U.S. Department of Education

2014 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 Dr. Charlynne Joy Hopkins
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name John M. Clayton Elementary School
(As it should appear in the official records)

School Mailing Address 252 Clayton Ave
(If address is P.O. Box, also include street address.)

City Frankford State DE Zip Code+4 (9 digits total) 19945-9518

County Sussex County State School Code Number* S790

Telephone 302-732-3808 Fax 302-732-3811

Web site/URL http://irsd.k12.de.us E-mail charlynne.hopkins@irsd.k12.de.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____
(Principal's Signature)

Name of Superintendent*Dr. Susan Bunting E-mail: susan.bunting@irsd.k12.de.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Indian River School District Tel. 302-436-1000

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 Mr. Charles Bireley
(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 that 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.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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, 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 a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

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

All data are the most recent year available.

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
   2 High schools
   3 K-12 schools

   15 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

3. 3 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	8	20
K	57	45	102
1	58	46	104
2	45	46	91
3	47	41	88
4	35	41	76
5	41	36	77
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
Total Students	295	263	558

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
2 % Asian
21 % Black or African American
44 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
31 % White
0 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 8%

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 ***to*** the school after October 1, 2012 until the end of the school year	21
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1	530
(5) Total transferred students in row (3) divided by total students in row (4)	0.077
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 23 %
130 Total number ELL

Number of non-English languages represented: 2
Specify non-English languages: Spanish, Vietnamese

8. Students eligible for free/reduced-priced meals: 81 %

Total number students who qualify: 454

If this method is not 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.

9. Students receiving special education services: 18 %
104 Total number of students served

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

1 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	44 Specific Learning Disability
1 Emotional Disturbance	0 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	47 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 21:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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 X

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

PART III – SUMMARY

John M. Clayton Elementary School (JMC) is one of four elementary schools responsible for meeting the educational needs of students from Kindergarten through Grade Five in the southern region of the Indian River School District. The building was constructed in 1932 and for 36 years was a K-12 facility named the John M. Clayton School. In 1968, the 9-12 grade levels of John M. Clayton School were merged with two other local schools to form Indian River High School. The building housed the high school until the spring of 2005. From 2005-2009, the building served as a temporary home, or "staging area", for three other district schools whose facilities were undergoing renovations. The renovations at JMC commenced in the spring of 2009 and were completed in August of 2010. The renovated building was opened to students and staff for the beginning of the 2011-2012 school year and officially dedicated on November 9th of 2010 during a special ceremony attended by state and local officials, school district personnel, parents, students, and community members.

Since 2010, the student population at JMC has grown steadily in both number and diversity. Currently, the total student population is in excess of 550 students in grades K-5, with another 60 students receiving instruction and services at JMC as part of either the Pre-K or Project Village programs. The racial composition of the student body includes 44% Hispanic, 31% Caucasian, 21% African American, 2.2% Asian, and 1.4% American Indian. The percentage of JMC students currently classified as Low Income remains one of the highest in the district at 87%. Among other student characteristics, 23% of students are classified as English Language Learners and 19% are classified as being eligible to receive special education services.

Exemplar programs at JMC include Student to Student Mentoring, an ExCEL Program for highly able students, a school-wide Positive Behavior Support Team, a Visiting Mentors Program coordinated with the National Honor Society students of Indian River High School, and an active Arts Program that includes a Fifth Grade Band and an Annual Student Art Exhibition. Also housed at JMC is a satellite program for the Howard T. Ennis School (a special needs facility), a grades 2-5 Intensive Learning Center, the Hearing Impaired program for all elementary students in the district and a Spanish Language Immersion Program at the Kindergarten and First grade levels.

The students of JMC have made exceptional progress in meeting state standards on the Delaware Comprehensive Assessment System as evidenced by their level of achievement in the areas of Reading, Mathematics, Science, and Social Studies. The teachers, administrators, and specialists use a variety of data sources to design and implement differentiated student-centered instruction at all grade levels. Student progress is monitored regularly and interventions are provided in a timely manner using the state/federally defined process "Response to Intervention" within the context of grade-level Professional Learning Communities. When necessary, even more intense supports are provided for English Language Learners and students with disabilities.

The school's goal is singular in purpose but broad in scope. The faculty, staff, and administration of John M. Clayton Elementary school strive to fulfill the pledge that is put forth in the school's mission statement:

"The mission of John M. Clayton Elementary School is to assure that students attain the knowledge, skills, and attitudes needed to realize their potential, meet the challenges of their life choices, and fulfill their responsibilities as citizens of the State of Delaware, United States and world through a partnership of students, parents, staff, administrators, Board of Education and community."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Beginning with the 2010-2011 school year, the Delaware Comprehensive Assessment System (DCAS) became the primary indicator of student progress at John M. Clayton Elementary School, replacing the Delaware Student Testing Program (DSTP) which had been in use for over a decade. This year marks the final administration of the DCAS. In 2014-2015, student progress at JMC will be measured using Smarter Balanced Consortium.

The DCAS is designed to identify each student's strengths and areas of need so that educators, parents, and students can focus on specific areas of instruction. For a vast majority of students, the DCAS is completed on the computer. This online adaptive assessment provides more feedback that can be used to help students succeed, and because DCAS feedback is provided immediately, teachers and other educators can make adjustments to curriculum and instruction in a timely manner.

At the elementary level, DCAS includes assessments in the areas of Reading and Mathematics for students in grades 3, 4, and 5. Since the test is designed to measure both performance and growth in these areas, students are required to take the test a minimum of two times per year. The first round of testing is administered in the fall to establish a baseline performance level. The test is administered again in the spring in order to measure student growth. Students taking the DCAS receive an Instructional and Accountability Score, both of which are expected to increase from fall to spring.

b) The DCAS recognizes the following four distinct performance levels: PL1-Well Below Standard, PL2-Below Standard, PL3-Meets Standard, and PL4-Advanced. All students are expected to achieve a performance level of 3 or 4 in order to meet required state standards. In reading, a student with a PL3 will "frequently, accurately, and/or satisfactorily use the knowledge and skills articulated in the state standards." At PL4, a student will "skillfully use the knowledge and skills articulated in the state standards consistently, accurately, and effectively. In mathematics, to achieve a PL3 a student must "frequently, accurately, and satisfactorily demonstrate knowledge of grade-level math content and use effective, sometimes informal strategies and reasoning to solve problems." In order to receive a PL4, a student must "effectively and consistently demonstrate knowledge of grade-level math while using new approaches or sophisticated strategies to successfully solve novel and complex problems."

Students' reading performance in grades 3, 4, and 5 at JMC increased significantly from the 2010-2011 to the 2011-2012 school year. Students scoring a PL3 or PL4 increased from 59.5% to 97.5% in grade 3, from 46.5% to 88.3% in grade 4, and from 77.4% to 89.6% in grade 5. Data from the 2012-2013 testing recorded a drop in performance for grades 3 and 4 to 89.7% and 83.3% respectively. Grade 5 continued to improve in 2012-2013 with 92% of students tested meeting or exceeding the standard.

The DCAS results in mathematics during the past three school years demonstrate significant improvement in grades 3, 4 and 5 as well. The number of grade 4 students meeting or exceeding the standard increased from 77.2% in 2010-2011 to 100% in 2011-2012. Similarly, students in grades 4 and 5 improved from 71.1% to 98.7% and from 87.3% to 93.5% respectively during the same time period. Last year's DCAS math scores continue to demonstrate strong performance in all tested grade levels. For the 2012-2013 test administration, the percentage of students who met or exceeded the standard was 98.7% in grade 3, 100% in grade 4, and 94.7% in grade 5.

The teachers, staff, and administrators at JMC take great pride in their students' level of proficiency and achievement. It is the result of a school-wide culture that embraces high expectations and delivers a standards-based curriculum that is data driven in both design and implementation.

2. Using Assessment Results:

The staff at John M. Clayton Elementary School use multiple data sources and indicators to track and analyze student growth, design and implement instruction, and evaluate the overall success and effectiveness of the school's curriculum and instructional programs. The gathering and analysis of data at JMC is an ongoing process.

Internally, students' progress toward meeting grade-level instructional goals and Common Core State Standards in Reading, Math, Science, and Social Studies is assessed through the administration of formative and summative measures by classroom teachers. These assessments are used to answer two of the foundational questions regarding learning and instruction at JMC: Did the students learn what we wanted them to learn? If students did not learn what we wanted them to learn, how can we most effectively change instruction so that they are successful at meeting instructional goals? The data that is gained from answering these questions provides teachers and staff with the means to make adjustments to instruction that will have the greatest impact on learning and achievement. Along with grade-level assessment data that is subject specific, students in grades K-5 at JMC are given the DIBELS Next Benchmark Assessment and the 95% Screener. The data gathered from classroom assessments and standardized benchmarking tools are used by teachers and specialists during Professioinal Learning Community Meetings and in the Response to Intervention framework to identify and target specific students that are in need of additional instructional support. The RTI Team meets every six weeks with each grade to evaluate existing data for the purpose of targeting students for support or acceleration.

Externally, at both the district and state levels, the Delaware Comprehensive Assessment System provides school-wide data regarding the performance of JMC students in grades 3-5 in Reading and Math. The DCAS data is used to measure not only student achievement, but also teacher effectiveness and JMC's Adequate Yearly Progress as well. Data from the DCAS allows our staff to evaluate both instruction and student performance against other elementary schools throughout the district and state.

All data regarding instruction and student achievement is shared within the school between teachers and staff, with students and parents during meetings and conferences, and as part of institutional "data days" at JMC. DCAS data is a matter of public record and is published each fall when school rankings throughout the state are released.

3. Sharing Lessons Learned:

The staff at John M. Clayton Elementary School is committed to an open exchange of ideas and practices with other educators in the district, around the state, and across the country. Locally, teachers, specialists, and administrators meet with their peers on a regular basis to discuss instructional methods, curriculum alignment, assessment, behavior and discipline, school climate and safety, and a host of other topics that impact and influence the educational process. In the Indian River School District, the primary means of communication between teachers and administrators in different schools is the Professional Learning Community, or PLC.

Teachers and administrators from JMC meet with their peers from other schools in the district on a regular basis during scheduled grade-level and administrative PLC's. At these meetings, participants engage in activities and discussions aimed at drawing on the collective knowledge and experience of the group to generate solutions to address existing challenges and design programs aimed at long-term growth and success.

Most recently, the staff at JMC has worked to share the lessons learned regarding the alignment of district learning maps and content state standards to the Common Core. JMC teachers have worked as presenters and trainers at district in-service events and alignment meetings, assisting other teachers with both curriculum and assessment design and data analysis. Also, as the pilot school in the district for the World Language Immersion Program, JMC teachers and administrators are working with other schools in the state as they prepare to launch their own Immersion Programs.

4. Engaging Families and Community:

John M. Clayton Elementary School has established numerous community partnerships with local churches, service organizations, spirit committees, book clubs, businesses, high school organizations, and professionals committed to the academic and personal achievement of our students. Members of these various groups provide food, clothing, shoes, school supplies, health care items, tutoring, mentoring, academic achievement rewards, and presentations for our students and their families.

Students are not academically or socially/emotionally able to achieve at their maximum potential if their basic needs are not met first. Three organizations provide thousands of dollars a year to a "Food For Thought" program where students on free/reduced lunch are able to purchase extra protein for lunch. The Food Bank of Delaware delivers sixty backpack bags of meals for the weekend. This has increased the Friday attendance of chronic, specific absentees. Overall nutrition and health has increased for specific children which has also increased their attendance, therefore increasing their academic achievement. This year sixty-two Thanksgiving dinners were distributed to families by our counselor and community volunteeers. Families are able to utilize food banks and emergency pantries through many of the partners listed above which creates even more of an opportunity to interact and establish their own partnerships with these groups.

This year the high school LEO Club hosted a six-week intervention after school tutoring program for second graders. Six high school students worked with nine JMC students two days a week for two hours a day. These students had an increase in homework completion and brought up their grades in at least one subject, some in two or more. They made better behavior choices in the classroom as well. These students had more "green" days than when not in the program. We attribute it to them wanting their mentors to be proud of them. Self-esteem improved both academically and socially.

Twice a year JMC hosts a Title One Parent Night. Community members and organizations present approaches that encompass learning strategies and parenting skills. Local organizations and agencies provide take home materials for parents. In February, our PTO hosts a Family Fun Day. Church members, high school students, and community volunteers assist in working the fair and monthly PTO family movie/dance nights. During parent conferences one church fills our cafeteria tables with clothing, toys, and household items for parents to take home. The church members assist families in filling shopping bags. Members read stories to the children while parents shop. The Lions Club hosts an All A's reward party every marking period. These positive interactions between families, staff, and community members build trust and confidence in the school in parents' eyes. When parents have a positive view of the school it directly projects onto their students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum and instruction at John M. Clayton Elementary is designed and implemented by teachers and staff in grade-level Professional Learning Communities with the support, supervision, and oversight of the Indian River School District Department of Curriculum, Instruction, Assessment, and Accountability (CIAA). The instructional goals, learning activities, and assessment measures at each grade level are aligned to fully address the knowledge and skills listed in the Common Core State Standards for grades K-5. Instruction at all levels is designed and implemented using the Learning Focused Strategies Framework emphasizing rigor and the use of strategies and activities that are interactive, differentiated, and student-centered. Teaching is departmentalized at JMC and planning for instruction, assessment, and intervention is done in grade-level Professional Learning Communities.

The foundation of the ELA curriculum at JMC is the Treasures Reading Series published by Macmillan/McGraw-Hill. This Series is a research-based, comprehensive Reading and Language Arts program used by students in grades K-5. Throughout their reading of the literary selections in the Treasures series, students are able to strengthen their comprehension skills, enhance their decoding skills, develop strategies for textual analysis, expand their vocabulary, and increase their fluency. Teachers at all grade levels work to integrate and connect Reading and Writing into all subject areas in order to provide students with more opportunities to practice and enhance their skills while exposing them to a much wider spectrum of material and information.

The Mathematics curriculum at JMC emphasizes the teaching and practice of foundational skills using differentiated instruction, multiple learning structures, and interactive technologies. Conceptualized learning is emphasized rather than the simple memorization of formulas or rote practice of computational skills. Currently, JMC uses the Math Trailblazers program as the cornerstone for all Math instruction and assessment. Information and concepts are presented in a unit-based format, where similar skills are taught over the course of one learning module. This type of organization and presentation of material helps to further ensure that students will master the desired skills and meet instructional goals.

Science instruction is conducted through the use of the Smithsonian Project Science Kits. The Science kits provide students with multiple opportunities to work with real materials, organisms, and models with an approach to knowledge acquisition that is grounded in hands-on investigations and discovery. Additionally, all students at JMC are given the opportunity to explore nature and the indigenous ecosystem at Indian River School District's Outdoor Education Center at Ingram's Pond. All Science instruction emphasizes a "learn by doing" framework, where student-centered lessons and learning activities are designed to promote and encourage discussion, experimentation, analysis, and where students are able to draw conclusions and acquire knowledge based on authentic investigations.

Social Studies is the fourth core content area of instruction at JMC. Teachers use a standards-based approach to design and deliver a curriculum that integrates History, Geography, Civics, and Economics. Reading materials and learning activities are arranged in thematic units and student progress toward meeting instructional goals is measured through the use of performance-based assessments. Common features of all curricular activities and materials are an emphasis on conceptual understanding, problem solving, justification and support of conclusions, evaluative thinking, and viewing information and situations from multiple perspectives.

In addition to regular classroom instruction of the four standards-linked core content areas, JMC's students receive instruction in the areas of Physical Education, Art, Vocal and Instrumental Music, and Computer Technology. These "specials areas" provide students with the opportunity to expand their knowledge base and make connections to other modes of learning and instruction.

2. Reading/English:

At John M. Clayton Elementary School, our teachers have learned to think outside of the box when it comes to Reading instruction. Treasures, written by Macmillan/McGraw-Hill, is the district provided Reading curriculum. We understand that reading curriculums are typically written for the average student and this has initiated our teachers to seek out more leveled material, both fiction and non-fiction texts, to reach all of our students' varying abilities and to explore other instructional reading practices.

Our teachers use the Common Core State Standards and district curriculum maps to guide their planning. The primary grades focus on making sure foundational skills are taught to mastery, introduce "Writer's Workshop" and acknowledge that vocabulary development is essential. Our intermediate grade levels focus on developing comprehension skills and continue to reinforce the building of students' vocabulary bank.

"The Daily 5: Fostering Literacy in the Elementary Grades" model is being used in classrooms in both the primary and intermediate grade levels in conjunction with whole group direct instruction. The idea is to foster both independence and concentrate on small group instruction. During the first 10 minutes of every grade level reading block, the 95% program rountines are practiced whole group. This is a school based foundational skills reading initiative. The progress monitoring of these 95% skills help in identifying which students need additional support during our intervention block.

Close Reading strategies have been the focus of district-wide and school-based professional development. The teachers at JMC have modeled using these techniques during their reading blocks. These strategies will aid in developing a deeper understanding of the author's craft and central ideas of text. The practice of thinking aloud and asking questions while working in groups or pairs has helped develop student speaking, listening and language skills. This has been especially helpful for our English Language Learner population.

Both summative and formative assessments are given at JMC. District unit assessments have been created using the reading curriculum, the Common Core State Standards and items from the Smarter Balanced Assessment Consortium. Members of our faculty have been involved in this process. During grade level PLC meetings, JMC teachers are analyzing the data from these unit assessments, the state assessment and various formative assessments to drive their instruction.

3. Mathematics:

The Mathematics Curriculum at John M. Clayton Elementary School is driven by the Common Core State Standards in Math for students Kindergarten through Grade 5. Classroom lessons and learning activities at all levels are designed and implemented using the Learning Focused Strategies Framework emphasizing the use of instructional strategies that are interactive, differentiated, and student-centered. Currently, JMC uses the Math Trailblazers program as the cornerstone for all math instruction and assessement. Instruction is presented in a unit-based format, where similar skills are taught over the course of one learning module. This type of organization and presentation of material helps to further ensure that students will master the desired skills and meet instructional goals. Articulation and planning across grade levels allows teachers to collaborate in all phases of planning and assessment.

Foundational skills are taught, practiced, and assessed using a variety of learning structures, interactive technologies, and hands-on resources so that students are afforded multiple opportunities to use their math skills to evaluate and solve authentic real-world problems and challenges. Students' progress toward meeting instructional goals is measured through the use of formative and summative assessments that require reflection, analysis, and explanation and are aligned with Common Core State Standards and the Delaware Comprehensive Assessment System.

In order to assure that the needs of all students are met, teachers collaborate in grade-level Professional Learning Communities to identify and target struggling students, and devise methods for providing them with the required instructional support. Through JMC's "Response to Intervention" and after school small

group instruction, teachers at all grade levels are able to provide students with the opportunities to receive the focused instruction and remediation they need.

4. Additional Curriculum Area:

The Science curriculum at John M. Clayton Elementary is centered on the use of the Smithsonian Science Kits to address Common Core State Standards in Science for students in Kindergarten through Grade 5. The Science kits provide students with multiple opportunities to work with real materials, organisms, and models with an approach to knowledge acquisition that is grounded in hands-on investigations and discovery. Teachers use the kits to address specific grade-level standards with each of the following eight strands: Materials and Their Properties - Nature and Applied Technology - Energy and Its Effects - Earth and Space - Earth's Dynamic Systems - Life Processes - Diversity and Continuity of Living Things - Ecology. In addition to the Science kits, all students are given the opportunity to explore nature in the district's Outdoor Education Center at Ingram's Pond. All Science instruction stresses a "learn by doing" framework, where student-centered lessons and learning activities promote and encourage discussion, experimentation, analysis, drawing conclusions, and the presentation of results and findings in both written and oral formats.

Teachers at JMC have successfully integrated Science topics into both Reading and Math instruction in order to present students with a curriculum that is more fully interconnected rather than compartmentalized. Informational texts on topics directly or indirectly related to scientific topics are used during instruction to develop students' ability to identify the main idea of a text along with appropriate supporting details. In Mathematics, teachers at all grade levels require students to approach problems from a "scientific standpoint", where predictions are made, proof of results is required, and a presentation of the process is expected.

The student and exploration of Science at JMC is one of the many ways in which the staff strives to fulfill the promise made to students in the school's mission statement. Using the hands-on, learn by doing model that is the foundation of the Smithsonian Science Kits, teachers are able to ensure that students "acquire both the knowledge and skills necessary to realize their potential as a citizen of Delaware, the United States, and world."

At John M. Clayton, we house two 4 year old early childhood programs. One preschool program is designed for students who have developmental delays in any of the following areas: Cognitive, Language & Motor. Children qualify based on the outcome from the First Steps screener, data collected from the Ages & Stages parent questionnaire and results on various standardized assessments administered by our school psychologist and/or speech pathologist.

JMC is also home to one of the sites for the Project V.I.L.L.A.G.E. (Verbally Intensive Literacy and Learning Activities for Growth in Education) Program. This is an award winning district initiative for economically challenged children and/or English Language Learners.

Both of these preschool programs are centered on using the Early Learning Foundations. The Foundations is a curriculum framework created by the Delaware Department of Education and is linked to the skill expectations children need as they enter kindergarten. This framework is organized into eight domains: Social Emotional, Approaches to Learning, Language and Literacy, Mathematics, Science, Creative Expression, Physical Development and Health, and My Family, My Community, My World.

As we transition into full implementation of the Common Core State Standards, our preschool staff is using district wide alignment days to ensure that the domains within the Foundation's framework correlate with the expectations of the Common Core State Standards. Within our building, they have participated in cross grade level classroom observations and group discussions. Using the information gained during both of these professional development experiences has helped them make any necessary adjustments to their lessons and curriculum maps.

The impact of providing early education to our students is beneficial both socially and academically. Our

students and their families can receive support from our guidance counselor and participate in our annual Family Nights. Based on the DCAS scores in Grades 2 and 3, our early childhood programs are also setting our students up for academic success, in the primary grades.

5. Instructional Methods:

The instructional methods at JMC are based on the principles of the Learning Focused Strategies (LFS) Framework. Teachers use LFS to plan, deliver, and assess lesson learning activities that are standards-based and student-centered. In the classroom, teachers implement instructional strategies and learning activities that are progressive in nature and are designed to move students from direct instruction to independent learning. Using LFS as the basis for all instruction is both a school-wide and district-wide expectation.

Instructional differentiation at JMC is based in large part on the data gathered from students' performance on formative and summative assessments in the classroom, various benchmarking tools, and standardized core-content grade-level measures. These measures and assesments help teachers, staff, and specialists, identify and target those indivdual students or population groups that are in need of specific learning support. The cultural diversity of our students, however, cannot be discounted, and is also taken into account by teachers when designing learning activities. Every effort is made to support, extend, enrich, and refine the learning opportunities for students of all cultural backgrounds and ability levels.

Those students who are in need of instructional support at JMC are identified at grade-level PLC meetings and referred to the school's "Response to Intervention Team". Identified students are given additional academic and instructional support as part of the regular learning day. In addition, students are given the opportunity to attend after-school workshops designed specifically to improve Math and Reading skills.

Finally, the use of technology as a means of differentiation instruction at JMC cannot be overstated. The use of SMART Technology in the form of interactive White Boards, Responders, and Notebooks allows teachers and specialists to tailor learning activities to meet the needs of specific learners in the regular classroom setting. Many students, for example, who receive Special Education Services, Hearing Impairment support, or are identified as English Language Learners are able to be fully supported without leaving the classroom because of technology that is integrated into classroom learning activities.

6. Professional Development:

Professional development for teachers, staff, and administrators at John M. Clayton Elementary School is designed to address state, district, and school goals. At JMC, our School Leadership Team consists of members from each grade level, our Specialist Team, our Reading Specialist and Reading Teacher and our Administration. Our focus is to identify and target those areas within the school that require or might benefit from professional development activities and training. Learning opportunities are conducted online through the state's Professional Development Management System (PDMS), at scheduled district in-service alignment days, by visiting other schools and districts, and as part of school faculty meetings.

Over the past several years, the three main areas targeted for our professional development activities at JMC are instructional best-practices, curriculum alignment, and school culture. At the beginning of each academic year, the faculty is given an overview of the topics that will be addressed throughout the school year. This preview is always accompanied by a presentation of the relevant facts and data explaining why these topics have been identified by the School Leadership Team for professional development.

Most recently our professional development has centered on monthly "Book Talks" given by assigned staff teams and based on the following texts: "Notice & Note: Strategies for Close Reading", "Number Talks Grades K-5: Helping Children Build Mental Math and Computation Strategies", "The No Complaining Rule", and "The Energy Bus." The challenges facing the faculty and staff as Delaware transitions to the Common Core State Standards and to the Smarter Balanced Assessment Consortium are numerous, and so the administrators along with the School Leadership Team chose to emphasize ways to maintain a positive school culture in the face of growth change.

In addition to the book talks, the staff has identified reading instruction as an area in need of enhancement and support, so the 95% Program has been adopted as a school-wide initiative aimed at improving students' reading ability by pinpointing student foundational reading skill deficits. Teachers are trained to deliver the program routines as part of their regular instruction and skill specific instruction during their small group Response To Intervention block. Students are screened at regular intervals to evaluate their progress.

Finally, school administrators are part of a district-wide year-long administrative Professional Learning Communities (PLC) focused on examining and successfully implementing lasting and positive changes to their school in the areas of curriculum and instruction.

7. School Leadership

The philosophy of the staff and administration at John M. Clayton Elementary strongly believes that the principal is the instructional leader of the building. A good leader has to take responsibility both in the successes and the failures of their school. A good leader puts the needs of others first. A good leader is always looking to improve their school and then figures out a way to make those improvements no matter how difficult it might be. We truly believe that leadership defines how successful any school is. "A school without a leader will likely fail, and a principal who is not a leader will find themselves without a job quickly."

At JMC, we believe that the leader must be someone that provides direction and exercises influence as well as presents a vision. At JMC, we have shared goals with our staff to ensure that we have high-quality instruction occurring daily. Our job is to support our staff and establish conditions to help students succeed. We believe in the concept of teachers as leaders as well. This is an important component of "buy-in" toward student success. As the leaders, we need to establish high expectations. A principal needs to be adept with staff and balance tough love with earned praise. Every day we realize that we must be fair and consistent with both students and staff.

As the building leaders, we realize the importance of being highly organized and prepared. Each day presents its own unique set of challenges but by being organized and prepared we are equipped to meeting those challenges. This ensures that the staff can be successful in assisting our children to meet the Common Core Standards and tackle assessment. Essential decisions impact the teaching and learning process. These decisions involve what is taught in the classroom, how instruction is delivered and the culture within which we teach. As leaders we have the capability to propose staff development direction, determine curriculum and staffing patterns and what is the best fit for which grade level. In conclusion, participating in essential decisions that address teaching and learning is the primary focus for us each day. The focus needs to be on the learner and our building decision-making process should be thoughtful, purposeful, and well planned. Our purpose at JMC is to have quality, equity and results concluding with success for all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: DCAS
All Students Tested/Grade: 3
Edition/Publication Year: 2013
Publisher: American Institute for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	Oct	May
SCHOOL SCORES*					
% Proficient plus % Advanced	99	100	77	94	97
% Advanced	58	49	28	54	51
Number of students tested	78	81	79	71	74
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	99	100	75	93	97
% Advanced	58	49	25	51	47
Number of students tested	67	74	67	55	60
2. Students receiving Special Education					
% Proficient plus % Advanced	92	100	50	89	100
% Advanced	39	0	0	44	20
Number of students tested	13	6	8	9	10
3. English Language Learner Students					
% Proficient plus % Advanced	93	100	67	83	100
% Advanced	29	11	22	33	55
Number of students tested	14	18	9	6	20
4. Hispanic or Latino Students					
% Proficient plus % Advanced	97	100	81	96	100
% Advanced	56	39	38	59	54
Number of students tested	36	41	37	22	24
5. African- American Students					
% Proficient plus % Advanced	100	100	57	83	92
% Advanced	44	47	7	28	28
Number of students tested	16	17	14	18	25
6. Asian Students					
% Proficient plus % Advanced		100	100	100	100
% Advanced		67	33	100	100
Number of students tested		6	3	1	1
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced	100	100	79	100	100
% Advanced	53	44	36	58	83
Number of students tested	15	16	14	12	6
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	100	81	97	100
% Advanced	64	51	31	64	60
Number of students tested	47	41	48	39	42
10. Two or More Races identified Students					
% Proficient plus % Advanced		100		100	
% Advanced		0		0	
Number of students tested		1		1	
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: DCAS
All Students Tested/Grade: 4
Edition/Publication Year: 2013
Publisher: American Institute for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	100	99	71	86	94
% Advanced	54	47	17	58	58
Number of students tested	78	78	76	69	73
Percent of total students tested	99	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	100	71	84	95
% Advanced	55	42	13	51	51
Number of students tested	71	67	61	57	57
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	30	39	93
% Advanced	33	11	0	15	33
Number of students tested	6	9	10	13	15
3. English Language Learner Students					
% Proficient plus % Advanced	100	75	50	50	92
% Advanced	33	0	0	0	42
Number of students tested	12	3	8	2	12
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	98	79	90	96
% Advanced	49	42	17	58	55
Number of students tested	39	41	29	19	22
5. African- American Students					
% Proficient plus % Advanced	100	100	50	75	88
% Advanced	44	36	5	42	38
Number of students tested	16	14	22	24	24
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	67	67	100	100	100
Number of students tested	6	3	1	1	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	100	77	100	100
% Advanced	46	42	23	71	100

Number of students tested	13	12	13	7	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	98	80	89	98
% Advanced	58	51	20	65	63
Number of students tested	43	49	40	37	43
10. Two or More Races identified Students					
% Proficient plus % Advanced					100
% Advanced					100
Number of students tested					3
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: DCAS
All Students Tested/Grade: 5
Edition/Publication Year: 2013
Publisher: American Institute for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	95	94	87	89	87
% Advanced	60	42	51	26	35
Number of students tested	75	77	63	72	54
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	0	2	0	1	0
% of students tested with alternative assessment	0	3	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	94	93	86	88	86
% Advanced	56	39	46	22	33
Number of students tested	66	61	55	59	43
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	54	73	56
% Advanced	50	46	0	18	11
Number of students tested	10	13	13	11	9
3. English Language Learner Students					
% Proficient plus % Advanced	67	100	67	67	92
% Advanced	0	50	17	0	58
Number of students tested	3	6	6	3	12
4. Hispanic or Latino Students					
% Proficient plus % Advanced	95	97	92	96	90
% Advanced	65	59	50	27	45
Number of students tested	40	29	24	22	20
5. African- American Students					
% Proficient plus % Advanced	83	95	79	80	71
% Advanced	33	26	42	16	21
Number of students tested	12	19	19	25	14
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	67	100	0	33	0
Number of students tested	3	1	1	3	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	92	89	100	100
% Advanced	58	62	78	100	50

Number of students tested	12	13	9	1	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	93	91	93	91
% Advanced	67	46	50	29	44
Number of students tested	48	44	34	41	34
10. Two or More Races identified Students					
% Proficient plus % Advanced				100	100
% Advanced				50	0
Number of students tested				2	3
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
Test: DCAS
All Students Tested/Grade: 3
Edition/Publication Year: 2013
Publisher: American Institute for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets/% Advanced	90	98	60	81	86
% Advanced	58	52	20	27	48
Number of students tested	77	81	79	67	64
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets/% Advanced	93	97	55	79	83
% Advanced	57	49	18	21	44
Number of students tested	67	74	67	52	52
2. Students receiving Special Education					
% Meets/% Advanced	85	100	38	80	
% Advanced	46	17	0	20	
Number of students tested	13	6	8	5	
3. English Language Learner Students					
% Meets/% Advanced	86	94	22	75	95
% Advanced	29	28	0	0	40
Number of students tested	14	18	9	4	20
4. Hispanic or Latino Students					
% Meets/% Advanced	92	98	65	95	91
% Advanced	58	49	22	30	36
Number of students tested	36	41	37	20	22
5. African- American Students					
% Meets/% Advanced	81	94	43	47	65
% Advanced	44	29	14	12	40
Number of students tested	16	17	14	17	20
6. Asian Students					
% Meets/% Advanced		100	100	100	100
% Advanced		50	0	0	0
Number of students tested		6	3	1	1
7. American Indian or Alaska Native Students					
% Meets/% Advanced	73	100	50	100	100
% Advanced	40	63	14	18	50

Number of students tested	15	16	14	11	6
8. Native Hawaiian or other Pacific Islander Students					
% Meets/% Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Meets/% Advanced	98	98	65	89	95
% Advanced	68	56	25	38	54
Number of students tested	47	41	48	37	37
10. Two or More Races identified Students					
% Meets/% Advanced		100		100	0
% Advanced		100		0	
Number of students tested		1		1	
11. Other 1: Other 1					
% Meets/% Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Meets/% Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Meets/% Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
Test: DCAS
All Students Tested/Grade: 4
Edition/Publication Year: 2013
Publisher: American Institute for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	83	88	46	87	90
% Advanced	32	43	18	43	47
Number of students tested	78	77	71	61	62
Percent of total students tested	99	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	83	90	42	84	87
% Advanced	27	40	14	43	33
Number of students tested	71	67	57	49	46
2. Students receiving Special Education					
% Proficient plus % Advanced	83	67	0	60	75
% Advanced	0	22	0	20	50
Number of students tested	6	9	5	5	4
3. English Language Learner Students					
% Proficient plus % Advanced	83	33	33	0	100
% Advanced	8	0	0	0	20
Number of students tested	12	3	6	1	10
4. Hispanic or Latino Students					
% Proficient plus % Advanced	87	88	52	88	94
% Advanced	21	45	26	41	39
Number of students tested	39	40	27	17	18
5. African- American Students					
% Proficient plus % Advanced	69	93	35	74	79
% Advanced	25	29	10	32	26
Number of students tested	16	14	20	19	19
6. Asian Students					
% Proficient plus % Advanced	100	100	0	100	100
% Advanced	33	33	0	0	50
Number of students tested	6	3	1	1	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	92	92	50	86	
% Advanced	31	33	33	43	

Number of students tested	13	12	12	7	
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	84	85	53	94	95
% Advanced	35	50	18	50	58
Number of students tested	43	48	38	34	38
10. Two or More Races identified Students					
% Proficient plus % Advanced					100
% Advanced					33
Number of students tested					3
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
Test: DCAS
All Students Tested/Grade: 5
Edition/Publication Year: 2013
Publisher: American Institute for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	92	90	77	88	94
% Advanced	37	40	44	37	63
Number of students tested	75	77	62	65	46
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	0	3	0	1	0
% of students tested with alternative assessment	0	4	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	92	92	74	86	94
% Advanced	38	38	43	31	61
Number of students tested	66	61	54	52	36
2. Students receiving Special Education					
% Proficient plus % Advanced	80	92	18	75	0
% Advanced	30	46	9	25	0
Number of students tested	10	13	11	4	1
3. English Language Learner Students					
% Proficient plus % Advanced	67	100	20	67	100
% Advanced	0	67	0	0	90
Number of students tested	3	6	5	3	10
4. Hispanic or Latino Students					
% Proficient plus % Advanced	90	100	74	90	100
% Advanced	38	52	35	40	71
Number of students tested	40	29	23	20	17
5. African- American Students					
% Proficient plus % Advanced	92	79	61	76	85
% Advanced	17	26	28	24	54
Number of students tested	12	19	18	21	13
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	67	0	0	67	100
Number of students tested	3	1	1	3	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	100	78		100
% Advanced	33	54	44		50

Number of students tested	12	13	9		2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	91	85	92	100
% Advanced	42	43	53	41	71
Number of students tested	48	44	34	39	28
10. Two or More Races identified Students					
% Proficient plus % Advanced				100	50
% Advanced				50	0
Number of students tested				2	2
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: