

Connect Unite Succeed

A young girl with dark hair, wearing a red and white striped hat and a dark jacket with a green zipper, is smiling at the camera. She is standing in front of a wooden door.



*Inspiring Each Student for Success Today and Greatness Tomorrow*

The Owen J Roberts School District is proud to offer a comprehensive continuum of special education supports and services. In keeping true to our mission statement of inspiring each student for success today and greatness tomorrow, we take great care to ensure quality supports and services are available in all seven of our school buildings. Each building is staffed with highly qualified, certificated special education staff, who deliver learning, emotional, autistic, and life skills support services with care, compassion, and fidelity.

The special education management team has extended this continuum with the creation of specialized center-based programs within our District. These programs boast increased and specialized services that are specifically designed to meet the unique needs of those students who are unable to maximize their potential in their home buildings. These programs help insure that every student in the District has multiple opportunities for social, emotional, and academic success in their home District.

French Creek Elementary School offers both Life Skills Support and Autistic Support programs, while West Vincent Elementary also offers Autistic Support programming. These programs are supported through valuable partnerships with the Chester County Intermediate Unit and the PA

Department of Education Autism Initiative. Such partnerships provide ongoing training and support for the teachers and paraprofessionals within these programs to maximize the potential for success. East Coventry Elementary School offers a specialized Emotional Support program. This program capitalizes on partnerships with the Chester County Intermediate Unit, as well as, Creative Health Services to help meet the unique needs of students requiring this level of intervention.

As students transition to the secondary program in grades 7-12+, the District maintains these specialized supports. The District continues to maximize partnerships with state and local agencies, as well as, deliver meaningful professional development opportunities for all staff. These partnerships and professional development opportunities support the District in developing, implementing and maintaining high quality programs that serve to meet the needs of students. At the high school, specifically we have developed



an adult support program that allows us to meet the functional and transition needs of students through the year of their twenty-first birthday.

Developing, implementing, and maintaining a high quality continuum of special education services is a tremendously delicate process. There needs to be careful budget planning, focused recruitment efforts, collaborative professional development and training, and most importantly the flexibility to make adjustments to meet the ever-changing needs of students in our charge.



## Grace Saunders

Owen J. Roberts High School was recognized for excellence in art again this year at the Montgomery County Community College Tri-County High School Art Show. The Sixth Annual Tri-County High School Art Exhibition and Competition was held February 19 through March 23 at Montgomery County Community College's Fine Arts Gallery. The exhibition, which includes student works from schools in Chester,

Montgomery and Berks counties, provided 12 Special Recognition awards and one Best in Show. The POTTSTOWN AREA ARTIST'S GUILD BEST IN SHOW was awarded to Owen J. Roberts High School Senior, Grace Saunders, for her charcoal on paper work, *Point Shoes*. Grace was filmed while dancing and then created the piece from a still shot of that video. Two other Owen J. Roberts High School students received special recognition, Katrina Subick, *Sunflower Pitcher*, charcoal on paper and Avae Busch, *He Loves Me Not*, acrylic and oil on canvas.



**Katrina Subick**



# Avae Busch

The academic school year calendar for next year, 2019 – 2020, was approved by the Board of School Directors at the regular business meeting in February. There are a few changes from previous years' calendars. Next year, Owen J. Roberts School District will observe Yom Kippur with schools not in session on October 9th.

Also, the practice of building snow days into the calendar by subtracting days off during Spring Break in April will not continue. Families making plans for spring break will appreciate this.

The last day for students is June 4th, however, snow days will be made up at end of year and could extend the last day of school to June 9th. Parents of the Class of 2020 may mark their calendars now. Graduation will stay on June 5th, no matter what happens with snow days. The calendar is posted on the district website at the Calendar tab.

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# Next True Heroes

Across the Commonwealth of Pennsylvania, local fire and emergency medical companies are struggling. Volunteers are dwindling. Costs are soaring. Training requirements have intensified. With volunteers harder to come by, the future of the local fire company, long intertwined in the fabric of a community, looks grim. Without real, viable solutions to address this volunteer shortage, many local stations may be forced to close their doors. Some claim that Pennsylvania is on the verge of a public safety crisis. The Octorara Area School District (OASD) heard this call and responded. The Octorara Homeland Security and Protective Services Academy (OHSPSA) is an approved Pennsylvania Department of Education Career and Technical Education Program that provides job-ready first responders upon graduation from high school.

In 2015, the Octorara Area School District partnered with the Chester County Department of Emergency Services to house the Homeland Security and Protective Services Academy at the Chester County Public Safety Training Campus

located in Coatesville, PA. This is a large facility equipped with the latest technology and equipment available. By creating this partnership, Octorara was able to open enrollment to all Chester County high school students in grades 10, 11, and 12. Students are now able to train with the state-of-the-art equipment and first responder disciplines to undertake practical training. Students interact on a daily basis with firefighters, local law enforcement officers, FBI and other federal agents, emergency management, and medical professionals.

In opening enrollment to other districts, Chester County school districts will be able to increase the number of student cadets and will be able to provide well-trained, nationally certified employees to staff fire stations, ambulance stations, prisons, police stations, security service jobs, and much more. This program educates high school students to a national certification level that makes them attractive in the job market. Cadets in the Academy join their local fire department/emergency service department upon entering the program. Thus, the community gets

instant support. It is a win-win situation for everyone.

The Academy trains students to apply technical knowledge and skills required to perform entry-level duties in law enforcement, firefighting, emergency medical services, and other safety services. This program stresses the techniques, methods and procedures specific to the areas of criminal justice, fire protection, military services, and emergency medical services, especially in emergency and disaster situations. In addition, students receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, pre-hospital emergency medical care and appropriate emergency assessment, treatment and communication. Cadets may graduate with up to 64 national and state certifications, which in turn can transfer into 50 plus college



credits. Students may graduate from high school as a nationally certified and job ready, Fire Fighter, EMT, and National Dispatcher.

Matthew Brown, Justin Jorgensen, Anthony Hersch, and Selena Yeager are four Owen J. Roberts School District student cadets who attend the Academy. These students are focused on a successful career path. By attending the Octorara Homeland Security & Protective Services Academy these students are Pennsylvania's next true heroes.

# Early Numeracy

Have you ever wondered from where your ability to add, subtract, multiply, and divide stems? We learn how to do mathematical calculations from our exposure to numbers at an early age. Before students can reason abstractly, it is important to build a foundation in concrete approaches to learning mathematics. That is why Owen J. Roberts Elementary Schools are increasing their focus on early numeracy for our primary learners.

In the last two years the school district has been providing more professional development on this topic to regular education, special education, instructional support teachers, math specialists, and paraprofessionals in each elementary building. Across the district, we are finding ways to give our

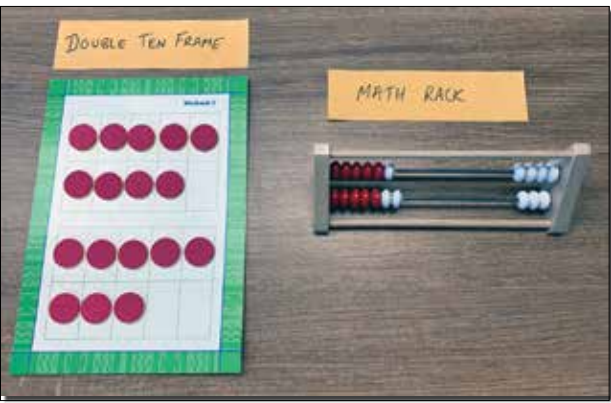
teachers more strategies for working with students in order to give them a solid foundation in numeracy. Our professional development focus has been on showing teachers how to best use manipulatives to support our youngest students in learning how to identify numbers, count, add, subtract, and use place value concepts. Early learners practice calculations with counters, base ten blocks, math racks, and number frames to learn various ways to represent math problems.

Here is one example, when asking students to solve the math problem  $9+8$  they may be shown the double ten frames on the left of the photo to think about different ways to solve the problem. Some students may realize that they can take one counter away

from the second frame, make ten in the first frame, and then add  $10+7$  to get 17. Others may take one away from the first frame and realize that  $17$  is  $8+8+1$ .

Teachers also use math racks to assist students in visualizing how to decompose numbers. For example, when shown the number 13 on the math rack on the right of the photo and asked how they see the number, some students may respond that they see  $6+7=13$  and others may respond that they see  $13$  as  $10+3$ .

These are just a few of the concrete



and visual approaches our teachers are using to meet the needs of our young mathematicians at Owen J. Roberts. Our goal is to give teachers strategies to support students in gaining a strong number sense so that they are prepared for intermediate and middle school mathematics.

# Mock Trial Teams



Owen J. Roberts Middle and High Schools both have mock trial teams. The Pennsylvania Bar Association sponsors a Mock Trial Competition, which is one of the largest in the country.

In its inaugural year as an official, sanctioned team,

the Owen J. Roberts High School Mock Trial Team progressed all the way to the District Final experiencing a single, small-margin defeat, narrowly missing the opportunity to represent Pennsylvania in the national trial. Mock Trial Competition gives teams an opportunity to compete against other school teams acting as lawyers and witnesses in simulated civil and criminal trials before actual judges and juries. Local lawyers volunteer to assist students as team advisors directing on courtroom etiquette and how to craft direct examinations of witnesses.

More than 40 talented middle school students participated on a Middle School team. Both the High School and Middle School used the Pennsylvania mock trial case for this year, which was timely in nature involving a complicated web of laws and best-medical-practice analysis. At the Middle School, a professional from a drug and alcohol prevention group came to discuss issues related to overdose and the crisis related to opioids in America. Students volunteer to participate in this rigorous intellectual exercise for a variety of reasons spanning from the sheer love of debate and sparring, to the hope of one day perhaps exploring a career in law.

# OJRHS: Getting Future Ready with Canvas

Future Ready is a term that is being applied across the board in today's educational universe and our high school is doing its part on several fronts. One of those pieces starts with our brand new LMS (Learning Management System), which is really a fancy way of saying virtual classroom space. Canvas LMS is vastly becoming a one stop shop for our students and staff since its inception this past fall. Classes, clubs, sports, and even administration are able to create shared spaces for collaboration. The benefits of having an LMS are enormous. It allows for consistency, collaboration and connectedness beyond the walls or time limits of the school day. Our teachers have loved the ease of use and the variety of tools such as Speedgrader for quick and easy feedback for their students. The process of effectively using all of Canvas' tools can be as overwhelming as the menu at the Cheesecake Factory, so it has required time, patience and support as we all begin to dive into the possibilities. Our students love its sleek design and easy to use Calendar feature. The online submission area allows for them to not worry about finding a printer as well as getting immediate confirmation that the assignment was received. Students can also view their feedback and have an opportunity to have an open dialogue with their instructor about their work through the online comment section. And soon, parents will love the ability to shadow their students as observers, which will allow them to see the course work, calendar and submission status of assignments. There are even apps available for all stakeholders (Students, Teachers and Parents). The Parent access app will not be available until next year, however, we are currently piloting it with a small focus group to help us prepare for next year's roll out. Canvas is truly a system that can really help augment, but never replace the important work and learning that happens every day inside their classrooms. Canvas is the #1 LMS used by K-12 institutions as well as universities. As a community we all are tasked with preparing today's youth for a future that is ever evolving and now we at the high school have the tools to properly equip each of our students for success today and greatness tomorrow.



# Science Revision: Gyroscopic Effect

Everyone appreciates “routine maintenance” when it comes to engines or “regular check-ups” when it comes to humans; well, the same strategies are applied to the curriculum process and to the content our teachers deliver each and every day. There is a process in place behind the scenes that insures instruction at Owen J. Roberts is consistent within and across grade levels and courses in all school buildings. A periodic audit is conducted to confirm proper alignment to State and National Standards. The ultimate goal in conducting a curricular revision is maintaining a healthy respect for current instructional trends, equipment, and available funds while revising and transitioning into an innovative student-driven, digital-masterpiece that is unmatched by any previous learning. (Goals must be high!) Each content area follows a five-year cycle that includes several major components. The process is

on-going in order to systematically conduct current research, audit and review course and grade level curricula, conduct professional development, evaluate textbooks and resources, monitor and evaluate complete program implementation, then begin the cycle again. Wise reminders to consider include “new is not always better” and “expense does not always correlate with quality”.

The major components within this dynamic curricular cycle need to stay in motion. The process involves connections to stake holders, vendors, and expertise within the content area. This process can be likened to a plate-spinning circus act. In plate spinning, a person spins several plates at the same time on the tops of poles without allowing them to fall off. If a glass plate falls it may crash to the ground and break. In the same way a top stays upright while spinning, these plates rely on the gyroscopic effect of

a single force manipulating its movement to continue spinning.

The educators at Owen J. Roberts represent that single unified force that have a shared vision for the future and a healthy respect for the past in order to keep all of our programs (plates) balanced and spinning towards continual reflection, evaluation, and improvement to serve the students in our district. In this school year, the Science Curriculum started the research and audit portions of the curricular revision. Science content was not reviewed in isolation; educators from across the district were involved in the revision process in order to implement additional non-fiction reading opportunities, technology



integrations, coding challenges, writing strategies, map reading connections, and math applications all connected to learning science at Owen J. Roberts School District.

# French Creek Grant

French Creek Elementary School applied for and was awarded a \$10,000 professional development grant through PaTTAN (Pennsylvania Training and Technical Assistance Network). The focus of the grant is to improve student achievement in the area of mathematics through a Multi-Tiered System of Support (MTSS) model.

Pennsylvania’s Multi-Tiered System of Support is a standards-aligned, comprehensive school improvement framework for enhancing both academic and behavioral health outcomes for all students. Within an MTSS model for mathematics, cross-disciplinary teams use a problem-solving process to facilitate shared ownership for enhancing

mathematics outcomes. Teams expand their continuum of evidence-based practices using reliable and valid data sources. The development of the infrastructure and implementation efforts occur within the context of culturally responsive practices, positive behavioral supports, and family engagement.

The French Creek MTSS Cohort Team consists of a PaTTAN Mathematics Professional Development Facilitator, Chester County Intermediate Unit Facilitator, District Mathematics Supervisor, Principal, Academic Coach, Instructional Support Facilitator, Math Support Teacher, Regular Classroom Teachers, and a Special Education Teacher. Throughout the

school year, the team has participated in ongoing professional development at PaTTAN, along with school districts throughout Southeastern Pennsylvania, as well as on-site professional development at French Creek. The team has examined instructional practices through classroom observations and has analyzed student achievement data to guide decision making.

The French Creek cohort has also been working on a case study to identify effective instructional practices and has worked collaboratively with other school districts participating in the grant to improve school-based mathematics instruction. The skilled PaTTAN Mathematics Professional Development Facilitator has provided

coaching in the areas of Quality Core Instruction, Analysis of Universal Screening Data, Classwide Effective Practices, Tier 3 Problem Solving, Diagnostic Assessments, Progress Monitoring and Rate of Improvement, and Intensive Math Interventions.

At the end of the current school year, all of the participating schools will gather for a final meeting. Teams will present their case study findings and the French Creek team will share a comprehensive plan for improving mathematics instruction and building capacity for school-wide implementation. The team will also be using part of the grant award to purchase additional mathematics resources to support instruction and ongoing improvement efforts.

# Sleep Health

There has been a significant amount of community discussion about student health and sleep. There have been recommendations made by community members for a delayed start schedule to allow teenage students to get more sleep and especially in the morning as it relates specifically to the teenage sleep cycle needs. According to the American Academy of Pediatrics, the Centers for Disease and Control, and the American Pediatric Association, lack of sleep among teenagers is an important public health issue. Other local schools have changed their school start times as a result of the research and community input. As a result, the Owen J. Roberts Board of Directors Pupil Services Committee requested that the district administration team investigate and reopen this discussion.

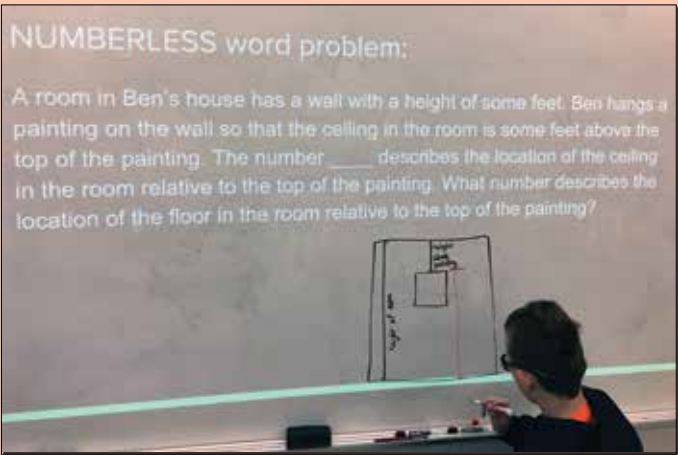


Over the last few months the district held two community forums in which parents, students, staff, and community member gathered to discuss the issue and formulate, through guided focus groups, an action plan. Based on the input received from the community, we updated the district website with research and articles about teen sleep health. An information session about current schedule, budgeting, transportation, and academic programming for students was offered. From there, a task force was formed and members of the community focused work on submitting proposals to the Pupil Services Committee regarding possible scheduling options including a delayed start, a flexible schedule, and of course, remaining status quo.

There are two public meetings--April 11 and May 2--in which community members can assist in developing proposals further. The Pupil Services Committee members are well informed and directly involved in this process with monthly discussion at committee meetings. All OJRSD stakeholders are welcome to participate in the process and all meeting notes and research are posted on the OJRSD website: <https://www.ojrdsd.com/Page/8901>

# Numberless Word Problems

Learning is not just for students, but exemplar teachers are on a continuous loop of learning as well. Owen J. Roberts has invested in the continual learning of our staff with the expectation that instructional practices will be enhanced as well as an increase of collegiality among staff.



Mrs. Shultz and Mrs. Hamilton currently teach 6th grade mathematics and had an opportunity to attend the annual National Council of Teachers of Math (NCTM) conference in Washington, D.C. They were able to take part in sessions that pertained to concepts currently taught in their math classes. Part of their professional goal this school year was to take what they learned from the most applicable sessions and present professional development to the staff at West Vincent. After teaching these types of word problems to their current students, they felt prepared to present this teaching strategy to staff. Recently, they presented “Numberless Word Problems” to colleagues. The idea behind this concept is to get students to shift their emphasis from “answer-getting” to “sense-making” by removing numbers from word problems. Once

students understand the situation being described in the word problem, then they can start to flush out what the question is asking the students to do. This method relies on students activating prior knowledge, using the accurate operation(s), and then finally, checking their answer for reasonability.

Both Mrs. Shultz and Mrs. Hamilton expressed their appreciation for the opportunity to attend the math conference. The benefit of the learning allows implementation of new teaching strategies in their own classrooms while providing professional development to their peers. “It’s exciting when teachers stop us to share that they are consistently using the strategies that we presented in their own classrooms. This makes our experience at the conference that much more meaningful.”



# Kinder Camp

Our youngest learners are invited to Kinder Camp prior to the start of the new school year. Each year, new Kindergarten students are encouraged to attend Kinder Camp. This time before the year begins provides a few days of orientation to the school environment and a chance for children to meet their teachers and classmates. Making the transition to a new school can be challenging and Kinder Camp is scheduled earlier in August so that Kindergarten children can begin to establish school routines

before the first day of school for all students. Kinder Camp is planned for August 5-8 at East Vincent, North Coventry, and West Vincent Elementary Schools. The program will be August 12-15 at East Coventry and French Creek Elementary Schools. Each elementary school will send information about the program to registered Kindergarten students (students must be registered to participate). If you have a student entering Kindergarten this fall for the 2019-2020 academic year and still

need to register, do so at [www.ojrsd.com](http://www.ojrsd.com) under New Student Registration. We hope to have all new Kindergarten students participate in Kinder Camp this summer!



# Middle School Reading Specialists

Owen J. Roberts School District employs a K-12 literacy framework, and reading specialists are present in both levels of secondary education. A specialist can take on numerous roles and responsibilities such as coaching new teachers, professional development for teachers, and assessment and analyzing of data. The primary focus for Owen J. Roberts Middle School reading specialists is to place attention on the needs of readers that require intervention to meet with better academic success.

To illustrate this point, consider “Logan”, a hypothetical 7th grader. First, a short historical perspective may be helpful. In grade 3, when making the switch from learning to read to reading to learn, Logan struggled with reading text. He was

reading behind grade level, and he was inconsistent with the foundational skills of decoding and fluency. Logan’s spelling skills were also lagging a bit behind his grade-level peers. His first high-stakes, standardized test score was below the proficiency mark. As a result, Logan was given additional reading instruction in a Tier 3 Intervention Group during part of his Language Arts block. He made some progress over that year, but in grade 4, he continued to struggle and qualified for Title I reading intervention.

The reading specialist worked with Logan, in a small group, pull-out scenario. He required a great deal of decoding instruction (sounding out individual letters, letter sounds, and words) and fluency practice. As a result of this focused attention, he began to make progress.

Over the next two years, Logan made great strides, but continued to lag behind his peers. Fast forward to grade 6, Logan’s motivation has increased because his ability to identify and read words on the page has improved. However, he remains reading below grade level and underperforming on standardized assessments. His reading comprehension, or ability to understand text he is reading, continues to be an area of need. For that reason, as Logan transitions to middle school, he will be enrolled in a regular English Language Arts course. Additionally, he will have one period of reading support, three times per the six-day-cycle, with a reading specialist (RS), a teacher specifically trained to work with students that require more attention than a regular classroom teacher can provide.

At the onset of the new school year, the RS utilizes a variety of assessments, and the data from grade 6, to plan instruction for students like Logan. First and foremost, the benefit of the additional class period is having instruction precisely planned for students’ individualized needs and skill deficits. Secondly, the RS can provide instruction, ongoing feedback, and progress monitoring of students without the pressure on students for a course grade. Furthermore, the RS is free to plan curricula based on student need and reading level to support what is being done in the core English Language Arts class at grade level. Reading instruction is individualized so that students can make rapid progress and meet curriculum objectives.

# “Data Day”

Ms. Christine Seeley, East Vincent Elementary Principal, shared that at least three times per year, a school team evaluates school, grade, classroom, and student-specific data. The school team, comprised of classroom teachers and specialists, come together for what is called “Data Day” to discuss what is working and what needs to be improved to help each of our students be successful. The team analyzes reading, math, and behavior data and makes decisions based on student performance and progress. Some of the decisions include changing the approach for the delivery of academic and behavioral supports and updating who receives the supports.

All five elementary schools in the Owen J. Roberts School District utilize a Response to Instruction and Intervention (RtII) model, which closely analyzes instruction and learning using a three-tiered approach. Tier 1 refers to the curriculum and programming that all students experience. For example, in reading and writing, all students participate in the Reading and Writing Units

of Study, and for math, all students participate in the Everyday Math Program. When a student is not performing at grade-level expectations and/or is not on track to make at least one year’s growth in one year’s time, then a student is considered for tier 2 or tier 3 instruction, as long as at least 80-85% of the grade level is meeting performance and growth expectations.

At East Vincent Elementary School, for example, if a grade level or a classroom has fewer than 80-85% of the students achieving benchmark, or expected performance, then specialists support the classroom teacher and the tier 1 instruction to ensure its effectiveness for all students. Similarly, if at least 80-85% of a grade level or a classroom meets benchmark performance, then specialists and classroom teachers focus on students who may need extra doses of instruction or varied approaches for tiers 2 or 3 instruction.

Data Day is yet another conduit for a collaborative opportunity to reflect on students’ performance and progress

and fine tune the approach to instruction and learning.

## Quick Snapshot of Data Day

- Instructional Support Teachers often facilitate the meeting.
- Reading and math specialists, special education teachers, and classroom teachers make decisions for instructional and learning supports based on multiple data measures.
- The team designs a plan for instruction for individual, small groups, or whole groups of students.
- The plan includes an accountability measure to determine the effectiveness of the plan(s).

## Common Data Discussed at Data Day

- Pennsylvania System of School Assessment (PSSA)



- Classroom Diagnostic Tools
- Fountas and Pinnell Reading Levels (F&P)
- Developmental Spelling Assessment (DSA)
- Everyday Math Unit Assessments
- Behavioral reports such as office discipline and bus conduct referrals

# Keystone is OJR’s New Real Estate Tax Collector

Beginning in July 2019, Keystone Collections Group will be Owen J. Roberts’ new property tax collector. Keystone offers several payment methods including its innovative online e-Pay system, U.S. mail, and in-person at their West Chester office. Watch for more information on the district website and in the July issue of The Advocate. 2019-2020 tax bills will be mailed in late June/early July.

# On Weather and Dreams...

NBC 10 Meteorologist Brittney Shipp visited the first grade classrooms at West Vincent Elementary School on December 12, to share affirmations and read aloud her book, “The Meteorologist in Me”. Ms. Shipp shared with students that one can always believe in oneself and to never give up on a dream. The first grade students had wonderful questions about the book writing process, career selections, weather processes, and meteorologist operations. The segment aired on NBC 10 that day.





# Tapping the Power of Nonfiction

Owen J. Roberts readers are becoming experts on nonfiction topics to teachers others new ideas and information as part of a unit of student in the English Language Arts (ELA). With informational text as the main source of college and career reading and writing our students need to be prepared for, the OJR ELA program has shifted to including a more in-depth focus on the skills essential for nonfiction reading and writing achievement. We know students need to learn how nonfiction reading becomes increasingly more complex with main ideas, language, structure, and knowledge demands in order to undertake the level intellectual thinking called for with rapidly-changing global standards.

Accomplishing this goal means even our youngest readers and writers in kindergarten learn to become avid nonfiction readers as they use fancy topic words like, “pollen” and “nectar.” Flash forward to second graders writing lab reports for their cotton ball catapult experiment. In connection

to the fourth grade science unit, students read and write about the weather, learning to take organized notes while reading and synthesizing information from multiple texts to grow ideas. Before heading off to Middle School, sixth graders are tapping the power of nonfiction with Fast Food Nation by Eric Schlosser, learning to rethink central ideas in light of new information; and when texts contradict, readers determine which text is most trustworthy. The intentional design of the K-6 builds onto the increasingly challenging text-complexity.

According to the K-12 Supervisor of Instruction and Language Arts Dr. Ryan Monaghan, students often find the nonfiction work exciting as they choose topics to read and write in order to become experts on a topic. He shared, “I was in an East Coventry fourth grade class as they were finishing their weather unit and the students gave a collective sad sigh when they learned they would finish the unit the next day. I am fortunate

to get into all the schools and see similar reactions as students celebrate the conclusion of the unit by teaching their peers. The work our teachers are doing is very powerful for strengthening student reading and writing skills in nonfiction.”

The curriculum then feeds into the Middle and High School where the ELA program continues to incorporate nonfiction reading and writing units in addition to the nonfiction reading and writing occurring in all other disciplines. The seventh grade has specific ELA Core Standards that require students to read and analyze historical documents. At the High School, 50% of the Literature Keystone Exam is nonfiction reading. The nonfiction analysis, interpretation, and written expression on the Keystone Exam aligns with changes



made to the SAT Exam in 2016.

Nonfiction is a thriving K-12 focus for the OJR ELA program. Knowing students need to be ready for both College and Career Ready Standards, the district keeps this a priority for all of its’ readers and writers.

## When Teachers Grow, Students Grow

When teachers grow, students grow! This statement has been a driving force at East Coventry Elementary School. The staff has taken a “lead by example approach” and worked hard to continue to find opportunities to grow and learn to promote student success.

The field of education has evolved in many ways over the course of the last decade. Research has provided educators with more effective methods of delivering instruction and helping students learn in a way that best suits their academic levels and learning styles. As a result, the Owen J. Roberts School District put in place Academic Coaches in each of their elementary school buildings several years ago. The District has become the gold standard in the area for its effective use of its academic coaches.

Part of the role of an Academic

Coach is to work with the principals and curriculum supervisors to professionally develop teachers. The topics for these professional development opportunities can range from best instructional practices, to curriculum changes, to social emotional strategies, as well as many other relevant educational areas. East Coventry has embraced their Academic Coach and many professional growth opportunities. They have had some creatively themed initiatives to get their minds growing, such as: What lens are you looking through?, Be Present, There is Power in the Struggle, and What Makes a Leader?. Each of these initiatives have allowed teachers to help ensure that they are bringing their best practices to the students they teach every day. East Coventry teachers understand that students’ needs drive instruction; student growth relies on teacher growth.

Research has demonstrated that the most effective approaches for developing teachers is when they have opportunities to learn and grow with one another. These opportunities include: observing in each other’s classrooms, collaborating as grade level teams, collaborating with teams across different grade levels and subject areas, and teaching each other new technology and teaching strategies.

The result of the professional development initiatives and the effectiveness of our Academic Coach



at East Coventry Elementary School has developed a greater sense of trust among the staff along with a stronger shared vision. The Academic Coach plays a vital role in growing our teachers’ understanding of best practices in a job-embedded approach that has resulted in improved student learning.

## College Meet & Greet

The annual Owen J. Roberts High School college fair hosted by the guidance department was held Wednesday, March 20th. In all, 94 colleges, universities, trade schools and representatives from armed forces attended the fair. Students in grades 10 and 11 (over 800 in all) interacted with admissions counselors and senior students (who are more advanced on their post-graduate planning) were able to visit the fair by appointment. The fair gave students the ability to one-stop-shop and interact with representatives from various types of schools from large public universities to small trade schools and everything in between. It offered a comfortable, risk-free exposure to many types of post-high school learning experiences. Owen J. Roberts High School Guidance also regularly hosts colleges and universities on site for events, so students have many opportunities to create a list using criteria for culture, cost, and specific programming.



## Lock Down Devices

Owen J. Roberts High School students in Mr. Crowl’s Advanced Engineering Design Class developed a lock-down device which can be used to secure classrooms during an emergency. Students worked on several prototypes during the design phase. The Engineering Design class then built a device for each room in the High School. The design, which takes advantage of the sturdy steel framed classroom doors, was designed and tested prior to assembly. Police and Security Chief Brandon Daniels said that he receives countless phone calls from vendors who want to sell the district such a device. These student-made devices will make the high school safer and save the district money. Mr. Crowl hopes to publish the design plans so that other schools can create similar devices.





# Learning Progressions

In every job there are tools that are available to help you get to the end result you desire. Over time, that toolbox grows with knowledge and research. The educator’s toolbox has become more precise with the use of learning progressions. Through the use of learning progressions we, as teachers, are able to pinpoint a course for student learning unlike before. Mapping out a plan with the student leaves the route and expectations clear for all involved.

Learning progressions are used for both guiding teaching and assessments. The learning progression can show exactly where the student is on a given progression and the set of grade level expectations. Most importantly, a teacher can use them

to show specific next steps to ensure success for the student. The learning progression helps facilitate open communication for the student and family.

It has been shown that students benefit from explicit instruction in the craft and structure of specific types of reading and writing. Students benefit from working toward clear images of good reading and writing, developing shared expectations and a common language for talking about their work. Clear goals are important for teachers, too. Shared knowledge of effective writing instruction and ways to track writing growth over time lift the level of instruction across a school, supporting teacher-to-teacher collaboration. Readers

and writers need the opportunity to talk and write about their work. This helps in moving from the vast to the concrete. Conferring, when a student and a teacher meet to talk about their reading or writing, is key to moving students forward. All learners need assessment-based instruction including feedback that is tailored specifically to them. Not all learners are the same and therefore they do not need all the same things to progress. Teaching then must be progressive and responsive to individual needs and we must continue to challenge our own thinking as we move the students forward.

As the students’ progress through each grade they learn more about themselves as readers and writers

and further increase their individual toolboxes for learning. They continue to grow as readers and writers and blossom into the young authors and scholars we know they are. As they become more proficient they begin to have a sense of pride and we give the students the capacity to self-regulate their own performance and achievement. Growing lifelong learners is fundamentally our goal. Students who are strongly engaged with the world can talk and listen easily to others. These are the students who can think more confidently about language, about their ideas, and about the ideas of others around them. One of the best gifts we can give our students is to let them grow into highly literate citizens.

## Stay Informed

Owen J. Roberts and district affiliates present programs of all types throughout the year. The schools in the district send regular notifications to school families through email, including school news, upcoming events, district news, and announcements.



If you are a community member without children in the district, you can sign up for District e-notifications related to events that may be of interest. Sign up on the district website for happenings for which may include Owen J. Roberts School District Education Foundation, Friends of the Arts, Community Swim, Advocacy, Education, Free Events, or Special Projects. We also invite you to follow the district, our schools and our superintendent on social media.

## Facilities Win Gold

Owen J. Roberts School District facilities department works to provide the best educational facilities support services with demonstrated cost effectiveness. Their mission is to ensure clean, comfortable, safe, and educationally-effective facilities for the students, staff and visitors of the District. The Pennsylvania Association of School Business Officials (PASBO) Award of Excellence in School Facilities and the PASBO Gold Award of Excellence in School Facilities is a recognition program jointly sponsored by PASBO and SchoolDude. This awards program was created to recognize outstanding operations in facility management, encourage best practices that result in efficiencies in K-12 non-instructional administration and share knowledge to improve personnel skills. Owen J. Roberts School District was presented with the 2019 PASBO Gold Award of Excellence in School Facilities based on the attainment of seven core competencies including: Facilities Maintenance and Management, Facilities Capital Improvement and Construction, Grounds Management, Housekeeping, Staff Management, Environmental Safety, Benchmarking and Data Management. Owen J. Robert’s winning entry met all seven of the required core competencies. PASBO and Dude Solutions are proud to recognize Mr. Dennis Rozak and Mr. Mike Shelgren’s accomplishments on behalf of the school district and are excited to award the department with a scholarship in the amount of \$1,500. Previously, the facilities department had earned the PASBO Award of Excellence from 2016 through 2018.

Also honored at this year’s PASBO conference was Mrs. Kathy Reynolds, database coordinator for the district. Mrs. Reynolds earned a regional chapter leadership award for fostering the mission of supporting classroom learning in schools through smart business practices.

## New Future Ready Index

The Pennsylvania Department of Education has a new system for communicating with the public about Pennsylvania schools. The Future Ready Index website provides a comprehensive review of every school in the Commonwealth. The site is rich with a variety of data including demographics, school performance, on-track measures, and college and career readiness indicators. The new site also has an advanced search feature and school comparison function. This makes it easy to find and compare schools within a district, county, or the entire state.

Using the new site, community members have easy access to school data, which is arranged on a dashboard and is divided into broad categories. All data categories include a color coded legend and the ability to view subgroup performance

within a school. Scores are coded as blue, green, or red for all categories. These colors are used for data on standardized tests as well as all of the other reported indicators on the site. There are state goals for standardized tests, attendance, graduation rate, and career readiness. Areas designated with a blue banner mean the students in the school have met the 2030 state goal in that subject. Areas designated with a green banner mean the students have met the state or the school interim goal. Areas designated with a red banner mean the students have not met either the state or school interim goal.

For more information about the Pennsylvania Future Ready Index website visit: <https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/default.aspx>

## Using Learning Progressions

Each day at North Coventry, the emphasis and expectation for learning is high. All students and staff know that they have a job to do. The balanced literacy program provides a clear path for getting that job accomplished. With the use of reading and writing learning progressions, we are seeing the results firsthand of what that hard work can do. The payoff is smiles and growth.



Learning and working with learning progressions begins with the primary grades at North Coventry. Open communication starts in kindergarten and first grade with small group work and the beginning of conferring. Students during guided reading or writing workshop will often be working with their teachers on specific skills as they move along the continuum of learning. In second grade the students can “see” and utilize the learning progressions as they work on their reading and writing. Breaking the progressions down helps the students be able to grasp next steps and set goals. Using post it notes, the students and teachers mark their reading and writing to discuss the text.

With the use of one-on-one technology, each student is able to understand him or herself as a reader and writer. Having this understanding of oneself is critical in gaining growth. In grade three, the children often use Google Classroom to help guide them for each progression as they work either in a small group, book club, with a peer tutor, or with a staff member.

In fourth grade, the students used the learning progressions as they analyze part of a fiction text in relation to the whole. They began with looking at the third grade learning progression to review last year’s expectations and then compared them to the fourth and fifth grade expectations. Students follow along on Google Classroom and identified key words and phrases to help them understand the task. This work will helped guide them as they move into book clubs.

In fifth grade the students work hard on their writing and through

the use of checklists and the learning progressions, students are consistently striving towards marked improvement. Both the checklist and progressions are catalysts for generating young adults who can communicate clearly and with a sense of pride.

The students in sixth grade have utilized learning progressions as part of their reading and writing development now for several years. Each year, the students are able to monitor their growth and conference with their teachers about this progress. At the beginning of the year, the students used the reading learning progression as a self-assessment tool. Each student analyzed and critiqued their reading and placed themselves as a reader on the continuum. The student generated a goal or goals based on where they were in their learning of reading. The goals were taken directly from the learning progressions. After this self-reflection, each student conferred with their teacher and together they considered their reading, the continuum and the goal(s) they had set. During this individual conference with the student, an important conversation took place. This conversation was grounded on how to help guide the student develop as a reader based on his or her needs.

Having each student knowing exactly what he or she needs to grow and accelerate is part of the formula for achievement and feeling valued. Regardless of where the student falls on the continuum, each student had a goal with ways to achieve this goal through the direction and guidance of their teachers.



# OJR Student Finds Her Future Career at TCHS

High school senior Mikayla Fitzpatrick has always known that she wanted to work with children. After attending a tour of Technical College High School (TCHS) Pickering Campus as an 8th grader, she knew that the Early Childhood Care and Education (ECCE) program was perfect for her.

“I have a little brother and I have always loved young children. After seeing the ECCE classroom at TCHS Pickering as an 8th grader, I knew that this was the place I wanted to be,” said Fitzpatrick.

Fitzpatrick has been a student at TCHS Pickering Campus for three years and feels that her time in the Owen J. Roberts School District helped prepare her for success in the program. “OJR really helped to prepare me academically so that I could pursue my career aspirations at TCHS Pickering. I knew that this was something I really wanted to do and the district support I received is something I really appreciate,” said Fitzpatrick.

Since being at TCHS Pickering, Fitzpatrick has been able to participate in activities at both OJR and TCHS. “I have participated in the fall play at OJR and I have been involved in SkillsUSA, FCCLA and all the social events that happen at TCHS. These experiences have really helped prepare me for the next step in my career after graduation,” said Fitzpatrick.

Fitzpatrick believes her time in five different work placements while at TCHS Pickering helped her gain entrance into Montgomery County Community College, where she will be studying Child Care. “TCHS gave me a lot of different opportunities to go out into the community to help others while also learning. I hope others will take advantage of the partnership between OJR and TCHS to help make their future careers a reality,” said Fitzpatrick.



# International Baccalaureate Update

The 2017-2018 school year marked Owen J. Roberts’ first as an International Baccalaureate (IB) World School. The two-year application and authorization process culminated in the award of World School Status during the summer of 2017. Twenty-three students enrolled in the first cohort for the 2017-2018 school year. Those students are set to earn the first IB Career Program (IBCP) Certificates from Owen J. Roberts this summer. To earn the certificate, IBCP students complete two IB courses taught by a certified IB teacher, two of OJR’s STEAM (Science, Technology, Engineering, Arts and Math) career courses, and two years of the Core. The Core is a Personal and Professional Skills Course which culminates in a project centered on an ethical dilemma of the students’ choosing. During those two years, students also complete a 50-hour community service project and 50 hours of language learning, both graded based on a student portfolio.

In the first year of the program, students choose between an IB Math course and an IB Language and Literature course. In their second year, students added either IB Environmental Science or IB Philosophy to complete the IB course requirements. The second IBCP year includes 30 junior students, 23 IB senior certificate students and approximately 40 non-certificate students taking IB Environmental or Philosophy as an elective. During the 2018-2019 school year, there were about 90 students taking five IB courses.

In the coming year, a Math Applications and Interpretation class will replace the existing IB math course and an IB Literature and Performance elective will be added. The Philosophy elective has grown to three full classes and the number of students taking IB classes is now near 150.

The strength of the IBCP program is in the STEAM offerings that are available to all students but are also an integral requirement of the IBCP. Students take one career course each year. These include: Computer Aided Drafting and Design, Introduction to Engineering, Principles of Engineering, Engineering Design, Product Engineering, Mechanical Engineering, Architectural Engineering, Ecology, Genetics, Anatomy and Physiology, Biotechnology, Allied Health, NJROTC, AP Computer Science Principals, AP Computer Science, Web Design, and Computer Applications for Decision Making.

Each course is certified by an outside organization, like a business, college, or testing agency. Over the course of two years, students are able to participate in rigorous learning from both the IB courses and in a career area they select while contributing their skills to the community through service.

# Annual Education Foundation Awards

In December, the Owen J. Roberts Education Foundation presented two annual awards honoring three individuals. The Education Foundation has been giving the Outstanding Community Service and Distinguished Alumni Awards since 1997. The Distinguished Alumni Award is presented annually to an Owen J. Roberts alumnus who enhances the quality of life by preserving, promoting and carrying out positive and quantifiable traditional values and traits. This individual’s leadership and integrity should result in significant accomplishments in his business and professional life in the community. Mr. Kirk Brown was honored with the Distinguished Alumni Award this year. Mr. Brown started a landscaping and lawn care business when he was 12 years old. He studied horticulture and computer at Owen J. Roberts High School. Kirk’s Lawn Care now employs three full time employees and services more than 125 customers. His

business has been featured in national magazines and he was Total Landscape Care Magazine’s 2015 Landscaper of the Year.

Mr. Brown is an active community servant and role model for community giving. He has stayed involved with Owen J. Roberts School District by starting an Excellence in Horticulture scholarship award designated for a horticulture student who has displayed exemplary attitude and extraordinary skill development.

The Community Service Award is given annually to honor an Owen J. Roberts resident who enhances the quality of life by preserving, promoting and carrying out positive and quantifiable traditional community values and traits. The Owen J. Roberts Education Foundation honored two residents for their work to make our community and world a better place, Mr. Jay Erb and Mrs. Kim Malmstrom.

Mr. Erb is an Owen J. Roberts alumnus and lifelong Owen J. Roberts resident. He is a Chester County Park Ranger and owner of a Tae Kwon-Do school located in North Coventry Township. He is an active community servant and an advocate for nature and clean environment. He volunteers for countless education programs, both at our schools and in the community organizing and leads stream studies, wildlife programs, bird watching programs and night hikes for learners of all ages.

Mrs. Malmstrom established the Kyle’s Quillows Foundation seven years ago following her son’s diagnosis and treatment for aplastic anemia. She has grown this foundation to share



the warmth of personalized fleece quilt-pillows for those in need. Kyle’s Quillows makes home-sewn quillows (the cross between a pillow and blanket or quilt) to brighten and cheer children. Kyle’s Quillows has donated more than 7,000 quillows to CHOP and has also sent them to patients in other hospitals in the U.S. and abroad.

# Guys and Dolls Success

Owen J. Roberts High School produced the musical “Guys and Dolls” March 13-17. The production included seven seniors, 14 juniors, 17 sophomores, and 15 freshmen totaling 53 students in the cast, plus 26 pit members, and 22 stage crew.

The cast was led by seniors Nicole Simpkins & Michael Maher as Miss Adelaide and Nathan Detroit. This dynamic duo wowed audiences and were always in sync. Sophomores Matthew Saylor and Jeanne Tokay who played Sky Masterson and Sarah Brown had great chemistry as they crooned out many numbers and “fell” in love on stage. Supporting characters included senior Gavin Brown who played Arvide Abernathy in his first ever performance in a musical. His heartwarming vocals were a highlight of the show. Freshman Danny Flogaus

belted out his solo numbers with his flawless tenor voice as well as the amazing duets sung with his cohort freshman Mack Grant (who says he’s not a singer). Junior Ryan “RJ” Duske charmed the audience with his wonderful comedic timing as both Big Jule and Joey Biltmore.

Other wonderful characters included the 10 young ladies who made up the Hot Box Girls dancing and singing with as much style and grace as a professional performer. The Mission Band’s beautiful harmonies and soloists were also a highlight of the production. There were amazingly limber and slick dancing gangsters every time you blinked entertaining with zest and charm along with sophomore Gavin Schneider playing Lt. Branigan making sure they were all dancing within the line of the law. Senior Paige Cadieux-

Petri led the cast as the featured dancer and student choreographer. She received standing ovations for her dancing talents at all the performances. The show wouldn’t have been as wonderful or successful as it was without the student directing skills of juniors Katharine Thorpe and Christina Agresta whom you can catch in the upcoming spring play.







# Message from the Superintendent

Data doesn't always have to be boring or impossible to interpret. University of Chicago economist and author

Steven Levitt said, "Data, I think, is one of the most powerful mechanisms for telling stories." So how do we take this notion and put it into practice to tell the Owen J. Roberts School District story?

Let's consider our 6th grade PSSA

scores. Out of the 100 top-scoring schools in Pennsylvania, 11 of them are in Chester County. Out of the 11 in Chester County, four are OJR schools (including the top three!). Now that's a great story, and I give a nod to the students, teachers and families at West Vincent Elementary, French Creek Elementary, East Coventry Elementary and North Coventry Elementary.

How about SATs? Owen J. Roberts High School ranked 54th out of the best Pennsylvania scorers in 2018. That doesn't sound very exciting until you learn that we ranked 54th out of about 500 top-scoring high schools in the

state (and roughly 1,500 high schools total). Again, great story, told to us through data.

In this issue of The Advocate, you'll see another story about data. Please read the article about the Future Ready PA Index, which is a yardstick that measures the success of Pennsylvania school districts, as defined by the Every Student Succeeds Act (ESSA). Public schools are required to measure school performance in four categories: academic proficiency, academic progress (growth), graduation rate, and English language learner proficiency. The publicly-reported data on the

Future Ready website makes us all accountable for these measures of success. The website is now more holistic than past versions, and it also includes new measures such as career readiness and chronic absenteeism.

Just a quick note about our ESSA results - we continue to exceed statewide goals! So, again, I extend my thanks to our talented teaching team, supportive parents, and industrious students. Please visit the Future Ready website today, so you can read our story with pride...wildcat pride!

## The Owen J. Roberts Graduate

A focus this year, for everyone working in the Owen J. Roberts School District, has been the Owen J. Roberts Graduate. School Board members and other stakeholders reflected to clearly define a profile for the Owen J. Roberts Graduate—a focus on outcomes. The Owen J. Roberts graduate profile specifies cognitive, personal, and interpersonal competencies that OJR graduates should demonstrate. As constant reminders, posters were created and displayed in our classrooms, schools, and offices as well as on the district website. Now, our website also features a video, The Owen J. Roberts Graduate, created by Senior Gretchen Harken with the 2018-2019 Video Production Club.

Mr. Brian Sponagle, along with

Superintendent Dr. Susan Lloyd, provided the vision for a promo video that would help audiences connect with the experiences that help to shape a graduate. As a Teacher's Assistant in Mr. Sponagle's Advanced Film Production course, Gretchen Harken felt she was in a good position to tackle the video with support from the Video Production Club, which meets once per week after school. The video team worked to capture video clips to support the central idea, and Gretchen combed through archives from last year in order to demonstrate experiences a grad may have in the spring. "The team worked to include a broad spectrum of offerings and regular classroom experiences," said Gretchen, adding that they also wanted to touch on the arts and sports. The video mirrors the graduate

profile.

In addition to Gretchen's lead with production and direction, students pitched in talents in the area of voice-over and sound production. Cooper Chamberlain, quarterback on the Wildcat Football Team, was cast for voice-over. Galen Kasznay, Paw Report anchor, contributed his expertise in sound production. The team plans to make a few edits and submit the video to a student production contest. Gretchen said that whatever happens, she is most struck that the video "evokes emotion from viewers". Creating an



emotional piece was not the original intent, but when people talk about how viewing the video makes them feel, that makes Gretchen feel "really happy".

## Go Wildcats! Noted Accomplishments in Athletics and Other Arenas

Congratulations to the girls swimming/diving team (10-0 PAC) and wrestling team (20-5, 7-0 PAC), both were undefeated PAC champions!

The wrestling team went 20-5 on the season, just the third time in the history of the program they reached the 20-win plateau. The Wildcats won the Liberty Division going a perfect 6-0, before winning the PAC. The Team took third place in the PIAA District One Team Duals. The Wildcats defeated Cumberland Valley in the first round of the state duals in their home gym. The team had three wrestlers join the 100 win club this season. The Wildcats produced 4 PIAA state qualifiers and 2 state medalists. Dan Mancini became the first Wildcat wrestler since 1971 to win a PIAA State Championship. Off the mat the Wildcats volunteered at the North Coventry Food Pantry and raised money to support cancer victims in their annual takedown for cancer event. Throughout the season the wildcats represented the Owen J. Roberts community with dignity and pride. The Coaches are grateful for the opportunity to coach such a wonderful group of student athletes.

The girls swimming & diving team ended the dual meet season with a 10-0 record, capturing their 3rd straight PAC League Championship. Their hard work and dedication, their focus and energy, and support for each other were the driving forces that ultimately led to their success.... along with some great performances during the regular season and postseason. Some highlights include:

The divers placed 4th, 6th, and 8th at the PAC League Diving Meet.

10 individuals qualified for districts, over 1/3 of the team.

5 swimmers qualified for states.

Three new team records, and of one team record that was tied, and five OJR pool records.

A District 1 Champion, Mikayla Ninness in the 50 Freestyle...her time is an All-America Consideration Time.

The 200 Freestyle Relay also qualified for All-America Consideration.

The coaches are extremely proud of the girls' team for their accomplishments throughout the season, and congratulations on the league championship!

The girls' basketball team hosted their first ever home playoff game and beat Coatesville. The team played 3 playoff games and narrowly missed qualifying for states. The team had a historic season and finished 19-7 (12-4 PAC).

The cheerleading team continues to grow and improve. The squad did a great job at the home basketball games this winter!

The boys' swimming & diving team improved throughout the season and finished strong to end up 5-5 in the PAC. Dalton Fink earned a district medal in the 100 Backstroke, finishing in 8th place, and earning a spot at the State meet.

The boys' basketball team was very competitive in all of their games, although their record wasn't where they wanted it to be. The team finished 7-15 (4-12 PAC).

Congratulations to Avae Busch and Ella McCausland for winning Regional Gold Key Awards and for advancing to Nationals in the PAEA/NAEA Scholastic Writing and Arts contest.

Congratulations to PMEA District, Regional and All State Band Qualifiers: Noemi Bender \*\*\*, Cullen Buettler \*, Devyn Engle, McKinley Frees, Matilde Heckler, Michael

Kronengold \*, Dan Kucharik, Dylan Monteiro, Jack Pezzillo \*\*, Kelly Smolik \*, Sam Turley

\* PMEA Regional Band Qualifiers  
\*\* PMEA All-State Band Qualifier

Congratulations to Samuel Turley for qualifying for the PMEA All-State Jazz Band.

Congratulations to Michael Kronengold for being a PMEA Composition Contest Winner

Congratulations to PMEA District 12 Choir Qualifiers: Jillian Birkbeck, Katarina Bobo \*, Wyeth Casperite, Joshua DiMarino, Lily Leighton, Michael Maher \*\*, Robin Mailum \*\*, Isabella Moes \*

\* PMEA Region 6 Choir Qualifiers  
\*\* All-State Choir Qualifiers

Congratulations to PMEA District Orchestra Qualifiers: Devyn Engle, Matilde Heckler \*, Dan Kucharik, Lane Magness, Jack Pezzillo, Samuel Turley, Anya Winemiller

\* PMEA Region 6 Orchestra Qualifier

Kudos to the North Coventry Elementary School students "We are VR" robotics team for qualifying to compete in the state competition.

Congratulations to the High School Mock Trial Team for moving to district finals.

Compliments to all 14 Owen J. Roberts teams who completed in the Odyssey of the Mind, East Central regional creative problem solving tournament, at Millersville University. Eleven teams will move on to perform in the Pennsylvania State Championships, April 6th, in Swiftwater, PA.

Congratulations to Paige Aldred for earning first place in the



Chester County Science Research Competition in the Zoology category and Annie Ardit for earning third place in the Engineering category. Both OJRHS scientists move on to the Delaware Valley Science Fair to be held at the Greater Philadelphia Expo Center.

Congratulations to Theodore (Theo) Damiani, a junior, who was published in the Spring 2019 issue of the Concord Review. His academic, research-based work was on the mass execution of "The 38" Dakota Sioux in 1862.

Owen J. Roberts DECA chapter participated in the 2019 Pennsylvania DECA state competition in Hershey, PA with 2,400 students from public and private schools in competitions focused on various business and marketing career areas. The following Owen J. Roberts DECA members will be moving on to the International Career Development Conference in Orlando, Florida, April 27 to May 1:

FIRST PLACE: Theo Damiani, Andrew LaGreca and Nick Wood, Ahmed Alveed and Sarah Tabatabaei, Julia Brennan and Madeline Zarkoski

SECOND PLACE: Nidhi Rupani, Dan Duffy and Matt Foster

THIRD PLACE: Olivia Harmanos and Heidi Joyce, Christina Hoffman, Caitlin McGee

FOURTH PLACE: Jeevan Bandi, Grant Reitz, Annie Ardit