



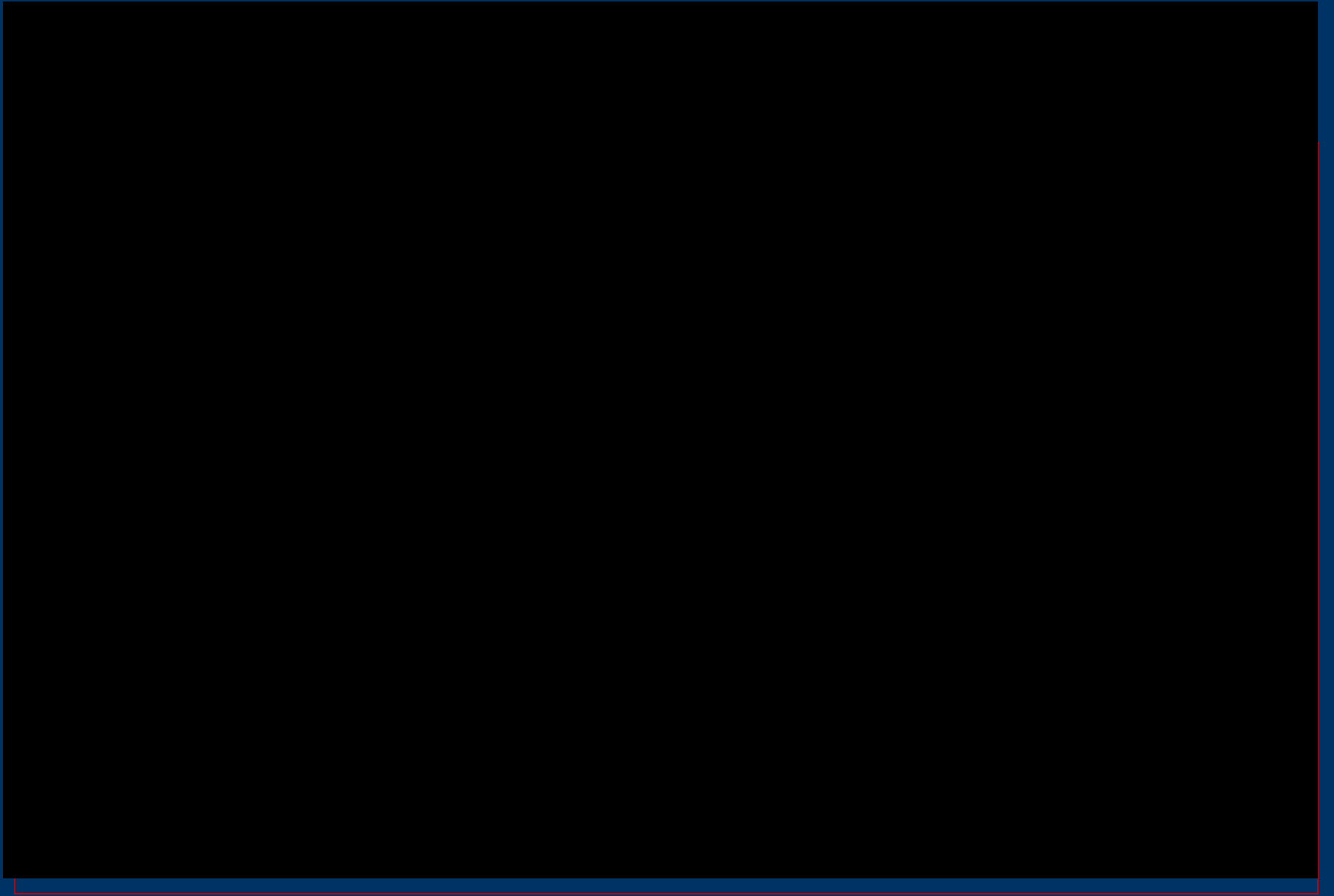
*Aligned Collaboration:
Guaranteed Success for All Children*

Brady-Henderson Mill Creek
Elementary School
Huntingdon, Pennsylvania

Rebecca Newton, First Grade Teacher
Jeff Coppes, Director of Elementary Education

Brady-Henderson Mill Creek Elementary School

- K-5 school set within a rural district in Pennsylvania
- 120 children in grades K-5
- 18 children in PA Pre K Classroom
- Staff Characteristics
 - 2006-2007-Average years of experience-20.65
 - 2007-2008-Average years of experience 12.23
- Assessments
 - Grades K-2: DIBLES, Rigby Running Records and local assessments for reading/mathematics, and Domain Writing
 - Grade 2: Terra Nova for reading and mathematics, HASD Quarterly Reading, and Domain Writing
 - Grades 3-5: PSSA, 4Sight, HASD Quarterly Reading, Domain Writing, Fountas and Pinnell Running Records
- 57.86% of the children receive free/reduced meals
- Annual operating budget of \$26,254.00
- Co-Teaching: All support services take place in regular education classroom
- Response to Intervention School
- Award winning Parent-Teacher Group



Enhancing Skills Through Aligned Professional Development



- 182 Trainings since June 2001
- Study Groups
- Literacy Coach
- Data Analysis
- Four PD Days each year aligned to vision
- Governor's Institutes for Early Literacy
- Summer Academies
- Professional Learning Communities

Getting New Teachers Synchronized



- Academy for Excellence
- Literacy Coach
- Mentor Teachers
- Study Groups
- Professional Learning Communities
- Differentiated Supervision
 - Required for first 3 years in district

Building the Team: Families Mirroring Literacy Strategies at Home

2006-07

- *No Parent Left Behind Parental Involvement DVD*

2007-08

- Monthly Family Strategy Activities link to DVD

Evaluating Our Effectiveness Through Teacher-Created Quarterly Assessments



- Assess the important Assessment Anchors.
- Look very similar to the PSSA.
- The questions are phrased exactly as they will see them in the PSSA.
- Be in the same genre as studied this marking period.
- Challenge them to read and respond to both fiction and non-fiction.
- Challenge them to choose the best of four possible answers (selected response format).
- Require them to write constructed responses by effectively using BATS or RACES.
- Allow special education students to have the exact accommodations that they have during the PSSA. Please refer to the section on accommodations in your Anchor Assessment/ PSSA Notebook that we provided all third-fifth grade teachers last year.

Pulling it Together with a Standards-Based Report Card

Mathematics Cont.		QUARTER	
Data Analysis and Probability	1 2 3 4		
Organizes, displays and/or interprets data using histograms, tables, line, bar graphs			
Describes data sets using mean, median, mode and/or range			
Predicts or determines all possible combinations, outcomes and/or calculates the probability of a simple event			
45ight End of Year Proficiency Advanced, Proficient, or Working Toward Proficiency			

Science		Quarter	
Marking Period Average	1 2 3 4		
Demonstrates an understanding of concepts studied			
Shares ideas in group activities			

Special Subjects		QUARTER	
Art	1 2 3 4		
Applies art skills and demonstrates understanding of basic concepts			
Exhibits appropriate behavior			
Library/Extension	1 2 3 4		
Uses the library appropriately			
Exhibits appropriate behavior			
Physical Education/Health	1 2 3 4		
Participates in physical fitness and understands health concepts			
Exhibits appropriate behavior			
Music/Chorus	1 2 3 4		
Applies musical skills and demonstrates understanding of basic concepts			
Exhibits appropriate behavior			
Band	1 2 3 4		
Demonstrates evidence of practice sessions			
Exhibits appropriate behavior			

Writing		QUARTER	
Focus	1 2 3 4		
Remains on topic and states purpose			
Content	1 2 3 4		
Organizes using well developed ideas and details			
Organization	1 2 3 4		
Organizes ideas in logical order			
Writes a minimum of five organized paragraphs			
Style	1 2 3 4		
Uses a variety of sentences and precise words			
Conventions	1 2 3 4		
Uses punctuation, capitalization, sentence formation and grammar rules consistently			
Writes legibly			
Marking Period Average	1 2 3 4		
Applies common words and spelling systems in writing			

Characteristics of a Successful Learner		QUARTER	
X means needs improvement	1 2 3		
Shows respect for adults, peers, and property			
Follows school and classroom rules/directions			
Demonstrates self-control			
Works neatly			
Works well independently			
Works appropriately in a small group setting			
Works appropriately in a large group setting			
Accepts responsibility for actions			
Completes homework			
Demonstrates organizational skills			
Brings appropriate materials for school each day			

Attendance		Jan		Jul	
Excused Absences					
Unexcused Absences					
Days Tardy					

Reading		QUARTER	
Reading Proficiency Advanced, Proficient, Working Toward Proficiency	1 2 3 4		
Student Reading Level			
Phonics	1 2 3 4		
Uses phonics and word analysis to decode words			
Identifies and interprets the meaning of words			
Oral Reading Fluency	1 2 3 4		
Accurately presents constructed and selected response questions related to text			
Comprehension	1 2 3 4		
Identifies main elements of genre			
Uses comprehension strategies to understand fiction			
Uses comprehension strategies to understand non-fiction			
Recognizes between essential and non-essential information in or between texts			
Identifies main ideas and details			
Reading Participation	1 2 3 4		
Participates in shared and interactive reading discussions			
Attempts to take during direct reading instruction			
45ight End of Year Reading Proficiency Advanced, Proficient, Working Toward Proficiency			

Social Studies		Quarter	
Marking Period Average	1 2 3 4		
Demonstrates an understanding of concepts studied			
Shares ideas in group activities			

Mathematics		QUARTER	
Math Proficiency Advanced, Proficient, Working Toward Proficiency	1 2 3 4		
Marking Period Average	1 2 3 4		
Numbers and Operations	1 2 3 4		
Uses grade appropriate vocabulary			
Expresses numbers in equivalent forms			
Demonstrates understanding of place value of whole numbers and decimals			
Compares and orders quantities or values of numbers including decimals to thousandths and whole numbers to billions			
Uses negative numbers (number line, counting, temperature)			
Uses estimation strategies to solve a variety of problems			
Place Value	1 2 3 4		
Compares and orders fractions with unlike denominators			
Adds and subtracts fractions and mixed numbers with unlike denominators			
Converts between fractions, mixed numbers, decimals, and percents			
Fractions and Decimals	1 2 3 4		
Compares and orders fractions with unlike denominators			
Adds and subtracts fractions and mixed numbers with unlike denominators			
Converts between fractions, mixed numbers, decimals, and percents			
Computation	1 2 3 4		
Solves addition and subtraction problems accurately			
Solves multi-digit multiplication problems accurately			
Solves single and double digit division problems accurately			

Measurement		1 2 3 4	
Identifies appropriate units (customary or metric) to measure			
Solves problems using simple conversions (and/or adds and subtracts measurements)			
Estimates and/or compares the perimeter or area of 2 figures			
Uses rulers to correctly measure length			
Solves problems involving length, time, weight (mass), capacity, temperature, perimeter and area			
Geometry	1 2 3 4		
Identifies and/or uses basic properties of quadrilaterals (parallelograms, squares, rectangles, trapezoids, rhombi), triangles, circles, cylinders, cubes, and/or prisms			
Names, draws, and labels planes, points, line segments, lines and rays			
Identifies parallel, intersecting and perpendicular lines			
Names, draws, and labels angles			
Analyzes transformations and/or uses symmetry to analyze mathematical designs			
Uses protractors to correctly measure degrees			
Advanced Concepts	1 2 3 4		
Creates or extends patterns			
Analyzes patterns			
Identifies and/or uses appropriate strategies, including concrete materials, to model or represent expressions or number sentences			
Applies number theory concepts (i.e., primes, factors, multiples, composites)			

- Standards-based
- Reflects HASD curriculum
- Includes our present assessments
- Progress is marked as "P" for proficient, "W" for working toward proficiency or "A" for students that are performing at least one year above reading level
- Hybrid format that includes percentage grades for mathematics and spelling
- Aligned to National Reading Panel
- Includes area specialists (Art, PE, Music, Library and Band)
- Characteristics of Successful Learners
- Being piloted during 2007-2008 with two families from each classroom (106 families)

Supervision Aligned to Vision for Literacy



- Differentiated Supervision
 - Collaborative Planning
 - Professional Dialogue
- Guided Reading and Writer's Workshop Indicator Checklists
- Administrative Team Observations
- Opening our doors-making our educational practice public

Aligning Resources



- Administrative
- Classroom budgets
 - Student learning related
 - Aligned to frameworks
- Study Group books
- After-school tutoring
- Professional Development

Working Together to Inspire All



"Solidarity describes Brady-Henderson Mill Creek Elementary School. We as teachers, parents and community members strive to provide a supportive, consistent environment for our students. We celebrate our successes and collaborate with one another to overcome our challenges-inspiration at its best!"

--Submitted by Brady Teachers

Summary Points

- Key Learning's
 - Understanding and utilizing the comprehension strategies
 - Ongoing, high-quality professional development is the key to school improvement
 - Consistency of instruction positively impacts students, families and the school
- Challenges still Ahead
 - Meeting the needs of diverse learners and moving them forward
 - Vocabulary development
 - Continued work on comprehension strategies
 - Getting new people, "Up to speed."