

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

## U.S. Department of Education

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

Name of Principal Ms. Kathleen Quinn

Official School Name Robert Blair Pollock Elementary School

School Mailing Address 2875 Welsh Road

City Philadelphia State Pennsylvania Zip 19152-1647

County Philadelphia State School Code Number\* 126515001-000003801

Telephone ( 215 ) 961-2004 Fax ( 215 ) 961-2597

Web site/URL www.phila.k12.pa.us E-mail kquinn@phila.k12.pa.us

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

(Principal's Signature) \_\_\_\_\_ Date \_\_\_\_\_

Name of Superintendent\* Mr. Paul G. Vallas

District Name School District of Philadelphia Tel. ( 215 ) 400-4000

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

(Superintendent's Signature) \_\_\_\_\_ Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. James E. Nevels, Esq.

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       174   Elementary schools  
   39   Middle schools  
   \_\_\_\_\_ Junior high schools  
   45   High schools  
   14   Other  
  
   272 TOTAL
2. District Per Pupil Expenditure:      \$9952.00  (2006) \_\_\_\_\_  
  
     Average State Per Pupil Expenditure:      \$10,283.00  (2005) \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   13   Number of years the principal has been in her/his position at this school.  
       \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	10	10	20	7			
K	46	39	86	8			
1	46	45	91	9			
2	46	49	95	10			
3	35	40	75	11			
4	44	38	82	12			
5	38	31	70	Other			
6	40	32	72				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>591</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>42</u>         | % White                          |
| <u>32</u>         | % Black or African American      |
| <u>10</u>         | % Hispanic or Latino             |
| <u>12</u>         | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <u>4</u>          | % Other                          |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 21 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	49
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	75
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	124
<b>(4)</b>	Total number of students in the school as of October 1	591
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.209
<b>(6)</b>	Amount in row (5) multiplied by 100	21

8. Limited English Proficient students in the school: 19 %  
114 Total Number Limited English Proficient

Proficient

Number of languages represented: 23

Specify languages: Malayalam, Gujarati, Hindi, Cantonese, Mandarin, Chinese-Vietnamese, Vietnamese, Korean, Ukrainian, Russian, Spanish, Portuguese, Polish, Albanian, Tagalog, Mende, Grebo, Twi, Pele, Mandingo, Arabic, Farsi, Creole.

9. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 301

10. Students receiving special education services: 11 %  
66 Total Number of Students Served

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

<u>  2  </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  39  </u> Specific Learning Disability
<u>  1  </u> Emotional Disturbance	<u>  21  </u> Speech or Language Impairment
<u>  1  </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>  2  </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 24 </u>	<u>    </u>
Special resource teachers/specialists	<u>  8  </u>	<u>  3  </u>
Paraprofessionals	<u>    </u>	<u> 12 </u>
Support staff	<u>  4  </u>	<u>  3  </u>
Total number	<u> 37 </u>	<u> 18 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   25:1  

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	96%	91%	93%	96%	90%
Teacher turnover rate	0%	9%	3%	11%	3%

## **PART III- SUMMARY**

The overarching mission of the Robert B. Pollock Elementary School is to continually raise the achievement of all of the students in our ethnically and culturally diverse school. This vision is upheld through actively putting beliefs into practice, thereby demonstrating that all students can learn at high levels. The key to our continuing success is the standards for excellence held by the faculty, first for us as educators, then for our students and their families. The school has high academic standards, with the expectation that each student can attain them. There is equity in the offering of support and enrichment to all students. The climate is safe, warm, and accepting throughout the school. The faculty models a cooperative spirit, and encourages group work to build students' interpersonal skills and character development. All teachers at Pollock are highly qualified and most hold masters degrees.

Pollock has had a long history of high performance of its students, a positive reputation in the community, and a highly qualified professional teaching staff with low staff turnover. The school demographics have changed to include more LEP, IEP, and minority students. The current enrollment is 591 including preschool through grade six. One third of the students are from homes in which another language is spoken. About 10% of the students in the school receive special education services. Students from other schools around the city have attended Pollock on the School Choice program for the last four years. There are more families residing within the school boundaries qualifying for free and reduced lunch than in the preceding years. Pollock has met all performance targets set by the district including AYP for the last four years. Pollock was recognized as a District Best Practices School in 2005.

Attendance at Pollock exceeds the state average and has been consistently high at a yearly average of 95% daily. Attendance is carefully monitored. The school sets high standards for attendance by making expectations clear for each individual student. School-wide attendance numbers are communicated daily to all students. Teachers model consistent attendance through their own efforts to be present at school every day.

The faculty is cohesive and strives for excellence by working collaboratively. The integration of the arts has played a critical role in supporting all students, with an emphasis on creating opportunities to showcase and develop the hidden talents of the students. This enhances understanding of other subject areas, and also helps to boost confidence, encouraging students to take academic risks. Pollock has a long history of thematic teaching, performances and artist residencies, and celebrations of student work. Teachers are encouraged to address the needs of individual students through activities that support multiple intelligences. Teachers meet in grade level teams weekly, and each team member assumes a leadership role which is rotated among them, including chairing discussions of Looking at Student Work, Tier One (Child Study Team), and Curriculum and Instruction. Teachers plan lessons and activities together to meet the rigorous standards expected in all classes.

Teachers are encouraged by the principal to use creativity in designing lessons that integrate multiple subjects, and to use technology for this purpose. While the school district's Core Curriculum is taught, it serves as a vital stepping stone to creative, interesting and complex lessons designed to enrich student understanding. The teachers at Pollock have demonstrated a high interest in professional development, and voluntarily take advantage of offerings at the school and district level, including many courses to build on their technology skills.

Specialist teachers participate fully in the school's mission and extend student learning in the sciences, computer, music, and physical education/health classes. Also, a grade teacher combines the arts into a program, which is called Humanities, serving all students in the school. Humanities classes bridge different areas of the curriculum, allowing the varied performance skills of all students to be recognized in an accepting environment. The gifted support teacher also teaches mini courses as enrichment for students not included in the Gifted program.

The school encourages active parent participation and provides many opportunities for parents to be involved with their children's education. Parents are welcomed as partners in shared decision making through an active School Council and Home & School Association. Parents are surveyed on needs for workshops and topics of interest to them. Parent workshops and meetings are tailored to meet the needs of students and parents, especially those students not reaching proficiency levels. Parents are also invited

to Parent Partner Days, where they participate in classroom lessons, a series of Family Reading Nights, Family Math & Science Night, and some Saturday workshops. There is also a volunteer program that includes time for parents to help in the school library and in classrooms.

## **PART IV-INDICATORS OF ACADEMIC SUCCESS**

**1. Assessment Results:** The Pennsylvania System of School Assessment (PSSA) is a standardized test administered in all Pennsylvania public schools in grades 3 through 8 in 2006. Reading and Math content areas are tested using two types of test items; multiple choice and open-ended. Open-ended items require students to write a response to demonstrate understanding. The PSSA determines the degree to which students are proficient on Pennsylvania Academic Standards. Student results are rated as Advanced, Proficient, Basic and Below Basic. Adequate Yearly Progress (AYP) is determined by using student achievement in math and reading, attendance, and test participation. The state determines AYP by calculating overall progress towards achieving 100% proficiency on the State tests by the year 2014, for their overall student population as well as subgroups numbering forty students or more. In other words, the percentage of students at Proficient and advanced is calculated to meet 54 % in reading and 45% in math for 2006 goals. Pollock School has consistently exceeded AYP goals of proficient and advanced for the last five years. The state assessment reports provide comparisons of the school, district and state results for students in each grade taking the test. Pollock School's 2006 results in grades three to six show averages higher than the state in students at proficient or advanced in math at all grades and higher than state average at proficient or advanced in reading in grades four to six, which was a significant increase over 2005 results. The school's PSSA results are among the highest in the district of 270 Philadelphia schools.

Sub-groups whose results are measured for AYP in Pennsylvania include White, Black, Latino/Hispanic, Asian, Native American, Multi-Racial, IEP, LEP, Economically Disadvantaged, and Migrant as well as Male, Female. If there were fewer than ten students in a sub-group disaggregated data is not provided. At each grade level in Pollock School, sub-group performance is reported for White, Black, Economically Disadvantaged and, in some grades, Latino, Asian, IEP and LEP. In some grades over the past few years there was a difference in achievement in the number of Black students scoring advanced/proficient as compared to White and Asian students. Asian students score significantly higher than other sub groups in the school possibly due to family and cultural expectations. The disparity in Black students scores could be attributed to mobility of Black students who have recently moved into the school from more disadvantaged neighborhoods, as well as Black students immigrating directly from Africa as refugees to the school and community and having limited or no prior education.

We have also noted a difference in the scores of male and female students on the reading portion of the tests in fourth and fifth grades with females outperforming males. We attribute this difference to language acquisition differences and interest in reading between genders.

The data reported in this application is from the PSSA examination. The PSSA data can be verified on the Pennsylvania Department of Education website: [www.pde.state.pa.us](http://www.pde.state.pa.us).

**2. Using Assessment Results:** Assessment data is analyzed by the school's Leadership Team and grade level cohorts at faculty and team meetings starting at the beginning of each school year. This analysis includes determining root causes for results and deciding what strengths and weaknesses need to be addressed during the upcoming year, as far as resources, programs, roles of school staff, etc. A resulting Action Plan is developed into an annual School Improvement Plan that calls for periodic monitoring using a variety of data and implementation of interventions to meet all students' needs. All data including PSSA results, is reviewed at weekly Leadership Team and grade group meetings. The students are continually assessed in reading and math with diagnostic assessments such as DRAs, DibeIs, Gates McGintie, WRAP, STAR reading and math, and Benchmarks measuring progress in the curriculum. Goals for improvement are kept to a few objectives in each category related to State and National Standards. Pollock School Leaders believe that the only way to effectively consider the needs and talents of each child is to insure that all instructional initiatives are school wide, focused, and communicated clearly to parents, students, and all staff. A comprehensive approach is used which includes parent involvement activities, professional development, celebrations of success, and recognition of individual

efforts. The School Plan addresses support in the form of scaffolding for students not yet on grade level. Goal-setting conferences are held with students in the tested grades as teachers quantify expected levels of academic growth. Teachers can use SchoolNet an online data base resource to effectively review and analyze their students' results on all assessments taken during the year as well as in prior years.

**3. Communicating Assessment Results:** The school communicates student performance on Standardized tests by mailing home individual results with explanatory letters to parents in a language parents can understand. Parents are invited to contact the school's testing coordinator if they have any questions about their child's test results. Meetings are held with parents to explain and discuss upcoming tests. At Back-to-School Night, the principal prepares a PowerPoint presentation for all parents describing test results at each grade level as well as the overall school's progress. Both the *Philadelphia Inquirer* and the *Philadelphia Daily News* publish the test results of each school in the district in their annual School Report Card editions. The school profile is accessible on the district's home webpage including five years of data on both PSSA and TerraNova testing. Many parents have become sophisticated in studying the school's data using internet access. Each family is provided with a password for FamilyNet to access individual student records. Through FamilyNet, a web-based data source allowing families to access their child's progress data, report card grades, attendance, test scores and instructional resources, parents can view current and prior year's academic records for their child. A School Report including AYP status, published by the School District of Philadelphia is sent home annually to all parents.

**4. Sharing Success:** In May of 2003 and December of 2005 Pollock School was named as a Best Practices School in the School District of Philadelphia and honored at celebration ceremonies. Additionally, in 2006, Pollock was recognized for Best Practices in two programs. Each school in the district was sent a list of the honored schools and these schools were also listed on the school district website. Other schools were informed that they could visit or contact the named Best Practices schools to observe the instructional program. The East Region Superintendent has called upon the Pollock School principal to share successful strategies and ideas at Regional Principal's meetings. A team of teachers, including the Principal, presented at the Middle Grades Matter Conference held in Philadelphia in May of 2006. The content of the presentation included successful research-based reading programs, Fluent Reader and Accelerated Writer, that were implemented at Pollock. The School-based Teacher Leaders and principal serve as informal resources for other educators in the region and exchange ideas at district-wide meetings. Pollock hosts local university students for practicum and student teaching experiences.

## PART V. CURRICULUM & INSTRUCTION

**1. Curriculum:** All teachers at Pollock implement the School District of Philadelphia’s Core Curriculum as well as its Scheduling Planning Timeline and Coordinating Documents. The Core Curriculum is aligned to Pennsylvania State Standards and describes instructional best practices written to include the rich cultural heritage and diverse learning styles of all of our students. The content areas included in the Core Curriculum are Language Arts, Mathematics, Science, Social Studies, Health & Physical Education, Music, and Art.

The Language Arts Curriculum includes a Comprehensive Literacy Framework including guided reading and writing, shared reading, independent reading, and modeled and interactive writing.

The Mathematics Curriculum is both rigorous in content, and also in the manner in which the content is delivered. It implements the research-based programs Everyday Math in grades K-5 and Math in Context for grade 6.

School-based Literacy and Math Leaders provide on-going professional development and coaching to teachers in effective Language Arts and Mathematics instruction.

The Science Curriculum and Instructional Model is built on Project 2061’s *Benchmarks for Science Literacy*. Students are encouraged to engage, explore, explain, elaborate, and evaluate during classroom investigations and while assigned weekly to the school’s recently renovated Science Lab.

The Social Studies Curriculum includes the content areas of Geography, Civics & Government, History, and Economics. The curriculum also includes character education, financial literacy, conflict resolution, and multi-disciplinary projects. Every classroom from Kindergarten to grade six implements Morning Meeting from Responsive Classroom Program to build a positive learning environment.

Pollock has a long and diverse dedication to the arts, which is based on the belief that multiple intelligences should be addressed to meet the needs of all children. Our vision has been the transformation of our school into a place where all students are recognized as creative and valued as unique individuals with special strengths. Over the past five years guest artists have completed residencies working with students integrating the arts into the Social Studies program in grades Kindergarten through six in the following fields: dance, choreography, silk screening, composing, lyric writing, quilt making, storytelling, mask making and theater. The artists are funded through mini grants written by Pollock teachers and supplemented by the Home & School Association.

Additionally, we are part of the Music Performance Outreach Model (POM). We have an orchestra, jazz band, and marching band with 155 students studying instrumental music with two part-time instrumental teachers. All students in the school study vocal music with a full-time music teacher. There is also a full-time Humanities teacher who instructs all students in grades K-6, integrating art, technology, social sciences and literacy. This infusion of the arts as a way of enhancing the traditional curriculum not only provides additional opportunities for students to shine, it also opens avenues to other kinds of learning.

The school offers a part-time enrichment program for gifted students serving approximately 10% of the student population. In addition, the gifted support teacher also works with groups of students in the middle grades providing enrichment and literature circles. This additional support helps ensure that all students receive specialized instruction, which is both differentiated and dynamic.

Extra-curricular programs include Actors’ Studio, Chess Club including a chess team that competes with other schools, Soccer, Dancing, Games, Arts & Crafts, Choir, and 24 Challenge. These clubs respond to, and showcase, a variety of student interests, ability and intelligences, and provide additional incentive for students to achieve to their fullest potential.

Almost one third of Pollock students come from households in which English is a second language. The design model used to teach English promotes social and educational learning as well as cultural acceptance and respect which accelerates the acquisition of English by students. ESL teachers and classroom teachers collaborate on providing language instruction. Forty-five students with IEPs are fully included in regular classrooms. These students are provided additional support by three full-time Learning Support teachers, using the “pull-out”/ “push-in” models. The students are challenged to meet their IEP goals and are taught at proficient levels.

**2a. Reading:** The school supplements the Language Arts curriculum with Renaissance Learning's *Accelerated Reader* program used school wide to motivate, instruct, and monitor students' independent reading practice. Students are encouraged to meet individual reading goals by reading a high number of books at their zone of proximal development (ZPD) throughout the school year. The school offers open library hours and a school library of 10,000 titles for use with the *Accelerated Reader* program. Pollock has a collaborative relationship with the nearby public library that also supports the school's mission to encourage a life-long love of reading to its students. The local public library is familiar with this program and provides an additional resource to students and their families to maximize the effectiveness of this program. *Accelerated Reader* is a software, research-based, information management system which provides diagnostic reports allowing teachers to effectively monitor students' reading progress. The school also uses *Early Success* and *Soar to Success* intervention programs published by Houghton-Mifflin based respectively on the Reading Recovery and Reciprocal Teaching Models. Five years ago, we initiated One Book/One School where an award winning children's book is selected annually for its compelling content, and every student reads the book at home and then participates in book talk discussions every Friday. Culminating events celebrate the completion of the book including educational and imaginative response activities based on the book.

All classroom teachers to effectively calculate students' reading progress use a literacy-monitoring tool. The needs of individual students are color-coded: green for on-level, yellow for those needing strategic support, and red for those needing intensive support. This system also provides an at-a glance summary of the needs of each teacher's individual students' support needs. Intervention supports are in place for all students who are strategic or intensive in need including the use of *Fast ForWord*, a brain-based literacy technology program, and Power Hour, which is an after school academic program.

A school team of teachers is in the fourth year of a literacy grant called AIMS in partnership with a suburban school district. Teacher participants receive professional development and collaborate on literacy strategies. This grant provides training for groups of teachers on skills and strategies including writing assessment, and other best practices in literacy such as guided reading, and Reciprocal Teaching. Teachers spend a year receiving professional development at the regional level, and then work collaboratively at their school site. The grant also makes for a unique partnership of cooperative learning among urban and suburban teachers. Our teachers meet with teachers in Chester County with their own AIMS teams. This partnership allows for enriching professional development, and gives teachers an opportunity to learn from one another and share successes.

**3. Additional Curriculum Area:** The use of technology to support learning is a key component of the school's instructional program. There are over 200 computers available for student use including several in each classroom, the mini lab in the school library, the Science Lab as well as 35 in the Technology Lab. Laptops on mobile carts are also provided for the grade 4-6 classrooms to promote research using the Internet. We have a full-time Technology Teacher and a newly refurbished Technology Lab. Technology in our school is also an engaging way to incorporate other areas of the curriculum into this instruction.

The Physical Education and Health teacher incorporates reading, thinking, and problem solving into the curriculum to support the school's mission. All students are scheduled for Physical Education classes weekly in the school's gymnasium. The teacher instructs all students using state standards and models team building and leadership skills during cooperative learning activities.

A unique program promoting healthy snacks that involves parent education classes on nutrition, too, fosters nutrition education. Local farmers provide fresh food for snacks to the youngest students as the children learn the value of good eating through demonstration and the curriculum. Some of the older students are running a "business" by helping to prepare and sell fruit salads to staff and students. This project is called Fruitapalooza supported through a nonprofit group and also geared to encouraging healthier eating.

**4. Instructional Methods:** The school approaches instruction cohesively, first by studying current

research based instructional strategies, and then applying and implementing the new strategies school-wide. In the past five years, the school's staff has used a number of professional books including *Strategies That Work* by Stephanie Harvey and *Writer's Craft for Fiction* and *Writer's Craft for Non-Fiction* by Ralph Fletcher. We have also used Howard Gardner's theories on Multiple Intelligences for a basis of the arts as a critical component of our curriculum. This year the instructional models used throughout the school are Reciprocal Teaching, Reader's Theater, and Literature Circles. Best Practices in teaching are reinforced through sustained professional development. The book *Reciprocal Teaching* by Lori D. Oczkus is currently a resource for all teachers at Pollock to support reading instruction.

Calendars for using specific strategies are developed by and for teachers. Teacher leaders observe the use of strategies and teachers support one another through informal discussions at weekly grade level meetings. Professional development is geared to the ongoing study and use of the best research-based instructional programs that are selected for use by the school.

Renaissance Learning's *Accelerated Math* program with its individualized instruction provides support for children working both above and below grade level. An online Math competition based on the 24 Challenge, *First in Math*, is used in grades 3-6 to further supplement the Math program. Students have individual passwords permitting them to play both at home and in school. For the past four years Pollock School has been ranked the #1 elementary school in Pennsylvania in First in Math out of over 900 schools.

Since the year 2000, the Pollock Elementary School has conducted a school-wide Science Fair, optional for grades K-2 and mandatory for grades 3-6. Winners are selected to participate in a city wide Carver Science Fair held at the Academy of Natural Sciences Museum. In the past six years, 46 Pollock students have won prizes at the Carver Fair including two Best of Fair and six 1<sup>st</sup> place winners.

Pollock received a four-year grant from the Franklin Institute Science Museum entitled Parent Partners in School Science. Every Pollock family received free membership to the museum and teachers partnered with museum staff on teaching curriculum and planning Discovery Days for children and parents to learn science together. As the legacy component of the grant, Pollock School Park was created. The park is a 30' X 140' garden with nine raised vegetable beds, a butterfly garden, a sitting area, and three compost bins. The garden is used to teach environmental and life science to the students who plant and maintain the beds. In the past three years, the garden has produced 556 pounds of fresh vegetables which are donated to a nearby food bank. Pollock parents and children "adopt" the garden, maintaining and harvesting it throughout the summer. The cost of maintaining the garden is offset by funds generated from the school's recycling program. Pollock Park is now serving as a model for the extension of The City Harvest Grant through the Pennsylvania Horticultural Society to school gardens in addition to the community gardens it already funds.

**5. Professional Development:** The School District of Philadelphia provides release time for teachers to meet as a faculty on half-day early dismissals and full day professional development days. At these times, the district may focus on a city-wide goal of looking at data, developing action plans, etc. The district trains its school based teacher leaders in the effective delivery of professional development.

The principal also carries out professional development on these faculty days around the needs specific to the school and the teachers. In addition, the budget of the school was developed to allow for extra time for teachers to meet weekly in grade teams, and also to be available to meet with teacher leaders to discuss ongoing professional development. Materials are purchased for study groups to read professional books and work on strategies together. The specific topics for professional development are identified each year by the staff as they work together to analyze data and needs. For example, the school has a large population of English Language Learners who are assigned to regular classrooms, and all students with IEPs are assigned to regular classes for inclusion. Therefore, the school recognizes the need for all teachers to be able to differentiate instruction and is planning on additional professional development for classroom teachers this year.

The goal of the school is to provide professional development that is purposeful, meaningful and well planned. To this end, professional development is carried out in an organized and strategic manner. One overarching theme is kept as a focus throughout the year, and each goal within that theme is addressed

during individual professional development times. This is done through professional reading, multi-media presentations, study groups, grade level collaboration, workshops after school, and workshops in the Summer, with follow-up coaching provided by teacher leaders, outside coaches, peer visits, and peer mentoring. Professional development themes focus on meeting the immediate needs of our student population, specifically concentrating on literacy, the arts and technology, and the connections between them. Pollock teachers also have a high participation rate for attending district-planned workshops on Saturdays and over the summer.

**Robert B. Pollock Elementary**  
**Pennsylvania System of School Assessment (PSSA)**  
**Grade 3 Reading**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March		
<b>SCHOOL SCORES*</b>					
% Proficient	60	66	42		
% Advanced	27	29	19		
Number of students tested	83	87	78		
Percent of total students tested	100	100	100		
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient	61	68	46		
% Advanced	29	34	14		
Number of students tested	31	38	37		
<b>2. Black</b>					
% Proficient	47	59	28		
% Advanced	21	21	21		
Number of students tested	34	29	24		
<b>3. Asian</b>					
% Proficient	**	80	**		
% Advanced	**	50	**		
Number of students tested	9	10	8		
<b>4. IEP</b>					
% Proficient	**	**	0		
% Advanced	**	**	0		
Number of students tested	6	5	15		
<b>5. LEP</b>					
% Proficient	27	**	30		
% Advanced	0	**	10		
Number of students tested	11	8	10		
<b>6. Economically Disadvantaged</b>					
% Proficient	60	66	31		
% Advanced	27	29	12		
Number of students tested	83	87	42		

\*\* Denotes not enough pupils in subgroup to provide data

**Robert B. Pollock Elementary**  
**Pennsylvania System of School Assessment (PSSA)**  
**Grade 3 Mathematics**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March		
<b>SCHOOL SCORES*</b>					
% Proficient	82	60	42		
% Advanced	55	38	21		
Number of students tested	84	87	78		
Percent of total students tested	100	100	100		
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient	84	84	49		
% Advanced	65	42	22		
Number of students tested	31	38	37		
<b>2. Black</b>					
% Proficient	73	52	16		
% Advanced	44	28	8		
Number of students tested	34	29	24		
<b>3. Asian</b>					
% Proficient	100	90	**		
% Advanced	80	70	**		
Number of students tested	10	10	8		
<b>4. IEP</b>					
% Proficient	**	**	7		
% Advanced	**	**	0		
Number of students tested	6	5	15		
<b>5. LEP</b>					
% Proficient	92	**	40		
% Advanced	50	**	20		
Number of students tested	12	8	10		
<b>6. Economically Disadvantaged</b>					
% Proficient	82	70	29		
% Advanced	55	38	12		
Number of students tested	84	87	42		

\*\* Denotes not enough pupils in subgroup to provide data

**Robert B. Pollock Elementary**  
**Pennsylvania System of School Assessment (PSSA)**  
**Grade 4 Reading**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
% Proficient	79				
% Advanced	35				
Number of students tested	77				
Percent of total students tested	100				
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient	74				
% Advanced	39				
Number of students tested	31				
<b>2. Black</b>					
% Proficient	75				
% Advanced	21				
Number of students tested	24				
<b>3. Asian</b>					
% Proficient	93				
% Advanced	62				
Number of students tested	13				
<b>4. LEP</b>					
% Proficient	**				
% Advanced	**				
Number of students tested	9				
<b>5. Economically Disadvantaged</b>					
% Proficient	77				
% Advanced	29				
Number of students tested	42				

\*\* Denotes not enough pupils in subgroup to provide data

**Robert B. Pollock Elementary**  
**Pennsylvania System of School Assessment (PSSA)**  
**Grade 4 Mathematics**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
% Proficient	86				
% Advanced	57				
Number of students tested	77				
Percent of total students tested	100				
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient	84				
% Advanced	71				
Number of students tested	31				
<b>2. Black</b>					
% Proficient	87				
% Advanced	29				
Number of students tested	24				
<b>3. Asian</b>					
% Proficient	90				
% Advanced	77				
Number of students tested	13				
<b>4. LEP</b>					
% Proficient	**				
% Advanced	**				
Number of students tested	9				
<b>5. Economically Disadvantaged</b>					
% Proficient	81				
% Advanced	52				
Number of students tested	42				

\*\* Denotes not enough pupils in subgroup to provide data

**Robert B. Pollock Elementary**  
**Pennsylvania System of School Assessment (PSSA)**  
**Grade 5 Reading**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% Proficient	77	57	62	65	66
% Advanced	25	18	32	38	30
Number of students tested	77	87	71	66	79
Percent of total students tested	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient	79	51	55	70	61
% Advanced	26	17	24	41	36
Number of students tested	34	35	29	37	31
<b>2. Black</b>					
% Proficient	80	50	56	50	75
% Advanced	13	4	39	17	25
Number of students tested	24	26	23	12	20
<b>3. Latino/Hispanic</b>					
% Proficient	**	54	60	**	**
% Advanced	**	8	40	**	**
Number of students tested	8	13	10	7	8
<b>4. Asian</b>					
% Proficient	70	93	**	60	72
% Advanced	40	62	**	50	29
Number of students tested	10	13	9	10	14
<b>5. IEP</b>					
% Proficient	55	6	**	**	**
% Advanced	0	0	**	**	**
Number of students tested	11	16	8	4	5
<b>6. LEP</b>					
% Proficient	46	27	40	**	**
% Advanced	8	9	20	**	**
Number of students tested	13	11	10	7	9
<b>7. Economically Disadvantaged</b>					
% Proficient	70	48	62	56	**
% Advanced	19	13	32	31	**
Number of students tested	43	54	71	32	0

\*\* Denotes not enough pupils in subgroup to provide data

**Robert B. Pollock Elementary**  
**Pennsylvania System of School Assessment (PSSA)**  
**Grade 5 Mathematics**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% Proficient	86	66	71	62	62
% Advanced	49	36	44	29	47
Number of students tested	79	87	71	66	79
Percent of total students tested	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient	97	66	65	65	65
% Advanced	56	40	34	22	45
Number of students tested	34	35	29	37	31
<b>2. Black</b>					
% Proficient	68	61	69	50	65
% Advanced	24	23	39	25	45
Number of students tested	25	26	23	12	20
<b>3. Latino/Hispanic</b>					
% Proficient	**	61	60	**	**
% Advanced	**	23	40	**	**
Number of students tested	8	13	10	7	8
<b>4. Asian</b>					
% Proficient	100	77	**	60	57
% Advanced	73	62	**	50	57
Number of students tested	11	13	9	10	14
<b>5. IEP</b>					
% Proficient	72	6	**	**	**
% Advanced	27	0	**	**	**
Number of students tested	11	16	8	4	5
<b>6. LEP</b>					
% Proficient	100	63	60	**	**
% Advanced	33	18	50	**	**
Number of students tested	15	11	10	7	9
<b>7. Economically Disadvantaged</b>					
% Proficient	83	56	71	47	**
% Advanced	47	26	44	22	**
Number of students tested	45	54	71	32	0

\*\* Denotes not enough pupils in subgroup to provide data

**Robert B. Pollock Elementary**  
**Pennsylvania System of School Assessment (PSSA)**  
**Grade 6 Reading**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
% Proficient	76				
% Advanced	32				
Number of students tested	82				
Percent of total students tested	100				
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient	74				
% Advanced	39				
Number of students tested	31				
<b>2. Black</b>					
% Proficient	73				
% Advanced	14				
Number of students tested	29				
<b>3. Asian</b>					
% Proficient	100				
% Advanced	64				
Number of students tested	14				
<b>4. IEP</b>					
% Proficient	30				
% Advanced	0				
Number of students tested	10				
<b>5. LEP</b>					
% Proficient	50				
% Advanced	14				
Number of students tested	14				
<b>6. Economically Disadvantaged</b>					
% Proficient	65				
% Advanced	22				
Number of students tested	49				

**Robert B. Pollock Elementary**  
**Pennsylvania System of School Assessment (PSSA)**  
**Grade 6 Mathematics**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
% Proficient	76				
% Advanced	40				
Number of students tested	83				
Percent of total students tested	100				
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient	23				
% Advanced	81				
Number of students tested	31				
<b>2. Black</b>					
% Proficient	66				
% Advanced	21				
Number of students tested	29				
<b>3. Asian</b>					
% Proficient	87				
% Advanced	47				
Number of students tested	15				
<b>4. IEP</b>					
% Proficient	50				
% Advanced	0				
Number of students tested	10				
<b>5. LEP</b>					
% Proficient	73				
% Advanced	20				
Number of students tested	15				
<b>6. Economically Disadvantaged</b>					
% Proficient	76				
% Advanced	30				
Number of students tested	50				

