reading Standards. Each grade level follows a developmentally designed curriculum map to teach reading in coordinated instructional sequences that includes a daily balance of reading and writing. Eleven scientifically-based reading programs are used to teach the components of the comprehensive balanced literacy model. Students receive instruction in phonemic awareness, phonics and high frequency words, reading fluency, robust vocabulary, and comprehension skills and strategies. Every grade level has a daily two-hour block of language arts instruction. In kindergarten through fifth grade, instruction begins with the daily core reading curriculum of the Harcourt Storytown series for all students. Guided reading is used daily in the primary classrooms to provide small group instruction to children with similar reading abilities. Students reading below grade level in fourth and fifth grade receive additional small group instruction at their level three times per week during the language arts block. Additionally, a daily block of time is dedicated to intervention and enrichment, where every student receives instruction on their reading level. First through fifth grade students also have the opportunity to participate in Accelerated Reader, an incentive reading program with the goal of growing independent reading levels. Students in need of remediation are provided research-based intervention through RtII (Response to Intervention & Instruction). RtII is a comprehensive three-tiered approach to provide reading remediation, in addition to the core, for 30-45 minutes three to five times per week. Intervention is provided by reading resource teachers, instructional aides, learning support teachers and classroom teachers.

The writing curriculum meets the requirements of the state standards. The Collins Writing Program, used by the district, is a model for writing-across-the-curriculum. The framework is made up of five writing types ranging from composing lists to writing five paragraph essays. Kindergarten and first grade students use a developmentally appropriate combination of writing methods taken from Harcourt Reading, KIDWRITING, and Collins. Elementary students engage in writing experiences during the daily language arts schedule.

The elementary math curriculum is aligned to the Pennsylvania Math Standards. The district has devised a curriculum map for each grade level, which is followed to teach specific learning goals. The resources of the Harcourt Math series are used to teach the core math programs of kindergarten through grade five. Kindergarten and grade one math students are grouped into heterogeneous instructional groups. To improve mathematical skills, students in grade two through five are assigned to flexible homogenous instructional groups, based on their common math abilities. Achievement data (to include GMADE, PSSA Math and 4Sight Math) and teacher recommendation is used to assign students to instructional groups.

The majority of grade levels have four math classes. One grade level is comprised of three math classes, based on student enrollment numbers. To support at-risk students in math (learning support and regular education), each grade level has at least one math class taught by two teachers. The co-teaching partnership of one regular education teacher and one learning support teacher or math resource teacher provides immediate and individual attention for at-risk students. The math resource teacher co-teaches every morning in grades three, four, and five. In the afternoon, this teacher provides math remediation to kindergarten, first, and second grade students through individual and small group instruction. Every grade engages in 60 minutes of daily math instruction and practice. Students begin each math class with a brief review of targeted prior skills. Daily lessons then introduce new information, which is followed by guided and independent practice. Each year, third through fifth grade students complete timed fact tests to ensure mastery of addition, subtraction, and multiplication facts. Students in grades three, four, and five who are in need of extra skill practice also benefit from using the computer program STUDY ISLAND a few days each week.

Science and social studies instruction focuses on the comprehensive content of the PA Standards Aligned System. Classroom instruction, student projects, and hands-on experiences are part of the students' engagement in learning.

All students receive specialized instruction, based on state standards, in art, music, library, technology, and physical education on a six day rotation cycle. Each class is taught in 40 minute periods. The physical education teacher and the classroom teacher share the responsibility to teach the health and nutrition curriculum. The second and fifth grade students annually perform in two musical presentations. The fifth grade chorus and band members perform in two annual concerts. Guitar and recorder lessons are offered to fourth and fifth graders in early morning lessons before school begins.

Fifth grade students may join Art Club to pursue special art techniques and projects. Each year the artwork of students is entered into school and community competitions. Fifth grade students may compete in the elementary READING TEAM for the county reading competition.

2. Reading/English:

In 2006, 40% of the elementary students did not achieve proficiency on the Pennsylvania state reading assessment. Our staff began a diligent root cause analysis of the low reading performance. Teaching practices, common core curriculum, assessments and current resources were examined, which lead to a revised reading program. The new program showed significant improvements in content, instructional delivery, assessments, and remediation services. Additionally, we invested in multiple remediation programs and hired a second reading support teacher.

Today the content of the reading curriculum aligns with the Pennsylvania Reading Standards. Each grade level follows a developmentally designed curriculum map to teach reading in coordinated instructional sequences that includes a daily balance of reading and writing. Eleven scientifically-based reading programs are used to teach the components of the comprehensive balanced literacy model. Students receive instruction in phonemic awareness, phonics and high frequency words, reading fluency, robust vocabulary, and comprehension skills and strategies. Every grade level has a daily two-hour block of language arts instruction. In kindergarten through fifth grade, instruction begins with the daily core reading curriculum of the Harcourt Storytown series for all students. Guided reading is used daily in the primary classrooms to provide small group instruction to children with similar reading abilities. Students reading below grade level in fourth and fifth grade receive additional small group instruction at their level three times per week during the language arts block. Additionally, a daily block of time is dedicated to intervention and enrichment, where every student receives instruction on their reading level. First through fifth grade students also have the opportunity to participate in Accelerated Reader, an incentive reading program with the goal of growing independent reading levels.

Students in need of remediation are provided research-based intervention through RtII (Response to Intervention & Instruction). RtII is a comprehensive three-tiered approach to provide reading remediation, in addition to the core, for 30-45 minutes three to five times per week. Intervention is provided by reading resource teachers, instructional aides, learning support teachers and classroom teachers. Student progress is monitored weekly or bi-weekly.

Summative standardized reading assessments (GRADE and/or 4SIGHT) are administered to all students three times per year. AIMSweb is a fluency benchmark tool administered three times per year to guide instruction/intervention. In 2010, 79% of the elementary students achieved proficiency on the state reading assessments.

3. Mathematics:

The elementary math curriculum is aligned to the Pennsylvania Math Standards per grade level. The district has devised a curriculum map for each grade level, which is followed to teach specific learning goals. The resources of the Harcourt Math series are used to teach the core math programs of kindergarten

through grade five. Kindergarten and grade one math students are grouped into heterogeneous instructional groups. To improve mathematical skills, students in grade two through five are assigned to flexible homogenous instructional groups, based on their common math abilities. Achievement data (to include GMADE, PSSA Math and 4Sight Math) and teacher recommendation is used to assign students to instructional groups.

The majority of grade levels have four math classes. One grade level is comprised of three math classes, based on student enrollment numbers. To support at-risk students in math (learning support and regular education), each grade level has at least one math class taught by two teachers. The co-teaching partnership of one regular education teacher and one learning support teacher or math resource teacher provides immediate and individual attention for at-risk students. Our students' PSSA math scores validate the success of this co-teaching practice with the rise from 76% proficiency (2008) to 90% proficiency (2010). The math resource teacher co-teaches every morning in grades three, four, and five. In the afternoon, this teacher provides math remediation to kindergarten, first, and second grade students through individual and small group instruction.

Every grade engages in 60 minutes of daily math instruction and practice. Students begin each math class with a brief review of targeted prior skills. Daily lessons then introduce new information, which is followed by guided and independent practice. Each year, third through fifth grade students complete timed fact tests to ensure mastery of addition, subtraction, and multiplication facts. Students in grades three, four, and five who are in need of extra skill practice also benefit from using the computer program STUDY ISLAND a few days each week.

Student progress is monitored through daily and/or weekly formative math assessments of smaller chunks of knowledge, followed by summative assessments to prove the ability to apply what has been learned. All students take grade level standardized tests (GMADE or 4SIGHT Math) to track yearly growth of their individual math achievement. The assessments are administered three times each year. Data analysis guides the instructional plans for the students.

4. Additional Curriculum Area:

The elementary art and music programs add rich, diverse content to the elementary curriculum. All pre-kindergarten through grade five students participate in each subject for 40 minutes in a six day cycle rotation. Each program is instructed by a content certified teacher.

Primary art students explore the basic elements of line, shape, and color. The students make connections to the concepts by studying artwork of artists such as Claude Monet and Stuart Davis. As these concepts are developed in relation to art and design, the students develop their abilities to control specific media to include clay, paint, collage and printmaking. They developmentally continue to experiment with these media as they progress through their intermediate years.

The mastery of the basic art concepts of grade three, four, and five students prepare them to apply these concepts to the principles of design. The talents of renowned artists to include Vincent Van Gogh, Michelangelo, and Leonard DaVinci are researched, studied, and analyzed. The children methodically discover the design skills artists employed to create successful works of art. The students then apply their understandings of the skills to create their own works of art, following basic guidelines, yet remaining free to create as they choose.

Our school enjoys a strong partnership with the Southern Alleghenies Museum of Art. Each year a professional artist in residence teaches and interacts with our students. Students annually compete in local and regional art shows.

The elementary music curriculum provides students countless opportunities to hear, sing, and discuss a variety of music, and to play age-appropriate instruments. Instruments include the boom whacker for primary students and keyboards for intermediate students. Band lessons begin in fifth grade. Playing the

instruments reinforces the study of notation. Our keyboard program is especially unique. Twelve keyboards with dual headphones allow students to work simultaneously to arrange simple melodies. A multi-sensory approach of audio, video and hands-on activities is used to study composers. Music class emphasizes cross-curricular connections to develop writing skills and themes of science and social studies. During the year students have the opportunity to interact with visiting professional musicians and/or travel to attend the symphony. Grade level musicals and chorus/instrumental concerts provide students the chance to showcase their talents.

5. Instructional Methods:

NBC Elementary differentiates instruction to serve the diverse needs of our student subgroups. Each year all students are assigned to traditional heterogeneous homerooms in each grade. Students with Individualized Educational Plans (IEP) are totally included in the regular education classes. Student rosters are developed to achieve balance with gender, academic abilities, social/emotional needs, personality, behavior, and for each student to have one familiar friend.

Regular education teachers instruct the core academics of math, language arts, science, and social studies in the homeroom classes. Each grade (1-5) has at least one reading and one math class taught by co-teachers. Students at academic risk, to include IEP students, are assigned to co-taught classes. Students receive the increased individual time and attention two teachers in partnership can devote to instruction.

Our school delivers Title I School-wide Reading services for students reading below grade level. Title I resources are combined with our Response to Intervention & Instruction (RtII) to improve student achievement through research-based interventions aligned with the instructional needs of the students. Two reading resource teachers and seven instructional assistants serve at-risk students (including IEP students) with a comprehensive three-tiered level of reading intervention and remediation. Tier 1 reading interventions are provided to all students in their core homeroom reading classes. Tier 2 interventions are implemented three days per week in specialized small groups for forty minutes. Tier 3 gives intensive support with specialized individual instruction five days for forty minutes. The master schedule of the school contains a daily forty minute time for each grade to receive RtII. Also, at this same time, reading students who are not identified as at-risk are given enrichment instruction and activities to deepen their skill knowledge by using higher order thinking skills of application and synthesis.

All math instruction in grade two through five is taught to homogeneous classes based on math ability levels. All students receive the core math curriculum. Pacing of instruction varies with the ability levels of the classes.

Grade three through five students use the technology tools of NETBOOK that allows students to enhance their learning of general subject matter by increasing their motivation and engagement. The NETBOOKS enable students to create digital stories. Students receive 40 minute technology classes on a six-day cycle, as well as, complete online activities of digital storytelling, creating spreadsheets and graphs, and/or creating classroom presentations with power point.

6. Professional Development:

The professional development program of Northern Bedford County School District focuses on the core academic subjects in correlation to growing student achievement. Each spring the school district conducts a “needs assessment” survey of the teaching staff, parents, community, students, and administrators. The survey seeks information regarding student assessment, special education, gifted education, the use of technology in classrooms, ESL/ELL (English as a Second Language/English Language Learners), NCLB (No Child Left Behind), positive classroom environments, and community involvement. Teachers respond to open-ended questions to suggest professional development topics that are of strong interest to them to expand their teaching skills.

In 2007, teachers and administrators focused on the mediocre performance in literacy across the district. State testing scores of student achievement in reading comprehension, open-ended responses, and process writing were continuing to rank at the low end of the benchmarks. Decisions were made to form a District Literacy Council to develop and implement a “Strategic Design for Literacy”. The mission of the literacy initiative wants to provide students with “skills, strategies, and character to meet the challenges of a global society”. To address the low proficiency of student writing and to embed writing across all curricula, the district began the K-12 implementation of the COLLINS writing curriculum. Teachers have received yearly trainings to learn how to effectively use the program’s tools. To support this writing program, the district made a significant investment of the services of two literacy consultants. The consultants have provided teachers with coaching, professional development, off-site school visits, and tremendous feedback. Success has been seen with the Grade 5 2006 state writing scores of 37% proficiency rising to 77% proficiency in 2010. Through professional development, the elementary teachers collaborated to develop grade level “focus correction areas” that aligned vertically and horizontally with the state standards. A consistent and common language for responding to open-ended questions in all curricula content has emerged to increase student writing and reading comprehension proficiency. The elementary students’ improvements are seen in the 2005-06 state reading scores of 62% proficiency to the 2009-10 79.6% proficiency.

The professional development program of Northern Bedford County School District requires all professional employees to complete an “Individual Action Plan” during May for each school year. The plan states the teacher’s personal professional goal(s) for the upcoming academic year, procedures needed to accomplish the goal(s), and the impact the plan will have on student achievement.

7. School Leadership:

The district superintendent guides the educational leadership team of three principals, a special education supervisor, and a supervisor of curriculum and instruction to provide all students with a quality education. The leadership philosophy centers on a team approach. The district team plans and makes collaborative decisions for curriculum development, student services, staff development, supervision, and evaluation that align with the standards of the Pennsylvania Department of Education.

Each principal’s primary responsibility is to be the instructional leader of his/her school, followed by managerial duties to operate the building. The elementary principal commits to nurturing a caring, positive school climate among staff and students, while working to improve student performance and becoming a high-achieving school. The teaching staff continuously collaborates to design elementary curriculum instruction, to select new instructional materials, and to suggest professional development needs. The principal designs and implements the master time schedule for all classes. Teacher daily lesson plans must be available for review and include learning objectives, standards, procedures, assessments, and materials.

Eight elementary lead teachers, representing various school departments, participate in the elementary collaborative leadership process. The lead teachers’ responsibilities are to represent, to guide, and to share information with their teams and the principal to enable the teams to effectively perform their duties. The lead teachers and the principal meet monthly to review, discuss, and share pertinent information of programs and procedures. Lead teachers meet monthly with their individual departments to coordinate and plan curriculum programs. Daily forty minute common planning periods of grade level teachers also allow the principal to periodically meet and discuss grade specific details. Faculty meetings, led by the principal or a guest presenter, are held monthly to focus on professional development.

The principal and the teachers meet four times per year to analyze student data from the current standardized assessments that include GMADE (math), GRADE (reading), and 4SIGHT (math and reading). These cyclic opportunities of data analysis give teachers specific information and ownership to diagnose, prescribe, and write instructional plans to address all students’ individual program needs.

The Response to Intervention & Instruction Team (RtII) meets quarterly with every teacher to review the progress of at-risk students receiving reading intervention. The principal is part of this team that includes the reading specialist, school psychologist, guidance counselor, and classroom teacher. Meetings provide focused review of each student's progress to determine program maintenance, revision, or exit.

Teamwork fosters productivity!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: Test published each year Publisher: PDE/DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	92	86	90	74	89
Advanced	55	48	52	26	44
Number of students tested	60	84	62	100	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	88	74	79	63	79
Advanced	50	27	42	11	31
Number of students tested	34	34	19	38	29
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient		55		17	
Advanced		18		0	
Number of students tested		11		12	
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: Test published each year Publisher: PDE/DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	82	79	84	63	63
Advanced	30	29	26	16	22
Number of students tested	60	84	62	100	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	79	65	74	50	59
Advanced	21	15	11	11	10
Number of students tested	34	34	19	38	29
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient		27		8	
Advanced		9		0	
Number of students tested		11		12	
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: Test published each year Publisher: PDE/DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	87	93	71	83	74
Advanced	48	64	32	45	34
Number of students tested	83	61	99	86	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	0	0	0	0
Percent of students alternatively assessed	8	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	79	89	62	78	77
Advanced	32	44	12	37	27
Number of students tested	38	18	34	27	26
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient			17		40
Advanced			8		10
Number of students tested			12		10
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: Published Publisher: PDE/DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	74	82	70	64	69
Advanced	43	31	28	30	39
Number of students tested	89	61	99	86	80
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	63	67	59	56	69
Advanced	28	17	12	19	35
Number of students tested	43	18	34	27	26
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient	31		17		30
Advanced	15		0		20
Number of students tested	13		12		10
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: Test published each year Publisher: PDE/DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	91	73	71	63	56
Advanced	75	43	47	36	24
Number of students tested	56	101	91	81	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	85	61	61	56	39
Advanced	65	25	39	22	15
Number of students tested	20	36	28	32	33
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient		17	30	36	
Advanced		8	20	18	
Number of students tested		12	10	11	
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: Test published each year Publisher: PDE/DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	84	50	55	59	55
Advanced	37	19	24	19	10
Number of students tested	57	101	91	81	88
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	71	39	46	56	49
Advanced	14	11	4	16	9
Number of students tested	21	36	28	32	33
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient		8	20	27	
Advanced		0	0	9	
Number of students tested		12	10	11	
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	88	83	76	73	73
Advanced	56	46	43	35	41
Number of students tested	210	240	251	267	258
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	83	72	66	65	65
Advanced	43	29	29	22	24
Number of students tested	101	86	80	97	88
2. African American Students					
% At/Above Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
% At/Above Proficient	67	43	28	26	43
Advanced	15	14	17	10	9
Number of students tested	27	28	29	31	25
5. English Language Learner Students					
% At/Above Proficient					
Advanced					
Number of students tested					
6.					
% At/Above Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At/Above Proficient	79	68	68	62	62
Proficient	37	25	26	21	24
Number of students tested	210	240	251	267	258
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At/Above Proficient	70	55	59	54	59
Proficient	22	13	9	14	18
Number of students tested	101	86	80	97	88
2. African American Students					
% At/Above Proficient					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
% At/Above Proficient					
Proficient					
Number of students tested					
4. Special Education Students					
% At/Above Proficient	33	21	24	16	14
Proficient	11	7	7	6	7
Number of students tested	27	28	29	31	25
5. English Language Learner Students					
% At/Above Proficient					
Proficient					
Number of students tested					
6.					
% At/Above Proficient					
Proficient					
Number of students tested					
NOTES:					

11PA10