

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Julie Lavender
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Allen Frear Elementary School
(As it should appear in the official records)

School Mailing Address 238 Sorghum Mill Road
(If address is P.O. Box, also include street address.)

City Camden State DE Zip Code+4 (9 digits total) 19934-1935

County Kent County

Telephone (302) 697-3279 Fax (302) 697-4056

Web site/URL https://www.crk12.org/Domain/13 E-mail julie.lavender@cr.k12.de.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Kevin Fitzgerald E-mail kevin.fitzgerald@cr.k12.de.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Caesar Rodney School District Tel. (302) 698-4800

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Jessica Marelli
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public 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 (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 1 K-12 schools
- 12 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	60	69	129
2	79	63	142
3	81	75	156
4	67	66	133
5	71	83	154
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	358	356	714

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 5.2 % Asian
 - 20 % Black or African American
 - 7.7 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 57.7 % White
 - 8.8 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 8%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2018	728
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Vietnamese, Creole, Haitian, Turkish, Gujarati, Korean, Polish, Hindi, English, Tagalog, Arabic, Mandarin

English Language Learners (ELL) in the school: 4 %
30 Total number ELL

7. Students eligible for free/reduced-priced meals: 38 %
 Total number students who qualify: 268

8. Students receiving special education services: 13 %

94 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>15</u> Developmental Delay | <u>26</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>41</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2013

15. In a couple of sentences, provide the school’s mission or vision statement.

Allen Frear Elementary School is committed to the mission of preparing the students for a successful, productive, and purposeful life.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

At Allen Frear Elementary, we are champions of learning, champions of teaching, and champions in support of one another to ensure success for all—academically, socially, and emotionally. We are one of seven elementary schools within the Caesar Rodney School District (CRSD), home of the Caesar Rodney Riders, and full of Rider Pride. Located in Camden, Delaware, Allen Frear Elementary is the largest elementary school in the district with an enrollment of approximately 700 students in grades first through fifth. We are fortunate to have the Chinese Immersion Program in which students learn math, science, and Chinese literacy in the target language for fifty percent of the day in all grade levels. Students, staff, and families are proud to be a part of our team as we collaborate to ensure the best educational experience for all students.

Allen Frear Elementary is located on The EcoCampus at CRSD, which consists of three of our schools on one common campus that serves as our community's evolving Center for Green Schools. This central facility strives to be the model for leading our district, and other Delaware public schools, on pathways to sustainability. Our student-led EcoTeam works on a variety of Green School initiatives including the following: a mindfulness walking trail around the campus, outdoor classrooms, a yoga/learning deck, community gardens, composting center, native habitat restoration, recycling, and a reusable breakfast bag program to reduce single-use plastic waste. Our green school initiatives were critical in CRSD being acknowledged as a 2019 USDOE Green Ribbon Sustainable School District. We continue to be committed to better educating all on the benefits of a sustainable green community, reducing the impact our footprint has on the world, and ensuring equitable access to health and wellness for all in our school community.

As a Title 1 school, we received the honor of being recognized as a National Distinguished Title 1 school in 2017 and most recently as a State of Delaware Recognition school in 2019. As a Recognition School, we have shown exceptional student performance and have started to close the achievement gap with our at-risk group (combined African American, Hispanic, English Language Learners, Free/Reduced Lunch, and Students with Disabilities). Approximately 38% of our student population is low income, 4% are ELL, 13% receive special education services, and 20% are military affiliated with the Dover Air Force Base. For the 2019 spring assessment period, 83% of our students in grades third through fifth were proficient in English Language Arts and 71% were proficient in Mathematics.

To support all students and staff, a professional development plan was created in an effort to foster a common language, ensure equitable opportunities, and implement techniques that fine-tune our craft as Classroom Champions. A few initiatives contributing to our school growth include developing schoolwide close reading strategies, visible learning practices, developing a well-balanced literacy block, and consistently implementing Number Talks in all classrooms. A cycle of gathering data on student mastery, acting on data, and planning for success with strategic techniques in mind occurs to support achievement.

Social-Emotional Learning (SEL) and Mindful Practices are integrated to support the whole child through teaching with the Second Step Curriculum, implementing an Action Team with case study features, providing Mindful Monday SEL techniques, and developing a solid Positive Behavior Intervention Support (PBIS) program in our school. Additional professional development was designed regarding Brain Friendly Self Care, Upstairs Brain Training, and Types of Needs Training with Tiered Interventions.

Not only is supporting academic achievement a driving factor for our student success, but creating positive relationships among our students and staff is also a priority. From our mentoring program with community members, to our in-house “2x10” strategy from the book, "Connecting with Students," we are devoted to building connections with students and supporting the whole child. Rita Pierson once stated, “Every child deserves a champion— an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

As a previous National Blue Ribbon Recipient in 2013, our school staff is dedicated to meeting the needs of our students. Allen Frear’s motto, “One Team, One Goal, No Limits” was created six years ago when our school received a National Blue Ribbon award and still remains true today. As One Team we will listen to, trust, and respect each other, students, parents, and members of our community. With One Goal in mind we

will do everything possible to reach all learners as we see No Limits. We believe in making every day count and emphasizing partnerships to support individual success. Even though we have grown to expand our motto, our commitment to success for all students continues. Now as Allen Frear Elementary Champions with “One Team, One Goal, No Limits,” we work together to support our school community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Allen Frear Elementary, we are champions of learning, champions of teaching, and champions in support of one another to ensure success for all. In an effort to support core content, professional development was created to foster a common language, ensure equitable opportunities, and implement techniques that fine-tune our craft as Classroom Champions. Through "Teach Like a Champion 2.0" techniques, teachers are able to utilize strategies such as building classroom culture and being a warm demander to support all learners. Focusing on utilizing best practices in all content areas, and providing vertical articulation among grade level teams to review standards aligned to Common Core State Standards (CCSS) and curriculum, was beneficial in supporting teachers to increase student achievement. Ongoing, collaborative sessions that allow discussions among teachers, with a student-centered focus is the key to success. All building initiatives follow the district key priorities to ensure consistency from the district to building level.

As a building we utilize standard assessments such as iReady, Benchmark Assessment System (BAS) and American Reading Company Independent Reading Level Assessment (IRLA) data for reading. The iReady assessment is given for mathematics. These standardized assessments serve as formative checks of student understanding and identify areas of need. A cycle of gathering data on student mastery, acting on data, and planning for success occurs weekly during common planning to support achievement.

In addition, Multi-Tiered Systems of Support (MTSS) guidelines are followed and students receive tiered instruction with varying levels of support based on their need. Tier one support is offered to all students in the classroom, tier two support is instructed in the classroom with small group supports, and tier three instruction is offered by a reading specialist or math coach. Students move within the tiered system based on a review of data and student performance on assessments. The Instructional Support Team monitors student growth and offers suggestions every six weeks.

1b. Reading/English language arts

As a district, research-based materials are provided for teachers to ensure students learn the standards. The district collaborates with lead teachers to make sure professional development supports the needs of the teachers. In first and second grade, Fountas and Pinnell is the curriculum utilized in the classroom to provide whole-group, small-group, and independent learning opportunities through a variety of contexts, including interactive read-aloud, reading mini-lessons, shared reading, phonics/spelling/word study lessons, and guided reading. Students also engage in independent reading opportunities to learn and grow in texts at their comfort levels. Our current adoption of American Reading Company in grades third through fifth focuses on creating a balanced literacy approach including reading a complex text, reader's workshop, writing to text, and strategy groups. Each unit is a structured project-based learning process through extensive reading, multiple extended writing projects, and daily practice discussing both ideas and texts with peers. The American Reading Company curriculum allows for integration of science and social studies content, while emphasizing integration is not a replacement of the other contents.

Primary instructional emphasis is placed on literacy instruction with the largest amount of instructional time allocated to this core content area. Students are engaged in a minimum of 150 minutes of English Language Arts (ELA) instruction daily. Teachers follow a balanced literacy approach to include vocabulary (decoding/word study), fluency, and comprehension. Included in the ELA block, in addition to the core curriculum, is a 30-minute writing block utilizing the "Be a Writer" curriculum. Small group instruction in grades first and second and one-on-one conferencing in grades third through fifth occurs daily in the classroom to meet the needs of individual learners.

1c. Mathematics

Since 2012, the Caesar Rodney School District (CRSD) has adopted the Common Core State Standards (CCSS) for K-12 mathematics coursework. In order to align with the Math CCSS, the CRSD adopted “Math Expressions (2013)” for its core materials for Tier 1 Mathematics Instruction in Grades K-5. Math Expressions focuses on the conceptual learning of the math content standards and the application of them in a problem-solving format. Math Expressions provides students with multiple strategies for solving a problem and encourages students to explain/justify their mathematical thinking. In addition, teachers begin each day with a Number Talk using the book “Number Talks Common Core Edition, Grades K-5: Helping Children Build Mental Math and Computation Strategies” by Sherry Parrish. This has dramatically improved students’ mathematical thinking. Support in mathematics is provided during whole group instruction with flexible grouping. This allows for true differentiation for all spectrums of learners where the teacher can provide enrichment or instructional scaffolding for all types of learners. For students requiring more instructional support (Tier 2 and Tier 3), teachers and paraprofessionals use the Math Multi-Tiered System of Supports (MTSS) materials provided by Math Expressions and “Do the Math” intervention program by Marilyn Burns. Finally, instruction is supported, both in school and at home, with the iReady online lessons for math. This provides students with online instruction at a student’s individual math level. In order to help our teachers meet the cognitive rigor of the Math CCSS, all of our elementary math teachers in grades third through fifth have been participating in math training from the Southern Regional Education Board (SREB) throughout the school year. The SREB framework helps educators’ strengthen student learning with professional development and proven practices.

Through the professional development provided from SREB, teachers have been able to implement problem-solving strategies that are consistent across all grade levels. Using common vocabulary and visual representations have helped bridge between concrete and abstract concepts. For example, our second and third grade classrooms have focused on using base ten pieces, number lines and bar diagrams as the representation to build computational fluency with addition and subtraction. As students are ready to advance in their learning, the teachers move to more abstract computational strategies. The same can be said in the upper grades, using the same manipulatives, number lines, and bar diagrams to build an understanding of numbers less than one whole and computing with them.

We utilize our math coach to provide professional development to staff, collaborate with our teams, teach and model in the classroom, and work with small groups of students for MTSS intervention. Our math coach also focuses on supporting teachers with building a solid Number Talks instruction, utilizing and developing rigorous performance tasks, and developing Mathematical Discourse through Building Ratio, a “Teach like a Champion 2.0” technique.

In all classrooms, math instruction is taught for 100 minutes daily including a 10-minute Number Talk discussion that focuses on solving mathematical problems mentally. During the Number Talks activity the teacher facilitates the lesson by presenting a problem to solve and students share strategies with peers. Following Number Talks, the teacher models the math concept in a whole group setting followed by differentiated instruction through flexible grouping. In flexible groups, the teacher instructs students needing additional support by reinforcing concepts, offering manipulatives, and scaffolding learning. Flexible grouping is a fluid process of providing students support based on formative assessment data. Some students work collaboratively in pairs, while other students utilize iReady to complete individualized activities. All students apply skills learned independently for teacher feedback.

1d. Science

Since 2013, the Caesar Rodney School District (CRSD) has adopted the Next Generation Science Standards (NGSS) for K-12 science coursework. Unique to Delaware, the CRSD belongs to the Delaware Science Coalition (DSC). The majority of Delaware’s individual school districts have joined together to select and purchase a uniform science program and its materials for the entire state of Delaware. The CRSD receives its materials for teaching science from the DSC. These materials utilize NGSS content and pedagogy. The hallmark of our science instruction is that it is completely interactive and hands-on. Students explore various scientific concepts and principles through a constructivist lens. The elementary science units easily integrate

into other core disciplines and content areas. Teachers have received professional development in NGSS content and pedagogy.

At Allen Frear Elementary, a 45-minute block of time is allotted for science instruction in an alternating four-week schedule. For example, students receive science instruction daily for four weeks to participate in a science unit. The following four weeks students learn social studies during the 45-minute block of time. Moving forward, science will be taught daily to allow for instruction to occur aligned with the NGSS standards. To support enhancing teacher knowledge regarding science content, grade levels participated in districtwide professional development sessions. We also utilized “Science Champions” as leaders in science to assist in facilitating professional development at the building and district level.

In all classrooms, teachers utilize science kits to develop a lesson in which students discover a phenomenon as an observable event. This allows students to put their learning into context and make connections between what they do in science class and the real world. In our fifth grade classrooms, students study astronomy. Students collect data about the shadows cast on the playground over the course of a day, make a claim, use evidence from their data collection, and reason about why the shadow has different lengths and is in different locations throughout the day. Students are able to use the information collected to lead to the phenomenon of the Earth’s rotation. The teacher would then formally instruct about how the earth rotates as presented in the unit.

1e. Social studies/history/civic learning and engagement

Our Delaware State Standards for Social Studies are designed to prepare students to be citizens that are active participants in their communities while accepting responsibility, understanding their rights, and the role of the government. Our State of Delaware guidelines state, “effective citizens must be able to research issues, form reasoned opinions, support their positions, and engage in the political process.” The subject of social studies helps students with understanding, engaging, and making informed decisions about the world around them. The State of Delaware has a curriculum available written by educational professionals to support teachers in instructing social studies content. Utilizing the Delaware Recommended Curriculum units, our students engage in various learning opportunities to strengthen their understanding of the four social studies standards– civics, economics, geography, and history.

At Allen Frear Elementary, a 45-minute block of time is allotted for social studies instruction in an alternating four-week schedule with science. For example, students receive social studies instruction daily for four weeks. The following four weeks students learn science during the 45-minute block. To support enhancing teacher knowledge regarding social studies content, grade-level leaders participate in the state-level professional development.

In all classrooms, social studies content is taught from the Delaware Recommended Curriculum. In fifth grade a lesson titled, “Dueling Documents” includes an activity in which a bell ringing contest simulates a duel. This allows students to experience an event in which point of view may impact interpretations of who won. Students can read about how there are differing descriptions of the duel between Alexander Hamilton and Aaron Burr, but by participating in this activity themselves, they can connect their experience in this case study to how history has been impacted by differing points of view. The content learned in social studies can also be integrated in the English Language Arts content as well in cross-curricular opportunities.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

At Allen Frear Elementary, we offer Essential Arts classes to all students in grades first through fifth. The essential arts block is 50-minutes per day and students participate in a different essential arts class daily. In addition to the five Essential Arts including Physical Education, Art, Music, Library, Life Skills, and Social-Emotional Learning (SEL), students participate in an additional Essential Arts class one day a week for a

six-week period for an interest class. The interest classroom is a level one support for our Gifted Enrichment Education Program (GEEP) in which students engage in an activity not standardized in the curriculum. For example, students may participate in pottery sculpting in art class or dance in physical education. Students are also given the experience of “showcasing” their talents outside of the core subjects through art shows, chorus concerts, and even express their competitive sportsmanship in yearly field day events.

All of our Essential Arts teachers collaborate with our classroom teachers to align skills and standards for cross-curricular opportunities. For example, our art teacher will incorporate math concepts of geometry involving symmetry into his lesson discussions while the physical education teacher incorporates vocabulary terms and body movement. These additional opportunities for students to immerse in multiple modalities while being enriched with core content knowledge in a non-academic setting will enhance their performance in all areas of the curriculum. Essential Arts teachers follow the Delaware standards or ASCA standards for counseling.

Our SEL and Mindful Practices class is provided to students in first, second, and third grade. Centered on the CASEL Competencies for Social-Emotional Learning, SEL class uses explicit instruction to build self-awareness, self-management, social awareness, as well as relationship and responsible decision-making skills. Using a combination of the Second Step Curriculum, Mindful Schools Curriculum, and Yoga 4 Classrooms, students are guided through discussion about the competencies, learn why they are important, and develop healthy strategies for growth in these areas. Building on our school’s positive environment and strong relationships, staff members are then able to help students transfer these skills in new contexts through practice opportunities as they arise in different environments. Through the use of these evidence-based approaches that are both trauma-informed and centered around the diversity of our student population our students feel empowered to understand and manage their emotions, demonstrate empathy for others, as well as establish and sustain positive relationships with their peers and teachers.

Our counselor instructs Life Skills for fourth and fifth grade and also provides small group counseling to at-risk students. Lessons include the Second Step Curriculum materials, and the Child Protection and Bullying units. Individual and small group counseling sessions include topics such as friendship, social detectives, empathy and skills for learning, and zones of regulation. Our counselor also manages our mentoring program, Delaware Food Bank Backpack Program, and supports our McKinney-Vento students.

Our Library class exposes students to a variety of literature, shared read alouds, and provides students with the opportunity to check out books. Our librarian has created a Makerspace station for students to access during library. Makerspace is a collaborative work space for learning, exploring, creating and sharing ideas with a hands-on approach. Technology is also incorporated in library class through the use of a set of Chromebooks. For example, students research information for classroom instructional assignments, practice typing with Typing Agent, and utilize programs through the Schoology and Clever platforms such as participating in Brain Pop activities to support learning in the classroom.

As a district, the focus is on ensuring our children have a well-rounded exposure to not just the core academics, but the arts as well. The arts provide an opportunity for artistic literacy in which our students gain an understanding of processes and creative practices. As a district, the 4 A’s (Atmosphere, Academics, Athletics, and Arts) guide us in providing our community with various pathways and support to pursue future career options. We know social emotional health is the key to supporting our students, families, and community, and the Second Step curriculum provides our guidance counselors, family crisis therapists, and psychologists with a common framework and tools to use in all of our schools.

3. Academic Supports:

3a. Students performing below grade level

Based on iReady, Benchmark Assessment System (BAS) scores, and classroom performance on assessments, differentiated instruction is provided in the classroom for students. Teachers instruct students in guided small groups or flexible grouping opportunities aligned to student ability level. The core curriculum for reading and math include intervention lessons for guided small group learning. Students

needing Multi-Tiered System of Supports (MTSS) Tier 3 support receive additional instructional minutes from specialized support staff. A morning math breakfast bunch was created to utilize our Do the Math Intervention curriculum with our lower achieving students. Paraprofessionals and other support staff provide 30-minutes of instruction daily on basic math or reading skills. Our online iReady tool allows for individuals to engage in online lessons and activities at his or her achievement level in both reading and math.

We are proud of our recent recognition from our State in regards to closing the achievement gap in our at-risk group (combined African American, Hispanic, English Language Learners, Free/Reduced Lunch, and Students with Disabilities). However, we continue to monitor the academic progress of our at-risk students to ensure learning involves researched-based practices and small group instruction to meet the individual needs of all students.

3b. Students performing above grade level

In addition to differentiated instruction in the classroom setting, the Caesar Rodney School District offers three levels of enrichment to support and enhance the unique talents and gifts of all children. Our Level I Enrichment provides experiences and activities that are purposefully designed to expose all children to topics and disciplines that may be outside of the regular curriculum and that they may have an interest in participating to explore for greater understanding. Students can participate in a variety of extra-curricular activities such as Math League, Odyssey of the Mind, Chess Club, Good News Club, Frear Gives Back, Girls on the Run, and Student Council. Level II Enrichment exposes all children to appropriate academic content and instruction during the school day. Advanced learners are exposed to content and instructional strategies designed to promote creative thinking and problem solving skills. Level III Enrichment exposes identified “profoundly gifted” children to advanced levels of content acquisition and instruction. The Level III program focuses on a STEM (Science, Technology, Engineering and Math) curriculum and is instructed in a pull-out setting. Current units include Farming and Food Production and Waste Management. All activities are hands-on investigations and feature an online component. Guest speakers and field trips to local organizations allow students to explore the topic as well. To qualify for Level III enrichment, students must receive a passing score on the Otis Lennon School Ability Test as well as meet other criteria such as percentile ranking on iReady reading and math assessments, classroom grades, and teacher rating scales.

3c. Special education

At Allen Frear Elementary, approximately 13% of the student population receives special education services. Our special education team consists of a Special Education Coordinator, Speech Language Pathologist, Psychologist, a Certified Occupational Therapy Assistant (COTA), and many special education certified teachers. The primary approach to serving our special education population is through the student’s least restrictive environment. Inclusion with our regular education classrooms ensures all students are exposed to challenging and rigorous curriculum opportunities. The Team Approach to Mastery (TAM) model is utilized in our classrooms to meet the needs of our students. To support students needing a smaller class size for support, Stand Alone Approach to Mastery (SAM) classrooms were created consisting of a dual-certified teacher and approximately fifteen students with three students receiving special education services. These classrooms are also supported by a paraprofessional. Students are provided equal access to the general education curriculum with accommodations and modifications provided as necessary.

Our team has received specialized training to develop teacher leaders and provide support for inclusive classrooms. They have participated in case study reviews, instructional rounds, and attend monthly meetings. The team has created a bank of resources for all to access for various information, tools, and instructional strategies to support learners.

Our special education team collaborates together to build positive relationships with the families of the students they serve. Through phone calls, attending IEP meetings and keeping parents/guardians updated during progress monitoring, communication is key. This involves all team members and facilitates a “One Team, One Goal, No Limits” mentality.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Allen Frear Elementary School is fortunate to have the Chinese Immersion Program in grades first through fifth. As part of the Delaware Chinese Language Immersion Programs, our students begin in kindergarten and follow a 50/50 instructional model of 150 minutes with the Chinese teacher and another 150 minutes with the English teacher. Math, Science/Social Studies and Chinese Literacy are taught in Mandarin while English Language Arts is taught in English. Approximately 50 students per grade level participate in the Chinese Immersion Program. We recognize this program throughout our school building with schoolwide events to provide exposure for all students to learn about the Chinese culture. Events and activities include our annual Chinese New Year celebration, morning announcement highlights including the word of the day in Mandarin, and the labeling of common places throughout the school in Mandarin. We are proud of our students and teachers that make our Chinese Immersion Program exceptional.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Allen Frear Elementary, we ensure success for all as we are champions of learning, teaching, and are supportive of one another academically, socially, and emotionally. As a Positive Behavior Intervention Support (PBIS) school, we follow a schoolwide model of supporting a positive learning environment for all. Students are encouraged to “Show Your FREAR!” FREAR stands for: F-Focus on Safety, R-Respect, E-Enthusiasm, A-Acceptance, and R- Responsibility. Students are taught to follow the FREAR expectations in various settings (classroom, cafeteria, bus) and receive Frear Funds by staff members when displaying a FREAR expectation. Frear Funds can be spent on a variety of schoolwide incentives such as raffles, assemblies, and activities. We are consistently defining, teaching, reinforcing, and monitoring positive behaviors so that we can decrease discipline referrals and maximize instructional time in the classroom.

Positive Office Referrals are issued to students by staff members for showing an outstanding “Show Your FREAR” act. Students receiving a Positive Office Referral are called to the principal’s office, praised for their exceptional behavior and given a prize. At the end of the month, a photograph of the month’s Positive Office Referrals group is taken, as this exemplifies our AFE Champs! Positive post cards are also mailed home to students by staff members.

In an effort to incorporate student leaders into our daily practices, the Allen Frear Elementary (AFE) Champs team consisting of student grade level representatives was developed. This student-led leadership team assists in planning for schoolwide initiatives and provides a student perspective to our decision-making team. They coined the hashtag for our school, #afechamps. This team is involved in events such as supporting our PBIS team, EcoTeam, and grade level sponsored activities as leaders.

Students are taught to nurture their own emotional well-being through mindful practices taught in weekly Social-Emotional Learning (SEL) classes, morning meetings, and for Mindful Mondays on the morning announcements while striving to achieve rigorous academic goals for themselves. Students develop personal strengths including perseverance, emotional regulation, and positive academic mindsets. This balanced approach allows students to take risks as individuals and creates a more engaging environment that prepares the students for the challenges of the world.

Allen Frear Elementary is home to many specialized programs that help to develop the whole child such as the Frear Gives Back Club, Girls on the Run, Gifted Enrichment Education Program (GEEP), Mentoring, Student Council, Math League, Good News Club, and Odyssey of the Mind. These opportunities allow students to participate in extracurricular activities to promote a well-rounded educational experience.

2. Engaging Families and Community:

At Allen Frear Elementary, we have a strong, positive relationship with our teachers, our families, and our PTA. Our PTA is incredibly supportive to our school community. With raising over ten thousand dollars for our school through fundraising opportunities, they help fund field trips, support assemblies, reimburse teachers for classroom supplies, and support building initiatives to benefit students. Our PTA assists in hosting schoolwide events, and supports the event monetarily or with volunteers. We host a variety of events to encourage family participation, including the Father-Daughter Dance, Grandparents’ Night, Social-Emotional Learning, Career Fair, Academic Olympics, Schoolwide Book Clubs, Field Day, Positive Behavior Intervention Support (PBIS) Assemblies, Chorus and Band Concerts and many more. Involving our school community is essential in building positive relationships, offering support, and providing a fun opportunity for engagement with our families.

We recognize that parents and guardians are an integral part of our school community, and it is our belief that it takes a team to educate the whole child. Our educational programs provide opportunities for parents and community members to volunteer and serve as active participants in our school. We rely on parents to join our schoolwide committees such as our School Improvement Plan (SIP), Leadership Team, and Teacher

of the Year committee. Specifically, our Leadership Team (consisting of teachers, support staff, paraprofessionals and parents) assists in designing our professional development vision for the year. Parents are an essential part of our approach to addressing the needs of students as input from our parents, families, and community is a driving force in supporting our academic and schoolwide decisions.

Parents or guardians are informed of their child's academic achievements or challenges in a variety of ways. Teachers communicate regularly with parents through phone calls, emails, parent conferences, classroom newsletters, electronic messaging programs, and paper communication. Schoolwide communication is provided to families by providing report cards, progress monitoring, weekly phone calls and text message updates, letters home to families, and posting on social media outlets. We strive to ensure all families are aware of the school's mission and events so parents can be involved in their child's education.

Our Achievement Liaison Teacher (ALT) is a position within our school that is dedicated to raising student achievement, providing teacher support, and increasing parental environment. Our ALT works closely with our PTA, schoolwide committees, and families. As a coach in the classroom, teacher of our Gifted Enrichment Education Program, and liaison between home and school, this position offers a global perspective of our school community.

3. Creating Professional Culture:

At Allen Frear Elementary, "We are Champions!" Our students are champions of learning, our teachers are champions of teaching, and we all work together with our school community to be champions in support of one another. Our school emphasizes collaboration with one another and recognizes that this is the key to success as we all have a responsibility to support students. Teachers are empowered and involved in developing school goals, professional development, and foster a collaborative environment with one another. Our school goals support the initiative and key priorities of the school district as both the district and school collaborate with one another to provide resources and professional development to the staff.

Our professional development plan was designed to build on previous initiatives while implementing new practices. It creates a cycle of learning through our School Success Blocks in which we gather data on student mastery, make data informed decisions, and plan for success with strategic techniques in mind. All areas of focus for our professional development plan serve as a collaborative and ongoing process that allows us to educate our teachers to foster the social-emotional and educational well-being of our students, which ultimately impacts student achievement. The plan was divided into three areas of focus including Championship Habits, Specialized Training with English Language Learners and Special Education, Social-Emotional Learning and Equitable Opportunities. Teachers engaged in case study reviews, and instructional rounds to build their own knowledge and skill set. Cohorts of teacher leaders assist in sharing content, strategies, and resources with one another.

Our teachers participate in supporting our schoolwide committees including Frear Events, Positive Behavior Intervention Support (PBIS), Leadership, the School Improvement Plan, and Action Team, as they are committed to our school and individual student success. Through planning events to support families both academically and socially, we are devoted to student achievement through building positive relationships with our students and families. We rely on utilizing our resident experts for support such as our Achievement Liaison Teacher, Reading Specialists, Math Coach, Special Education Coordinator, and Administration.

We recognize that staff self-care is just as important as supporting social-emotional learning for students. As a result, we have implemented brain friendly self-care training to our staff through our monthly "Fostering Resilient Learners" professional development. We also select staff members to highlight weekly and praise in our Frear Facts Newsletter. It is important that teachers feel valued, supported, and appreciated for their continuous dedication to educating our students.

4. School Leadership:

As a school leader, developing a collaborative, trusting, and supportive relationship with the staff is essential to the success of the school. To align with our school theme of “We Are Champions,” we often reference the quote by Rita Pierson, “Every child deserves a champion— an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” This quote supports our core beliefs as a school. However, it is also true for teachers and school staff. Every staff member deserves a champion— a colleague that will never give up on them, who understands the power of connection, the need to be heard and appreciated, and insists that they become the best they can be for the benefit of the students. From teachers to paraprofessionals, custodians, cafeteria staff, office staff, and administration, we all have an important role in the school community. It’s important to celebrate successes, while also recognizing that although there may be differences, we continue to support one another. At Allen Frear Elementary (AFE), we often refer to our school community as our AFE Family. Those that feel valued and supported will work hard to achieve greatness.

A successful school is one that functions as a team and each individual is instrumental in the overarching success of the school community. Establishing a common vision and goal for all staff, providing high quality professional development, developing teacher leaders, and delegating tasks by recognizing the strengths in others is essential in establishing a championship team. At Allen Frear Elementary, the principal and assistant principal serve as a united front through collaborating with one another, sharing common core values and expectations, and trusting in one another to work as a cohesive unit even when dividing and conquering tasks. The administrative team collaborates closely with support staff including the Achievement Liaison Teacher, Reading Specialists, Special Education Coordinator, Math Coach, and grade level leaders to make decisions that ensure students’ needs are met.

The School Leadership and School Improvement Team meet often to review schoolwide data, participate in discussions with grade level teams during planning, and utilize teacher leaders to assist in facilitating professional development, reflecting on current practices, and modifying to enhance the learning of all. “Talent wins games, but teamwork and intelligence win championships.” At AFE, we strive to lead by example, developing common goals, and creating open lines of communication that will enable our whole school to be successful.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Allen Frear Elementary, the one practice that has been the most instrumental to our school's success is our Long Range Professional Development plan, as it allows for us to think globally about our needs, goals, and provide professional development on schoolwide strategies and initiatives over a period of time. Reviewing schoolwide data to identify patterns, strengths, areas of need, collaborating with teachers, relying on key instructional support staff to coach others, and receiving input from our Leadership team are essential.

Our professional development plan was created in an effort to foster a common language, ensure equitable opportunities, and implement techniques that fine-tune our craft as Classroom Champions. This plan was designed to build on previous initiatives while implementing new practices. The plan was divided into three areas of focus including Championship Habits, Specialized Training with ELL and Special Education, and Social Emotional Learning and Equitable Opportunity. Cohorts of teacher leaders were created to support the above initiatives.

Expectations were created with the help of the Leadership Team including schoolwide close reading strategies, performance task writing, reviewing standards and curriculum through vertical articulation, utilizing standardized assessments as formative assessment checks, daily Number Talks lessons, flexible grouping opportunities for students, and implementing techniques from the text "Teach Like a Champion 2.0." Most recently, the Southern Regional Education Board (SREB) provided training for our teachers in grades third through fifth on best mathematical practices. A Math Coach and Math Champion position was implemented to provide small group support to students, coach teachers, and relay information learned to colleagues during common planning sessions.

All schoolwide initiatives are sustained through faculty meetings, district-wide professional development days and School Success Blocks (SSB). The SSB is utilized to plan, analyze data, discuss standards and develop differentiated plans to meet individual student needs while utilizing resident experts for support such as our Achievement Liaison Teacher, Reading Specialists, Math Coach, Special Education Coordinator, and Administration. Ongoing, collaborative sessions that allow discussions among teachers with a student-centered focus is the key to success.

Our Action Team supported the Social Emotional Learning and Equitable Opportunity aspects of the professional development plan. Schoolwide training on Champions for Equity, providing global read alouds, and building strong student relationships were facilitated by staff members. Through Upstairs Brain Training, reviewing student case study features, facilitating the Four Types of Needs training and identifying tiered interventions to implement, teachers are provided with the tools needed for success.