

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13DE1**

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Mrs. Tara Faircloth

Official School Name: Allen Frear Elementary School

School Mailing Address: 950 Center Road  
Dover, DE 19901-5998

County: Kent State School Code Number\*: 10-610

Telephone: (302) 697-3279 E-mail:  tara.faircloth@cr.k12.de.us

Fax: (302) 697-4056 Web site/URL:  http://www.frear.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 that all information is accurate.

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

Name of Superintendent\*: Dr. Kevin Fitzgerald Superintendent e-mail: kevin.fitzgerald@cr.k12.de.us

District Name: Caesar Rodney District Phone: (302) 697-2173

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

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

Name of School Board President/Chairperson: Ms. Kathleen Haynes

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 7 Elementary schools (includes K-8)  
3 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
11 Total schools in district
2. District per-pupil expenditure: 9762

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

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	60	85	145
2	46	57	103
3	66	63	129
4	55	61	116
5	54	53	107
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	0	0	0
<b>Total in Applying School:</b>			<b>600</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
7 % Asian  
24 % Black or African American  
7 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
56 % White  
5 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 10%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	32
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	52
(4)	Total number of students in the school as of October 1, 2011	547
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 3%  
Total number of ELL students in the school: 15  
Number of non-English languages represented: 9  
Specify non-English languages:

Spanish, Japanese, Creole Haitian, Portuguese, Tribal Tongue, Arabic, Mandarin, Gujuratri, French

9. Percent of students eligible for free/reduced-priced meals: 46%

Total number of students who qualify: 279

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%

Total number of students served: 104

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

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>43</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>13</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>3</u>
Total number	<u>53</u>	<u>6</u>

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

18:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	96%	98%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_%

Enrolled in a community college \_\_\_\_\_%

Enrolled in vocational training \_\_\_\_\_%

Found employment \_\_\_\_\_%

Military service \_\_\_\_\_%

Other \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

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

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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One Team, One Goal, No Limits! Our school motto drives what we do each and every day. At Allen Frear Elementary School; the students, our families, and the community know that it takes our whole team to be a success! During the 2011 – 2012 school year, our building was renovated causing our students to be spread out over four buildings. Working as a team is what made the year such an amazing success.

The leadership team, which consists of staff and parents, rewrote our mission and vision statement four years ago. It is clear that our staff is dedicated to working hard each and every day to go above and beyond. Ensuring student success is why the staff comes to work! We are proud to be part of each student's life. Having parents input on the committee also provides us with insight from the parent and community perspective. Knowing they have a say makes them stronger team members.

### AFE Mission Statement

“Allen Frear Elementary School is committed to the mission of preparing the students for a successful, productive, and purposeful life. We believe that **every student** is unique and **can learn**. Allen Frear will help our students become self-reliant, independent thinkers and problem solvers while learning to respect themselves and others.”

### AFE Vision Statement

- 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
- We see **No Limits**. Therefore, we believe in making every day count and emphasizing partnerships to support individual success

Allen Frear Elementary School is one of seven elementary schools within the Caesar Rodney School District. As a Title 1 school, we service grades 1 – 5 with an enrollment of 616 students. 47.5 % of our student population receives free and reduced lunch and over 10% of our population is special education.

A focus on academic achievement is a driving factor for our student success. With a Superior School Rating and being recognized as a Title 1 Distinguished Honoree, our data speaks for itself. The students and the community are proud to be part of our school as demonstrated by in an increase in enrollment this year of over 60 students and earning one of two Delaware Parent Involvement Awards bestowed by our Lieutenant Governor.

Our school location is unique in that we share a campus with one of our district's middle schools and a county wide school for students with disabilities, J. S. Charlton. Both schools provide Allen Frear students with tremendous opportunities to learn about diversity, compassion for others, and to see first hand where their future is headed. We do both inclusion and reverse inclusion with special needs students at J. S. Charlton.

Our school is also located just ten minutes from the Dover Air Force Base. This provides us with one more opportunity to include the community in our school. Many members of the military volunteer to teach Junior Achievement lessons to our students. The state capital is also a short ten minute ride from our school. This provides us with rich historical context for our students. Staff take advantage of our location and plan field trips to see the government first hand.

We participate in and lead creative professional development for the staff. The focus is on differentiating our instruction so all learners are provided with specific instruction based on individual performance levels that align with state expectations. This helps us focus and set goals so all students are reached. Teams work hard in professional learning communities (PLC) to analyze student data and tier their lessons. In addition, special education teachers loop with their students in second to third grade and again from fourth to fifth grade. This allows teachers to know their students learning abilities and push them even further in their academic success.

D.R.I.V.E. for Success, **D**eveloping **R**esponsible **I**ndividuals that **V**alue **E**ducation, is a program implemented for some of our most at-risk students who needed basic confidence and character education. Each child in the group made tremendous gains, not only academically, but socially as well. Weekly lessons focused on promoting positive behavior and attitude toward school so they believed they had a future worth working for.

FrearO's Friends is a student-led group of third through fifth graders who take pride in being part of Allen Frear! These students are role models; who provide tours and welcome new students and their families to our school. This makes the students a priority when joining the Allen Frear Family.

In addition to academics, our school also has a Coordinated School Health Committee. We emphasize the importance of healthy living for overall well-rounded individuals. Partnered with Nemours, teachers work "CATCH" into daily lessons to provide fitness movement into daily lessons. The committee also organizes a 5K run in memory of one of our former students.

Our parents value health and well being too! The PTA sponsors Academic Olympics each year. The event works academics with fitness activities to raise money to support our students. The community helps by volunteering either time to support the event or prizes for the students. Health and fitness are a large part of our school.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Allen Frear Elementary School collected and analyzed longitudinal data for the school years of 2007-08 through 2011-12. During this time, schools participated in the Delaware State Testing Program or DSTP. For 2nd grade, student scale scores are converted to one of three Performance Levels (PL). Performance levels of 2 and 3 are considered “Meeting” the standard, while a performance level of 1 does not. For grades 3 through 4, there are 5 performance levels. They include (PL 1) well below the standard, (PL 2) below the standard, (PL 3) meeting the standard, (PL 4) above the standard, and (PL 5) distinguished. The percentages here only include those students who met or exceeded the standards (PL of 2 or higher in grade 2 and PL 3 or higher in grades 3 through 5).

The DSTP required students to answer 67 questions in reading and 66 in math. Students were also expected to complete multiple choice, short answer and extended response items in reading and multiple choice and short answer items in math.

Beginning in the 2010-2011 school year, Delaware moved from the DSTP to the Delaware Comprehensive Assessment System or DCAS. This new assessment is administered on the computer and occurs in the fall, winter, and spring for grades 3-10 and in the spring only for grade 2. Students earn both an accountability score and an instructional score. Their score is then converted to a PL score. Students who earn a PL 1 or 2 are performing below grade level. A PL 3 is considered meeting the standard while a PL 4 is exceeding the standard.

Moving to an online assessment created a technology challenge for schools, but students seem to enjoy working on the computer more than test taking in a booklet. Special education students however did not adapt to the online assessment. It created more obstacles for them so we utilize the paper/pencil testing option for those students who struggle with using a computer to test. One significant improvement was the time allotted to take the assessment. Students now have more time and opportunity to take breaks as needed and work through the test at their own pace. More information related to both the DSTP and DCAS can be found at <http://www.doe.state.de.us/>.

Data collected for grade 3 shows scores consistently above 84% in both areas of reading and mathematics, with the exception of reading during the 2010 – 2011 assessment year. This drop is attributed to the new on-line assessment tool used by the state (DCAS). The subgroups of both free and reduced and African American students performed with scores showing a gap of no more than 10% – 15%. It should be noted that in both subgroups there were several years with performance indicating less than a 5% gap.

Students in grade 4 mathematics demonstrate continuous improvement (82% - 95%), with one dip (81%) the first year of the on-line Delaware Comprehensive Assessment System. In reading, scores jumped from 78% proficient during the 2010 – 2011 school year to 95% proficient during the 2011 – 2012 school year. During the five year span, both free and reduced and the African American subgroups fluctuated between 66% (2007 – 2008) and 92% (2011 – 2012).

Allen Frear’s 5<sup>th</sup> grade data demonstrates consistent high achievement in both reading and math over the five-year period. Similar to third grade, the gap between subgroups and all students is minimal. In fact, in 2007 – 2008, African American students outperformed all students by 2% and matched all students in 2011 – 2012.

Allen Frear Elementary School is dedicated to closing the achievement gap across all subgroups. In fact, during the 2011 – 2012 school year, there was little to no gap in all subgroups compared to all students

group. Most impressive was the performance of our special education students. A subgroup which has historically performed below 50% was significantly higher last year. The special education subgroup performance was at 71% in reading and 76% in math. Our largest gains were actualized in grade 5, where scores for special education students were at 100% in math and 86% in reading.

We have identified staff strengths and have assigned them to work with our students who have the highest needs in specific content areas. Our special education teachers focus on either Mathematics or English Language Arts (ELA) instead of both subject areas and loop from grades two to three and four to five with the special education students. For example, one teacher who is strong in ELA will teach fourth and fifth grade special education inclusion for ELA alone. This teacher now has two years to make a difference with the students. In fifth grade, our regular education teachers who are strongest in language arts teach ELA to two classes while their colleague instructs the same students in Mathematics, Science and Social Studies.

Looking at our data over the past five years caused us to take a serious look at our special education students. The special education and regular education teachers worked hard to differentiate lessons and maximize all instructional time in an inclusive setting. Their teamwork enabled all our students to succeed.

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

Over the past five years, our school has used data in a variety of ways. We group children who require Title I services into two classrooms instead of spreading them out into four or five rooms. In addition, students who require special education services are assigned into classrooms so the classroom make-up is no more than 1/3 of students with special needs. Typically that equates to two classrooms per grade level for Title I and two classrooms per grade level for special education. We started this approach to increase instructional time so that teachers can best meet the needs of the students.

Our School Improvement Plan (SIP) Team, which consists of staff and parents, meets four times per year to analyze data. Information is also shared during Parent Teacher Association (PTA) meetings throughout the year to discuss both progress and interventions being done throughout the school.

Last year, after the winter administration of DCAS, we recognized our fourth grade as having the lowest scores in both reading and math. This led to a team meeting where the fourth grade teachers decided to give pre-assessments to their students so they could differentiate instruction and group students based on skill need and not just reading ability. Enrichment and remediation groups were created and specific instruction was provided to meet individual need. The spring DCAS showed the most growth with this group of students.

Teachers at Allen Frear Elementary School meet in PLC teams 90 minutes per week. During these meetings staff develop lesson ideas and common assessments, and also analyze data. DCAS and DIBELS are also discussed and used to group students to meet individual needs. Some teams group students across the grade level, while other teachers group and differentiate within their classrooms.

Data from the fall and winter administration of the DCAS are used to set targeted goals to meet the needs of individual students as well as set targets for growth. Students know what they are aiming for and create strategies to reach their goals. Students take their goals home and share them with their parents as well. In addition, classroom and school wide incentives are put in place for students who do meet their goal. It is common for students to come running to the office to share their pride in reaching or surpassing their goals.

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

Our district holds monthly meetings for our ALT and Title I teachers. Part of the meetings are spent discussing successes from each building. For example, our ALT, shared her Frequent Flyer Card program and how it helped to increase parental involvement which in turn helped with student achievement. In addition, we also have administrative PLC monthly meetings where we meet with other elementary schools to share struggles and successes and offer support for one another. Here ideas are shared and strategies to implement them are planned as well. For example, Allen Frear works closely with Welch Elementary. Since Allen Frear has done PLCs for a few years, many of our conversations focus around building strong PLC teams, looking at the cycle teachers follow to best meet their students' needs, and determining which sources of data to analyze.

With CCSS being new this year, our district created teams of teachers from each elementary level to develop new curriculum lessons and assessments to support math and ELA instruction. Within these teams, teachers collaborate monthly to continue to expand instructional tools across the district. Four teachers in our school write curriculum and two teachers lead professional development for the district based on the newly developed curriculum.

Over the past three years, teams from Allen Frear Elementary School have presented at state conferences. The assistant principal presented on the topic of ADHD and how to reach challenging learners. This was a professional development session he led for our staff and was asked to share at the state level. A team from our PBIS committee also presented on our bully free program which was implemented this year.

Our principal, was a member of the executive board on Delaware's Principal's Academy. She had the opportunity to share what Allen Frear was doing while learning from colleagues across the state. In addition, she facilitated, attended, and planned professional development for other administrators throughout Delaware.

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

When reviewing yearly data, our SIP committee recognized that parent involvement was an area that we needed to focus on in order to raise student achievement. The ALT created Frear's Frequent Flyer Card. This parental involvement card allows us to not only track parent participation, but also encourage and reward parents for attending various events at the school. Events such as lunch with their child, conferences, and attending evening functions get recorded. Once a parent has completed five events, their card is submitted for a drawing where parents can earn rewards donated by the local community. By increasing the percent of families involved in our school, student performance has increased. Students have realized their parents are part of the team.

Teachers participate in the Junior Achievement program. Community volunteers such as military personnel and other business employees, come into our school and present lessons. In addition, business people like engineers come in to talk to students about career options that relate to topics learned in science. Students enjoy learning from these nontraditional teachers\ and gain life experiences.

Our student council has started Frear Gives Back to the community as well. Our students have collected money, pop-tabs, shoes, and canned goods to help The Ronald McDonald Foundation, the DE SPCA, Hurricane Sandy Victims, and less fortunate people within our school and around the world. Students take pride in helping others. The student council members are role models in the school and provide support for other students.

Our Parent Teacher Association (PTA) sponsors a yearly event called Academic Olympics. Students raise money and participate in activities that combine fitness and academics. They are able to win prizes that have been donated by the community. Research shows students who are fit perform better academically.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

At Allen Frear Elementary School, our philosophy is to work as a team to educate all students with the standards in mind. Curriculum is differentiated to meet individual needs while providing children with equal access to learning based on the grade level expectations and the CCSS. We follow an inclusive model to instruct students who have an IEP so we can ensure they are challenged with the curriculum.

English Language Arts is the main focus of instruction and it carries over to all subject areas. To some degree, we are all teachers of reading. Every classroom has a minimum of 2 hours and 10 minutes of ELA time built into their schedule on a daily basis. We have not found one specific curriculum that meets the needs of CCSS or grade level expectations so we use a variety of instructional resources. Vocabulary, fluency, and reading comprehension are the main focuses of the instruction. Text Talks is a program that is used to support building vocabulary and instructional tools are used in every grade level to ensure students are expanding their word banks. Read Naturally is a program used school-wide to increase fluency for students, and Words Their Way provides teachers with the materials to easily differentiate spelling patterns. Harcourt Trophies is an available resource; however most teachers prefer to use Reading A to Z, Book Room Books, Time for Kids, and various online sites to provide leveled text for the students. In addition, students meet in teacher-led differentiated small groups on a daily basis. Classroom teachers, reading specialists, and literacy paraprofessionals have access to a variety of support materials as well.

Mathematics instruction takes place for a minimum of 1 hour and 10 minutes daily. The focus is on numeric, algebraic, and geometric reasoning, problem solving and understanding number sense to find various approaches to answering questions. Students are looking at how they can solve problems while looking for errors in work to help better understand the learning. This year our teachers are juggling the CCSS and the Delaware State Standards for grades three through five. Grades one and two are focusing solely on CCSS. Currently, our district is utilizing district teams to write and implement curriculum. Students have access to Dreambox which levels skills according to a pre-assessment. As students understand concepts they are moved through the online game-like program. Math Trailblazers is a curricular tool available for teachers, but many staff pull lesson ideas from online websites that they believe better meet their students' needs and line up more appropriately with the standards. Drops in the Bucket is another excellent source our teachers utilize. Most recently, several staff members have turned to Moby Math to enhance the curriculum and differentiate based on specific needs. All special education students are using this source and they are making mathematical gains according to the assessments that come with the program.

Our district joined the Science Coalition this year so all our Science instruction is based on the FOSS and STC science "kits". Topics range from Weather and Ecosystems to Electricity and Force in Motion. To teach Social Studies, teachers use the Delaware Recommended Curriculum (DRC) units. All units are based on history, geography, civics, and economics. Both curriculums provide concept-based, hands-on applications to both content areas.

Related Arts consist of physical education, art, music, library, and life skills. Teachers tailor their instruction to meet Delaware standards for their specific area and work with classroom teachers to integrate curriculum as much as possible. Students attend a 50 minute Related Arts daily. Throughout the year, children are encouraged to express their artistic side through Art and Music and practice their fitness skills in PE. The counselor educates our students on being the best person they can be and focuses on character education while maintaining a bully-free environment. In Library, students are exposed to various types of literature and technology is implemented as well.

As far as technology is concerned, our school is fortunate to have just undergone renovations. Every classroom has a SMART Board which is used daily for instructional purposes. All classrooms also have at least four student computers and children are working on curriculum on them every day during center rotations. We also have iPods and iPads that are used with students to support curriculum in all areas. Students can be found searching the school for shapes and angles and do Podcasts about their learning. Technology is at the forefront of instruction.

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

All kindergarten students in our district attend our all day kindergarten center, McIlvaine Early Childhood Center. When they come to Allen Frear in first grade, phonics and decoding are the primary focus on literacy while developing fluent readers who can comprehend what they are reading. As students are promoted to second, third, fourth, and fifth grade, the emphasis moves from phonics and decoding to developing strong comprehension and literacy skills such as analyzing and comparing text and responding to writing prompts for various reasons. Skill development is imbedded into instruction and teachers have the challenge of differentiating to meet the vast levels of students in their classrooms on a daily basis. The two hour and ten minute ELA block is divided into both whole group and small guided group instruction. During small group rotations, students work in centers to build skills previously taught. For example, while one group works with the teacher, another group may be working on the computer on a website to build the focus skill of the week, another group may have a fluency center or Words Their Way, and a fourth group may be working on ELA skills and reading following the Daily 5 instructional strategies.

We use the DIBELS to monitor student progress throughout the year. All students are assessed three times a year with the DIBELS benchmark. Students who do not meet “Core” are then progress monitored. Students who require additional support are provided an opportunity to meet with the ALT, a literacy paraprofessional, or one of our reading specialists. The groups are flexible and change based on student progress. Our speech pathologist also provides instruction to students who need additional support with sight words, vocabulary, and building background even if they are not identified speech students. We utilize any and all staff to work with groups. Parent volunteers and older role model students are set up with groups to support individual needs. For example, we have fifth graders work on sight words with some of our first graders who need repeated exposure to the content. Our philosophy is we are one team and need to work together to ensure student success.

## **3. Mathematics:**

In the past, our district has utilized Trailblazers as our math curriculum. Trailblazers is problem solving, real world curriculum that is designed to spiral over time. Students participated in labs where they could apply the skills they learned. As we transition away from Trailblazers in order to implement the CCSS-M teachers are using teacher-created lessons as well as supplemental resources for instruction. In 1<sup>st</sup> and 2<sup>nd</sup> grade, focus units have been developed to meet the depth of the CCSS-M.

In 3rd - 5th grade, teachers continue to meet the DE GLEs but are incorporating extension lessons to reach the depth of the CCSS-M. These lessons are being teacher-developed through exploration of the CCSS-M using Trailblazers, Investigations, and teacher websites. Additionally, several teachers in our building have implemented the use of small group instruction in the classroom to better differentiate and address the needs of all students in the classroom. To support this, the district has purchased “Center Stage Math” kits which provide differentiated, grade-level appropriate activities that are shared throughout the school.

During PLC time teachers are looking at the tools that have been developed, the common assessments that have been created, and student data to determine what steps to take next.

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

At Allen Frear Elementary School, we have focused on our Science curriculum. Over the past five years, there has been an increased focus on Science Technology Engineering and Math (STEM) at the state level. We have used both STEM and our data to drive our instruction. Teachers provide a 50-minute block of hands-on instruction to enrich students on the science standards. With no text book students are engaged in topics such as science investigation, properties of materials, space, and life systems. What better way to learn than using the scientific method to conduct investigations.

The first year DCAS assessed Science, we noticed a dip in our scores. Based on that information, the staff came up with a plan to realign their instructional activities and units to better meet the demands of the state standards and the new assessment. Teachers went to additional training and the district recently joined the State Science Coalition. The teachers use the Smithsonian FOSS kits provided by the Science Coalition and supplement materials to ensure they are meeting the rigorous demand for our students. It is common to find science content mixed in with English Language Arts and Math lessons.

Our job is to prepare students who are college and career ready. With an already increased focus on ELA and Mathematics, it was necessary to provide structure in our Science programs so our students will experience success through inquiry based learning.

## **5. Instructional Methods:**

Over the past seven years, our focus has been establishing strong and efficient PLC teams. Part of the time devoted to PLC meetings is spent on discussing not only student data, but the tools and strategies teachers are using to get their students to perform at high levels. As PLC teams were a recent state initiative, based on Race to the Top, our school has made an effort to rely on data-based decision making using multiple data sources to target instruction. Working with the state assigned data coach, teams use classroom-based and standardized assessments including cold reads as well as DIBELS, and DCAS to determine what areas students need support in and how to best meet their needs.

Five years ago, common grade level planning was built into the schedule to allow for collaboration among same grade teachers to address student needs as a team. PLC time is currently structured to provide 90 consecutive minute weekly meetings to allow for data analysis and discussion of student progress. This year, based on data analysis, we concluded our fourth grade needed the most support in math. The principal, the assistant principal, the school based interventionist, and the secretaries all blocked out 30 minutes per day to work with the neediest students to provide a triple dose of math instruction based solely on specific areas of need. Students were selected based on the focus of closing the achievement gap for students in multiple cells.

District wide, we have spent the past three years participating in professional development in the areas of differentiation and Learning Focused Solutions(LFS). Teachers use these strategies to plan and implement small group instruction in both reading and math. In addition, prior to LFS, teachers were trained to focus on extending meaning and Bloom's higher level questioning.

As a newly renovated school, we are fortunate to have technology to engage and support student learning. Teachers have adapted both Ten Marks and Moby Math to provide support for students on a differentiated level. Not only do the programs determine where student performance is, but tiered instruction takes place on the computer to enhance skill mastery. Teachers use the SMART Board on a daily basis to instruct and have students practice skill development. For example, activities are designed so individuals or partners can practice skills that have been presented without the teacher leading the activity.

The ALT, and our Reading Specialists provide professional development in intervention strategies to support regular classroom teachers. For example, one of our Reading Specialists worked with first and second grade teachers to establish fluency centers that students could independently work on within their

center rotation. Allen Frear Elementary School values the support of all members of the staff. Our motto speaks for itself in this area and we truly emphasize the power of a team.

## **6. Professional Development:**

Professional development (PD) is an essential practice at Allen Frear. In order to stay aligned with district goals, administration and the ALT meet with district personnel to plan in-service day activities. We then look at what our school needs are and tier the training to meet those needs.

In the past four years, based on what we saw in our data, we decided to primarily focus on differentiating instruction for our students. In order to close the achievement gap, we had to do a better job of focusing our instruction around what the students specifically needed. Classroom teachers had the challenge of not only to identify which students needed more support with specific skills, but also with how to plan their instruction to ensure all students would master the concepts that needed to be taught. Many of our faculty meetings, held twice per month, and in-service day agendas include differentiated professional development for the staff. Teachers have input as to what professional development is offered and at times have a choice in which session to attend. For example, not all staff needs SMART Board training. We have a teacher who does an outstanding job using the SMART Board so he has been asked to lead two professional development sessions this year for staff that needs this type of support to help their instruction. In addition, four teachers who attended a workshop on meeting the needs of students with disabilities and viewing ADHD as a gift, came back and were excited to share with the whole staff. They presented information and had teachers choose some of their own students to try to apply newly learned strategies. One month later, we met again and assessed results of implementation and discussed successes and challenges that were faced.

LFS has been a focus for our district over the past few years. Staff continue to build their repertoire of strategies through the training we provide. The ALT is a lead trainer and she has emphasized the power of assessing along the way and modeling various summarizing strategies for the staff to try. At the end of every faculty meeting or in-service day, teachers have at least one new strategy to try and implement in their classroom.

The transition to CCSS has taken the forefront of our professional development this year. Knowing SMARTER Balanced is coming soon as our new state assessment, we have tiered recent PD to link the two. Understanding CCSS is essential for staff so they can start to create lessons that are high in rigor and address the individual needs within the classroom. SMARTER Balanced will change the way we teach certain skills and the staff need training in order to truly understand how to instruct their children. For example, instead of solving problems outright, teachers now encourage students to find errors in work or to think outside the box to determine who is right and justify the work. Just getting the right answer is no longer the goal.

## **7. School Leadership:**

Our school SIP team creates a plan based on our students' needs and the district provides resources to support those plans. While the support may be instructional materials, the majority of it is in the form of professional development which is district driven and then filtered out to the buildings. The Achievement Liaison Teacher position allows Allen Frear Elementary School to have a lead teacher who works closely with administration to meet the diverse needs within our school while keeping in line with district initiatives. Working with staff, students, and families the ALT role is pivotal to our school's success.

The principal attends monthly meetings and understands the goals and direction of the district. It is vital that all professional development opportunities are tiered so that teachers have an immediate take away that can be implemented in the classroom that will have a positive impact on student achievement. All professional development training that we provide for the staff is aligned directly to what the data shows

as an area in which we need to grow. For example, after doing walkthroughs in classrooms, administration recognized the need for essential questions to be posted in student friendly terms in age appropriate phrases. Homework was also an area of concern. In addition, several staff attended state-wide professional develop about learning the needs of students and scaffolding classroom instruction to meet those needs. Professional development was created to mirror breakout sessions similar to those that students would rotate through during ELA or Math small group rotations. The principal, the assistant principal, the ALT, and teachers that attended a conference for reaching students with disabilities and viewing ADHD as a gift, lead discussions and PD so that teachers were able to immediately apply the strategies to classroom instruction.

Our ALT facilitates our weekly 90-minute PLC meetings and helps teachers analyze data and create ways to make their instruction even stronger. Professional Development sessions are co-taught with the ALT and administration. It is our belief that we must work as a team in order to constantly improve our instruction so that our students have the greatest impact on their learning.

This year we have also emphasized encouraging our teachers to think outside the box and to take risks in the classroom. New leaders within the school have stepped up and tried new strategies in addition to supporting their team.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010/2011 Publisher: Harcourt/AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Exceeds/Advanced	93	84	89	92	92
Exceeds/Advanced	45	40	51	52	57
Number of students tested	110	116	110	113	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Exceeds/Advanced	86	73	80	85	86
Exceeds/Advanced		34	31	38	41
Number of students tested	59	56	45	39	29
<b>2. African American Students</b>					
Meets Proficiency/Exceeds/Advanced	91	69	74	89	84
Exceeds/Advanced		23	23	11	28
Number of students tested	22	26	31	28	25
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Exceeds/Advanced	Masked	80	Masked	Masked	Masked
Exceeds/Advanced	Masked	40	Masked	Masked	Masked
Number of students tested	6	10	2	1	4
<b>4. Special Education Students</b>					
Meets Proficiency/Exceeds/Advanced	78	45	Masked	Masked	Masked
Exceeds/Advanced	17	15	Masked	Masked	Masked
Number of students tested	18	20	6	8	6
<b>5. English Language Learner Students</b>					
Meets Proficiency/Exceeds/Advanced	Masked	60	Masked	Masked	Masked
Exceeds/Advanced	Masked	40	Masked	Masked	Masked
Number of students tested	3	10	1	3	3
<b>6. Asian</b>					
Meets Proficiency/Exceeds/Advanced	Masked	92	Masked	Masked	Masked
Exceeds/Advanced	Masked	54	Masked	Masked	Masked
Number of students tested	8	13	5	8	6
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS spring window opens in February and ends in June.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010 and 2011 Publisher: Harcourt/AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Exceeds/Advanced	95	67	84	93	93
Exceeds/Advanced	73	41	32	43	50
Number of students tested	111	115	110	106	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Exceeds/Advanced	93	52	76	82	88
Exceeds/Advanced		30	16	30	16
Number of students tested	59	56	45	33	25
<b>2. African American Students</b>					
Meets Proficiency/Exceeds/Advanced	95	38	74	84	83
Exceeds/Advanced		15	23	20	13
Number of students tested	22	26	31	25	24
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Exceeds/Advanced	Masked	60	Masked	Masked	Masked
Exceeds/Advanced	Masked	30	Masked	Masked	Masked
Number of students tested	6	10	2	1	4
<b>4. Special Education Students</b>					
Meets Proficiency/Exceeds/Advanced	78	25	Masked	Masked	
Exceeds/Advanced	28	10	Masked	Masked	
Number of students tested	18	20	6	1	
<b>5. English Language Learner Students</b>					
Meets Proficiency/Exceeds/Advanced			Masked	Masked	Masked
Exceeds/Advanced			Masked	Masked	Masked
Number of students tested			1	3	3
<b>6. Asian</b>					
Meets Proficiency/Exceeds/Advanced	Masked	92	Masked	Masked	Masked
Exceeds/Advanced	Masked	67	Masked	Masked	Masked
Number of students tested	8	12	5	8	6
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS spring window opens in February and ends in June.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010/2011 Publisher: Harcourt/AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Exceeds/Advanced	95	81	87	86	82
Exceeds/Advanced	46	28	44	45	46
Number of students tested	99	128	127	118	114
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Exceeds/Advanced	93	73	79	75	67
Exceeds/Advanced			23	25	23
Number of students tested	45	65	57	52	39
<b>2. African American Students</b>					
Meets Proficiency/Exceeds/Advanced	87	74	61	64	66
Exceeds/Advanced		12	8	24	19
Number of students tested	23	34	36	25	32
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Exceeds/Advanced	Masked	46	Masked	Masked	Masked
Exceeds/Advanced	Masked	23	Masked	Masked	Masked
Number of students tested	5	13	3	8	8
<b>4. Special Education Students</b>					
Meets Proficiency/Exceeds/Advanced	87	Masked	53	57	77
Exceeds/Advanced		Masked	20	14	30
Number of students tested	14	7	15	14	13
<b>5. English Language Learner Students</b>					
Meets Proficiency/Exceeds/Advanced		40		Masked	Masked
Exceeds/Advanced		10		Masked	Masked
Number of students tested		10		9	3
<b>6. Asian</b>					
Meets Proficiency/Exceeds/Advanced	100	Masked	Masked	Masked	Masked
Exceeds/Advanced	82	Masked	Masked	Masked	Masked
Number of students tested	11	6	9	6	6
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS spring window opens in February and ends in June.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010/2011 Publisher: Harcourt/AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	95	78	82	87	84
Advanced	54	34	35	43	41
Number of students tested	102	126	125	106	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	92	70	73	79	66
Advanced		28	22	19	9
Number of students tested	48	64	55	43	32
<b>2. African American Students</b>					
Meets Proficiency/Advanced	92	74	61	76	66
Advanced		21	8	24	21
Number of students tested	24	34	36	21	29
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced	Masked	73	Masked	Masked	Masked
Advanced	Masked	18	Masked	Masked	Masked
Number of students tested	5	11	3	7	7
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced	80	Masked	46	Masked	Masked
Advanced		Masked	15	Masked	Masked
Number of students tested	14	7	13	2	2
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced		Masked		Masked	Masked
Advanced		Masked		Masked	Masked
Number of students tested		8		8	2
<b>6. Asian</b>					
Meets Proficiency/Advanced	100	Masked	Masked	Masked	Masked
Advanced	91	Masked	Masked	Masked	Masked
Number of students tested	11	6	9	6	6
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS spring window opens in February and ends in June.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010/2011 Publisher: Harcourt/AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Exceeds/Advanced	94	79	94	88	82
Exceeds/Advanced	54	35	56	31	55
Number of students tested	117	145	108	131	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Exceeds/Advanced	90	72	88	73	77
Exceeds/Advanced		24	39	11	13
Number of students tested	62	85	49	55	39
<b>2. African American Students</b>					
Meets Proficiency/Exceeds/Advanced	94	71	77	74	68
Exceeds/Advanced		21	27	26	8
Number of students tested	31	48	22	38	25
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Exceeds/Advanced	Masked	Masked	Masked	Masked	Masked
Exceeds/Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	6	4	5	5
<b>4. Special Education Students</b>					
Meets Proficiency/Exceeds/Advanced	Masked	73	67	65	50
Exceeds/Advanced	Masked	13		12	0
Number of students tested	7	15	12	17	16
<b>5. English Language Learner Students</b>					
Meets Proficiency/Exceeds/Advanced	Masked	Masked		Masked	Masked
Exceeds/Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	6		3	3
<b>6. Asian</b>					
Meets Proficiency/Exceeds/Advanced	Masked	82	Masked	Masked	Masked
Exceeds/Advanced	Masked	73	Masked	Masked	Masked
Number of students tested	5	11	6	7	4
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS spring window opens in February and ends in June.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010/2011 Publisher: Harcourt/AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	93	76	89	87	87
Advanced	54	44	49	39	36
Number of students tested	118	143	108	119	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	89	66	82	73	80
Advanced		28	26	18	23
Number of students tested	63	83	49	45	30
<b>2. African American Students</b>					
Meets Proficiency/Advanced	95	75	77	74	89
Advanced		29	27	26	16
Number of students tested	31	48	22	35	19
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	4	5	5
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced	Masked	53	33	Masked	Masked
Advanced	Masked	13		Masked	Masked
Number of students tested	8	15	12	5	4
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	4		3	2
<b>6. Asian</b>					
Meets Proficiency/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	9	6	7	3
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS spring window opens in February and ends in June.					