



# PART I - ELIGIBILITY CERTIFICATION

12PA11

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12PA11

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 10 Elementary schools (includes K-8)  
 (per district designation): 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
12 Total schools in district
2. District per-pupil expenditure: 10178

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	42	27	69
<b>K</b>	29	25	54		<b>7</b>	0	0	0
<b>1</b>	31	29	60		<b>8</b>	0	0	0
<b>2</b>	26	32	58		<b>9</b>	0	0	0
<b>3</b>	32	25	57		<b>10</b>	0	0	0
<b>4</b>	30	22	52		<b>11</b>	0	0	0
<b>5</b>	41	22	63		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								413

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
6 % Black or African American  
2 % 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 2010-2011 school year: 12%

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, 2010 until the end of the school year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	51
(4)	Total number of students in the school as of October 1, 2010	416
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 1

Number of non-English languages represented: 0

Specify non-English languages:

Chinese

9. Percent of students eligible for free/reduced-priced meals: 66%

Total number of students who qualify: 276

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: 25%

Total number of students served: 108

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>43</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>30</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>6</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>22</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>7</u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>44</u>	<u>6</u>
Total number	<u>78</u>	<u>16</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: 19:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
<b>Total</b>	<b>_____ 0%</b>

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

No

Yes

If yes, what was the year of the award?

The primary mission of the Altoona Area School District is to deliver the written curriculum in a thorough and efficient manner to every school-age student, and measure said delivery to its purported effect. The secondary missions are to instruct students on standards of behavior which should include, but not be limited to: manners, responsibility, reliability, dependability, self-discipline, self-esteem and perseverance; and to become partners with our community in economic revitalization and development. The Altoona Area School District has established an outstanding reputation for innovation and excellence over the years. With a student population of 8,400, Altoona Area is one of Pennsylvania's largest school districts. It encompasses 60 square miles and includes the city of Altoona, Logan Township and a small portion of Tyrone Township.

Juniata Elementary School is a unique elementary school, as it remains one of the few neighborhood schools that students walk to daily. The student population is over 400 and 64% of the students receive free and reduced lunch. Juniata Elementary School was placed in School Improvement I the summer preceding the 2008-09 school year, after numerous changes our school was classified as Making Progress in School Improvement I during the summer preceding the 2009-10 school year. Our school continued to make the necessary changes and improvements that allowed us to make Adequate Yearly Progress (AYP) for the 2010-11 school year. Juniata students in K-2 receive an extensive amount of literacy from the RTI (Response to Intervention) program, DIBELS, LETRS, LLI and the core Houghton Mifflin Program. The 3rd through 6th grade students receive literacy at their instructional level with the use of System 44, READ 180, Soar to Success (in-school tutoring program), or Literature Circles, in addition to the core Houghton Mifflin Reading Program.

Parents are a valuable part of our school. Parent participation occurs through; PTO, Q-SITE, volunteering program (i.e. library), evening academic activities that are designed to assist parents in building a sense of community and filling the literacy gap, and parent-teacher conferences. It is evident that the success of our students is directly related to the support and guidance provided to them. The Juniata Elementary Staff, in partnership with parents, students and the community are committed to this premise through high academic expectations, community responsibility, basic skills, individual strengths and integrated technologies. It is our school's mission to empower each student to achieve his/her fullest potential while becoming a lifelong learner and responsible citizen.

Juniata Elementary School educators are highly qualified and devoted to the student body. The Juniata teachers are a dynamic group of individuals committed to their students. The teaching team plans lessons that are engaging and reflective of their comprehensive knowledge of the grade level curriculum, Pennsylvania state standards and eligible content. After thorough modeling and guiding of learning objectives, small group differentiated activities are planned for students to gain a better understanding of the learning objective that can be applied in the future. Teachers engage students in meaningful lessons throughout the school day and consistently work to produce well educated students. The Juniata team utilizes research based effective instructional strategies that allow students to grow academically and socially.

## 1. Assessment Results:

Pennsylvania's school accountability system, as part of the No Child Left Behind (NCLB) Legislation, is based on the assessment known as the PSSA or the "Pennsylvania System of School Assessment". The PSSA is a standards-based assessment that provides valuable data to measure a students' progress towards proficiency of the Pennsylvania Standards in reading and mathematics, and measures the effectiveness of the school in helping its students achieve proficiency. Students in Pennsylvania are assessed annually in reading and mathematics in grades 3, 4, 5, 6, 7, 8 and 11. PSSA scores in reading and mathematics are reported according to the following proficiency levels:

Advanced – superior academic performance demonstrating in-depth understanding and exemplary display of reading and mathematics skills.

Proficient – satisfactory academic performance demonstrating a solid understanding and adequate display of reading and mathematics skills.

Basic – marginal academic performance demonstrating a partial understanding and limited display of reading and mathematics skills.

Below Basic – inadequate academic performance demonstrating little understanding and minimal display of reading and mathematics skills.

For more information access the Assessment section of the Pennsylvania Department of Education at the website <http://www.pde.state.pa.us>

Adequate Yearly Progress (AYP) is achieved when a school meets the target percentages for proficiency. The AYP targets need to be met in three areas: attendance rate, achieving proficiency levels in both math and reading, including all subgroups, and participation rate.

Our school demonstrated 100% participation rate in the reading and math PSSA and exceeded the attendance rate.

The state AYP target in 2011 was 72% in reading and 67% in math. On the Reading PSSA, 82.4% of ALL students, 81.7% of economically disadvantage students and 55.1% of the special education population were proficient. The special provision granted to the special education subgroup was confidence interval. This provision was granted due to progress made by the subgroup. The special education subgroup has increased its level of proficiency over the past three years from 23.4% to 55.1% through co-teaching and differentiated instruction. The "All student group" exceeded the reading target by 19.4% and made one year's growth. Individual grade levels exceeded the target; grade 3: 94%, grade 4: 78.2%, grade 5: 83.1%, and grade 6: 75.4%.

All grades show a positive three-year trend. In Grade 3, from SY07-08 to SY08-09 the percentage went from 71.9% to 80.4%. From SY08-09 to SY09-10 the percentage went from 80.4% to 94%. In Grade 4, from SY07-08 to SY08-09 the percentage went from 59.6% to 74.6%. From SY08-09 to SY09-10 the percentage went from 74.6% to 78.2%. In Grade 5, from SY07-08 to SY08-09 the percentage went from 60% to 72.7%. From SY08-09 to SY09-10 the percentage went from 72.7% to 83.1%. In Grade 6, from SY07-08 to SY08-09 the percentage went from 61.6% to 70.7%. From SY08-09 to SY09-10 the percentage went from 70.7% to 75.4%. The proficiency gap in reading is smaller between the "All Student Group" and each relevant subgroup. All relevant subgroups show a positive three-year trend.

In SY07-08 to SY08-09 the percentage for the IEP subgroup went from 23.8% to 31.1%. From SY08-09 to SY09-10 the percentage went from 31.1% to 55.1%. In SY07-08 to SY08-09 the percentage for the ED subgroup went from 61.3% to 69.9%. From SY08-09 to SY09-10 the percentage went from 69.9% to 81.7%. In SY07-08 to SY08-09 the percentage for the White subgroup went from 63.4% to 74.9%. From SY08-09 to SY09-10 the percentage went from 74.9% to 82.2%.

On the math PSSA in 2011, 93.8% of ALL students, 90.8% of economically disadvantage students and 77.6% of the special education population were proficient. The special education subgroup has increased its level of proficiency over the past three years from 25.5% to 77.6% through co-teaching and differentiated instruction. The “All Student Group” exceeded the math target by 37.8% and made one year’s growth. Individual grade levels exceeded the target; grade 3: 98%, grade 4: 96.3%, grade 5: 93.8%, and grade 6: 87.8%.

All grades show a positive three year trend. In Grade 3, from SY07-08 to SY08-09 the percentage went from 76.6% to 86.3%. From SY08-09 to SY09-10 the percentage went from 86.3% to 98%. In Grade 4, from SY07-08 to SY08-09 the percentage went from 70.2% to 88%. From SY08-09 to SY09-10 the percentage went from 88% to 96.3%. In Grade 5, from SY07-08 to SY08-09 the percentage went from 65% to 81.8%. From SY08-09 to SY09-10 the percentage went from 81.8% to 93.8%. In Grade 6, from SY07-08 to SY08-09 the percentage went from 59.6% to 87.8%. From SY08-09 to SY09-10 the percentage went from 87.8% to 87.8%. Every relevant subgroup met or exceeded the 56% target. 77.6% of the IEP subgroup was proficient or advanced. 90.8% of the ED subgroup was proficient or advanced. 93.4% of the White subgroup was proficient or advanced. The proficiency gap is smaller between the “All Student Group” and each relevant subgroup. All relevant subgroups show a positive three-year trend. In SY07-08 to SY08-09 the percentage for the IEP subgroup went from 28.6% to 53.3%. From SY08-09 to SY09-10 the percentage went from 53.3% to 77.6%. In SY07-08 to SY08-09 the percentage for the ED subgroup went from 65.6% to 83%. From SY08-09 to SY09-10 the percentage went from 83% to 90.8%. In SY07-08 to SY08-09 the percentage for the White subgroup went from 68.8% to 86.2%. From SY08-09 to SY09-10 the percentage went from 86.2% to 93.4%.

Since our school data reflects a performance gap between the whole school and the free/reduced lunch subgroup and special education subgroup the teachers and administration focused on pulling data from PSSA and 4Sight to form differentiated lessons within co-taught classrooms. The subgroup data was pulled frequently and team meetings occurred at least monthly to maintain focus on the subgroups. When differentiated lessons were being taught, students that fell into subgroups that were below the whole school worked with highly qualified teachers to receive direct instruction that was highly structured.

## **2. Using Assessment Results:**

A comprehensive range of assessments determines students’ needs. Third, fourth, fifth, and sixth grade teachers begin the school year by analyzing the PSSA data of the students that exited their classroom the year prior and the incoming students for the current school year. Teachers begin with district data, school data, grade level data, classroom data and then individual data. Over the years, the teaching staff has used PSSA data, PVAAS reports, and eMetric reports to answer bar graph data questions, trend line data questions, and reporting category data questions. When analyzing data it is imperative to look at the information provided through several lenses. The teachers separate the reading and math and then dissect the test between multiple-choice responses in each reporting category and open-ended results. Teachers identify the students that improved under their instruction, stayed the same under their instruction and dropped under their instruction. After looking at all the PSSA data at the beginning of the school year teachers map out an instructional plan create goals based on the needs of their individual classroom.

Three times a year students are given the DIBELS assessment in grades K, 1, and 2. Students not meeting the benchmark are placed into intervention groups during the daily power hour for intense instruction and are progress monitored weekly.

In reading and math the 4Sight assessment is given four times a year (September, November, January, and May) in grades 3, 4, 5, & 6 and student data is utilized from the assessment to drive instructional decision-making. The 4Sight assessment provides teachers with a way to track the learning accomplishments and needs of each student as well as informs the teacher when creating flexible groupings for standards and eligible content that need to be taught.

Monthly meetings are scheduled with specific topics of focus so that instructional conversations occur about curriculum alignment, trends in data, subgroup movement, flexible grouping and staying the course. Assessment results are presented to all staff members and meetings occurring for all, individual grade levels, and cross grade levels to maintain the sense that all are responsible for student achievement. Students are grouped according to assessment results and those who do not show proficiency in each reporting category are targeted for specific intensive remediation. The Instructional Coach team has mapped out the curriculum connecting it to the standards and eligible content.

As a result of the curriculum mapping the Instruction Team has created desk references for third, fourth, fifth, and sixth grade teachers that is a handy resource. The desk reference booklet contains; eligible content, vocabulary, core curriculum skills, testing blueprint, types of target passages and scoring guidelines.

Parents are kept apprised of assessment results through individual letters, newsletters, School Improvement meetings at the school, parent teacher conferences and the school's website. Every year at Juniata Elementary School student successes are acknowledge and celebrated. The celebration has changed each year; the first year the students were showered with confetti at an all school assembly, the second year the theme was "All Aboard Juniata Train of Success", and the third year the theme was "Juniata Burns Rubber". The teaching staff used the themes to kick off and maintain a sense on team, all working together for the common goal of student achievement.

### **3. Sharing Lessons Learned:**

The successes at Juniata Elementary School have been shared with schools within our district and across the Intermediate Unit. The assistant superintendent asked the building principal to share specific changes implemented at Juniata Elementary School with administrators and instructional coaches across the district. In addition, Laura Toki from the Intermediate Unit asked the Juniata principal to present the changes and successes at a principal forum. A presentation, "Steps Taken to Improve Student Achievement" was prepared. Each year Juniata increased student achievement and closed the achievement gap between the all group and each subgroup. The teaching team reflected on what was going well and what still needed to be tweaked. Juniata Elementary School focuses on three quotes:

"There is absolutely NO research correlation between success and family background, race, national origin, financial status, or even educational accomplishments. There is but one correlation with success, and that is attitude!"

"Fair is not equal, fair is giving every child what he or she needs."

"Teacher Quality is the single most important school variable influencing student achievement."

The building principal presented a timeline of the steps taken to improve student achievement. The process started when the school was placed into school improvement one and a new instructional leader was assigned to the building. A School Improvement Team comprised of current Juniata faculty members, staff members from within the district but not Juniata Elementary staff and community members were assembled to begin the daunting task of improving student achievement. The team started by receiving data and training on how to interpret the data, scores were analyzed and the team identified root causes. A course of action was planned and the team met frequently to determine if our school was on course or if we needed to adjust. Planning in-service trainings, purchasing resources, defining clear

expectations, having purposeful instructional conversations and holding everyone accountable were key components to the successes at Juniata Elementary School.

#### **4. Engaging Families and Communities:**

Parent Involvement is a key component in increasing student achievement and closing the gap between the all group and the subgroups. Parents are an integral part of the Juniata Elementary School team and they were invited to attend school programs and Juniata PTO meetings. Parents were invited to serve on the Parent Advisory Committee and Q-Site committee. Since communication with the home is very important, parents returned signed forms to indicate they were made aware of meetings, PSSA results, and parent involvement activities. A parent involvement event occurred once a month. To accommodate parents, events were planned both during the day and in the evening. The parent involvement activities will revolve around providing parents tools to help their child be successful at school. Parent volunteers planned, implemented, and supported fundraising activities, and the annual book fair. Parents served as support for the classroom teachers during RTI, Kid Writing and small group instruction and they signed a parent-teacher-student compact during the first week of school, to support their child in the learning process. The Instructional Coach conducted yearly Title One meeting during Meet the Teacher Night in September and a during the day meeting to inform parents of the Title One program and the benefits it provides to their children. Parents received the newsletter sent home each marking period from the principal and have access to the school website to stay informed about school and class activities. Teachers will use a class calendar and verbal communication to notify parents of class related events. Progress Book, an on-line grade book, continued to be a vital link between home and school. Parents had the opportunity to utilize the Family Literacy program at the Stevens building in Altoona. The Family Literacy program presented relevant workshops and classes to support parents in the literacy development of their children. Students involved in the tutoring program invited their parents to attend meetings and programs to showcase their progress.

## 1. Curriculum:

The Altoona Area School District has a planned course and scope and sequence for reading language arts, mathematics, science, social studies, visual and performing arts, physical education, health and nutrition, technology and library science. Our language arts program focuses on the integration of Reading, writing, listening and speaking. The Houghton Mifflin Basal Reading series combined with guided reading and Response to Intervention in the primary classrooms and READ 180/Soar to Success supplemental programs in the intermediate grades provides a balanced approach to reading instruction. Providing purposeful supplemental program that are implemented with fidelity creates a better opportunity for students to transition from learning to read to reading to learn. The elementary first through sixth grade Houghton Mifflin Math Series is correlated to the state standards and provides teachers with hands on manipulatives to use during whole group instruction and small group instruction.

Our mathematics program focuses on Pennsylvania state standards related to numbers and number operations, geometry, measurement, algebraic concepts, and data analysis and probability. The teachers have a plethora of materials to choose from when developing differentiated lessons to meet the needs of each learner. The series provides teachers with background information, vocabulary cards with charts and diagrams, hands-on manipulatives, leveled practice materials, connections to home, and professional resources. There is an on-line resource for both students and teachers to use from the comfort of their own homes. The Harcourt-Brace Mathematics series is used in our kindergarten classrooms and provides Big Books to transition students and make a connection to literacy while working on mathematic skills. All teachers incorporate writing into the math curriculum daily through the "Problem of the Day". Students compute math problems from word problems and then respond in written form.

The district has adopted technology standards and a technology scope and sequence for each grade level, kindergarten through sixth grade. Technology is not taught as a stand-alone component, but rather it is integrated into the curriculum. The integration of technology enhances all academic areas such as reading, mathematics, science, social studies and health.

Social studies has a planned course and scope and sequence for each grade level and after adopting the reading series several years ago, our district revisited components to integrate science and social studies into the core curriculum areas. The Houghton Mifflin Reading series addresses several themes that tie to social studies and science. Teachers integrate reading, social studies, science and technology with theme based instruction. The Harcourt Science series is correlated to the Pennsylvania science, environment and ecology standards. The series has experiment kits and leveled readers with skill based instruction connecting the Pennsylvania eligible content. Teachers utilized the leveled science readers to teach reading and science simultaneously.

The Altoona Area School District exposes students to the arts at the beginning of their elementary career. All students in kindergarten through sixth grade attend a vocal and rhythm music class once a week with certified music instructor. Instrumental classes are available for fourth through sixth grade students on a weekly basis. Art education classes and library science are taught to all students in elementary school on a 10 day rotation. Art, music and library science are a vital part of the daily instruction in each classroom through integrated instruction.

Health, safety and physical education planned courses have been written and aligned to the Pennsylvania state standards. A district policy has been adopted and implemented for health and wellness.

The Altoona Area School District provides a comprehensive curriculum of language arts, mathematics, science, social studies, health and wellness and visual and performing arts to all students.

## **2. Reading/English:**

Success for all students relies on a good foundation in reading. The goal at Juniata Elementary School is to integrate our instruction in reading, writing, listening and speaking so that students receive an all encompassing instructional experience. The core reading program is aligned to the state standards and teachers are required to identify standards and then drill down to the eligible content on all reading lesson plans. The current reading program provides all students with a balanced literacy approach. The balanced literacy model provides students with a cohesive approach to literacy. The instruction combines language and literature with reading instruction. Planned activities are utilized to develop fluent readers that comprehend and use the skills needed to decode. Balanced literacy instruction helps students develop a love of language, gain meaning from print and allows teachers to provide instruction in context. The Houghton-Mifflin Reading series emphasizes the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Supplemental reading activities are provided for all students to challenge the fluent reader, instruct the independent reader, and provide support for the emergent reader. An annual book fair sponsored by the PTO, participation in the “Read Across America” program, and parents volunteering to support the reading program with students are part of the collaborative effort of enriching the curriculum and encouraging a positive attitude toward literacy for all.

The kindergarten through second grade students participates in the Response to Intervention power hour daily. Students are leveled and grouped based on diagnostic testing and progress monitored according to their individual level of need. Small groups of students focus on specific intervention skills to help individual students gain the necessary skills needed to improve reading. Guided Reading is provided to all students in kindergarten through third grade. Students in grades three to six are leveled based on data and receive instruction in one of the following programs: System 44, READ 180, Soar to Success, and Literature Circles.

## **3. Mathematics:**

The goal at Juniata Elementary School is to differentiate our instruction in math. The Houghton Mifflin program is the core math program utilized in the Altoona Area School District. The core math program ties directly to the current state standards and drills down to the eligible content. Our mathematics program focuses on Pennsylvania state standards related to numbers and number operations, geometry, measurement, algebraic concepts, and data analysis and probability. The teachers have a plethora of materials to choose from when developing differentiated lessons to meet the needs of each learner. The series provides teachers with background information, vocabulary cards with charts and diagrams, hands-on manipulatives, leveled practice materials, connections to home, and professional resources. There is an on-line resource for both students and teachers to use from the comfort of their own homes. The Harcourt-Brace Mathematics series is used in our kindergarten classrooms and provides Big Books to transition students and make a connection to literacy while working on mathematical skills. All teachers incorporate writing into the math curriculum daily through the “Problem of the Day.” Students compute math problems from word problems and then respond in written form. The various technology components add to math instruction both during whole group and small group instruction. Teachers use Brainpop/Brainpop jr., Studyjams.com, and other resources to grab the learners attention prior to modeling a new concept. The teachers have created flipcharts on Active Inspire that are engaging for the learners and maintain their attention throughout math instruction. The teachers utilize the laptops during differentiated instruction, purposefully choosing activities that connect to the learning objective and prepare students for the lesson assessment. Juniata teachers provide engaging hands-on differentiated math lessons that encompass research-based best practices to meet the needs of all learners in order to close the gap and increase student achievement.

#### **4. Additional Curriculum Area:**

The Harcourt Science series is correlated to the Pennsylvania science standards and the environment and ecology standards. The series has kits for teachers to do hands-on experiments with the students and leveled readers. The leveled science readers are skill based and connect to the Pennsylvania reading eligible content for integrated instruction. Teachers utilized the leveled science readers to teach reading and science simultaneously. The Altoona Area School District has created a scope and sequence for the science series to assist teachers in staying focus and on course. A committee of teachers worked on a plan of how to further address the Pennsylvania Science, Ecology, and Environmental Standards. Currently, the district is in the process of updating the Science planned course and scope and sequence for Kindergarten through sixth grade.

Our goal is the all students will be able to achievement of scientific literacy enabling them to make scientific decisions based on the utilization of the scientific method and through the incorporation of technology. In order to ensure that our students can succeed in today global society they need to have a wide-range of scientific knowledge, the ability to use scientific method and today's ever expanding technology to make educated science-related decisions and solve problems in and out of the classroom.

We have continually stressed "Reading Across the Curriculum" within the Altoona Area School District and the reading series provided an avenue to allow reading skills and strategies to be taught and practiced through the utilization of science curriculum materials. We made an effort to improve our overall reading scores and have utilized the science curriculum to strengthen our students' ability to word with non-fiction material.

#### **5. Instructional Methods:**

The Juniata Elementary School Teachers incorporate evidenced based best practices to meet the needs of the diverse learners in all subgroups. The teaching team focused on clearly stating the objective and setting the purpose for every reading and math lesson. The teachers focused on connecting the objective, eligible content, procedures and evaluation within each lesson. After thoroughly modeling the skill and providing students with guided practice in whole group, teachers gradually released the responsibility to the students. Teachers carefully planned activities for each component of the lesson making sure that each activity related to the lesson objective. When planning the differentiated portion of the lesson teachers concentrated on below level learners, on level learners and above level learners. As the instructional leader at Juniata Elementary School during the implementation of this approach, Jill Daloisio, defined differentiated instruction to the staff as – providing learning opportunities for all learners at varying levels in accordance with data to support the learning objective and student need. When reviewing data, teachers looked at the entire class, identified special education students and economically disadvantaged students and planned accordingly for each subgroup. The School Improvement Team developed a resource room for all teachers to utilize. This resource room had highly engaging hands-on material that tied to eligible content that ranged from pre-primer material through middle school levels. A team of eight Juniata teachers compiled and organized both a reading and math that was shared across all ten elementary schools and focused specifically on leveling eligible content for various learners in grades three through six. The Altoona Area School District purchased various pieces of technology so that teachers could integrate across all curricular areas. All elementary classrooms have wireless Internet access, interactive whiteboards, and a set of 36 Activotes that allow teachers to check for student understanding. Students at Juniata Elementary School had access to laptops throughout the school day allowing teachers to provide one on one opportunities during differentiated instruction.

#### **6. Professional Development:**

The Professional Development Trainings at Juniata Elementary School are building specific, but in addition the teachers and paraprofessionals are involved in district wide in-service trainings. The School Improvement Team met to determine the root causes, define strategies needed to make improvements and

outlined a professional development schedule. The Juniata team worked on data analysis, best practices and effective instructional strategies, differentiated instruction and co-teaching. Laura Toki from the IU 8 presented Data 101 to the Juniata teachers, helping them to discover the root causes and locating the needs of the student body.

Teachers analyzed the data from previous years and the current data during the in-service training completing worksheets and answering tough questions about student achievement. As a follow-up to the Data 101 training, teachers analyzed 4Sight scores and chapter tests throughout the entire school year. The Instructional Coach, Jessica Diehl, and the building principal, Jill Daloisio, trained the staff on best practices and effective instructional strategies. The researched based best practices were focused on specific components of a thorough lesson – anticipatory set, model, guide, independent practice, differentiated instruction and closure. The teachers focused on connecting the objective, eligible content, procedures and evaluation within each lesson.

Following the in-service training, the Instructional Coach co-taught lessons with teachers to ensure proper implementation of research based best practices. Differentiated Instruction was taught at district wide in-services and building level in-services, with much follow-up training to provide teachers with support while executing this process. Also, co-teaching was a district wide initiative to help support special education students within the regular education setting. To alleviate special education from being separated during core instruction and missing the core reading program, special education teachers were trained to push into the classroom rather than pullout. Each professional development topic at Juniata Elementary School was scheduled multiple times to ensure its sustainability and this remains one of the primary focuses of the school.

## **7. School Leadership:**

The instructional leader's vision at Juniata Elementary School was to foster and nurture a productive team consisting of students, teachers, parents, staff members, and community members in which encouragement was given for risk-taking and authentic support was shown for individuality. The team helped produce students that solved various problems and emulated good decision making skills. The vision encompassed all team members valuing the joy of serving our community and guiding students to capture a sense of self-pride.

The role of the principal at Juniata Elementary is to be a part of team, be present in the school setting daily, participate in the instructional decision-making and learn the student body. As the school leader it was imperative to be visible and present in each and every classroom. While visiting classrooms, the principal had discussions with students, participated in the teaching process and knew all students by name, strengths and needs. Instructional conversations would ensue based upon learning walks. Teachers felt comfortable having professional discussions and seeking advice from the instructional leader of the building. Monthly meetings were planned for each grade level so that discussions could focus on student achievement, needs of the particular grade level, and instructional decision-making.

The instructional leader developed a master schedule that allowed all students to receive supplemental reading programs that provided differentiated instruction and grouped students at their individual instructional levels. Common planning time was part of the master schedule to allow teams of teachers to work collaboratively in developing effective lessons based on student need. Additionally the master schedule allowed for flexible grouping in which students would move from one program to the next based on data collected at checkpoints throughout the school year. The instructional leader conveyed the importance that all programs must be implemented with fidelity to allow students to maximize achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: Updated Yearly Publisher: DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	95	98	85	77	77
Advanced	73	68	36	33	34
Number of students tested	44	50	53	64	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	2	4	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	94	97	86	73	73
Advanced	64	57	21	33	32
Number of students tested	33	30	28	30	41
<b>2. African American Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	1	2	1	5	2
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	90	90	63		42
Advanced	40	70	13		11
Number of students tested	10	10	16	8	19
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12PA11

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: Updated Yearly Publisher: DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	95	94	77	72	65
Advanced	39	34	23	9	9
Number of students tested	44	50	53	64	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	2	4	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	94	93	71	80	71
Advanced	28	23	11	7	2
Number of students tested	33	30	28	30	41
<b>2. African American Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	1	2	1	5	2
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	90	90	44		32
Advanced	20	20	19		0
Number of students tested	10	10	16	8	19
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: Updated Yearly Publisher: DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	98	96	88	69	63
Advanced	82	73	51	28	37
Number of students tested	51	55	67	58	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	1	0
Percent of students alternatively assessed	2	6	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	100	94	89	62	48
Advanced	77	69	46	27	24
Number of students tested	30	32	35	37	25
<b>2. African American Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	4	2	7		
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested		1			
<b>4. Special Education Students</b>					
Proficient or Advanced	91	88	50	27	30
Advanced	73	41	20	0	15
Number of students tested	11	17	10	11	20
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: Updated Yearly Publisher: DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	90	80	75	60	54
Advanced	59	33	36	29	15
Number of students tested	51	55	67	58	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	1	0
Percent of students alternatively assessed	2	6	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	90	78	74	51	44
Advanced	53	31	31	24	0
Number of students tested	30	32	35	37	25
<b>2. African American Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	4	2	7		
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested		1			
<b>4. Special Education Students</b>					
Proficient or Advanced	73	59	10	27	30
Advanced	36	24	0	0	5
Number of students tested	11	17	10	11	20
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: Updated Yearly Publisher: DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	92	94	79	65	64
Advanced	58	74	48	35	35
Number of students tested	52	65	58	40	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	3	0	0
Percent of students alternatively assessed	2	0	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	91	90	73	73	59
Advanced	53	68	43	41	26
Number of students tested	32	31	49	22	39
<b>2. African American Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	3	7	2		4
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	75	70	36	36	6
Advanced	31	20	21	9	6
Number of students tested	16	10	14	11	18
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: Updated Yearly Publisher: DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	73	83	69	60	26
Advanced	31	35	19	20	4
Number of students tested	52	65	58	40	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	3	0	0
Percent of students alternatively assessed	2	0	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	75	90	60	94	26
Advanced	31	42	15	18	3
Number of students tested	32	31	40	22	38
<b>2. African American Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	3	7	2		4
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	50	40	29	27	0
Advanced	19	10	0	0	0
Number of students tested	16	10	14	11	17
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: PSSA

Edition/Publication Year: 2006/2011 Publisher: DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	96	90	84	60	87
Advanced	69	67	65	23	49
Number of students tested	68	57	43	52	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	4	2	0	0
Percent of students alternatively assessed	0	7	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	92	87	83	57	80
Advanced	70	63	58	27	48
Number of students tested	37	38	24	30	25
<b>2. African American Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	8	1		5	1
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced		67	50	0	46
Advanced		42	25	0	18
Number of students tested	9	12	12	13	11
<b>5. English Language Learner Students</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
<b>6.</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: PSSA

Edition/Publication Year: Updated Yearly Publisher: DRC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	71	75	70	62	67
Advanced	40	23	33	15	24
Number of students tested	68	57	43	52	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	4	2	0	0
Percent of students alternatively assessed	0	7	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	62	71	67	53	60
Advanced	32	18	21	10	16
Number of students tested	37	38	24	30	25
<b>2. African American Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	8	1		5	1
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced		42	25	23	36
Advanced		8	17	8	0
Number of students tested	9	12	12	13	11
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12PA11

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	95	94	84	68	72
Advanced	70	70	49	29	38
Number of students tested	215	227	221	214	214
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	8	7	1	0
Percent of students alternatively assessed	1	3	3	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	94	91	81	65	65
Advanced	65	64	41	31	31
Number of students tested	132	131	136	119	130
<b>2. African American Students</b>					
Proficient or Advanced	94	100	90	70	
Advanced	69	58	19	10	
Number of students tested	16	12	10	10	7
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	0	1	0	0	0
<b>4. Special Education Students</b>					
Proficient or Advanced	82	79	50	27	29
Advanced	43	42	19	2	11
Number of students tested	46	49	52	43	68
<b>5. English Language Learner Students</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12PA11

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient or Advanced	80	82	72	64	52
Advanced	42	31	27	17	12
Number of students tested	215	227	221	214	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	8	7	1	0
Percent of students alternatively assessed	1	3	3	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	79	82	67	66	50
Advanced	35	28	19	15	4
Number of students tested	132	131	127	119	129
<b>2. African American Students</b>					
Proficient or Advanced	62	91	70	80	
Advanced	31	25	30	0	
Number of students tested	16	12	10	10	7
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested	0	1	0	0	0
<b>4. Special Education Students</b>					
Proficient or Advanced	58	57	29	25	23
Advanced	19	16	9	2	1
Number of students tested	46	49	52	43	67
<b>5. English Language Learner Students</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12PA11