

U.S. Department of Education
2016 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 Mr. Charles William Bouzek

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

Official School Name James E. Freer Elementary School

(As it should appear in the official records)

School Mailing Address 1800 Hanover Lane

(If address is P.O. Box, also include street address.)

City Barnhart State MO Zip Code+4 (9 digits total) 63012-1414

County Jefferson County

Telephone (636) 464-2951 Fax (636) 464-4471

Web site/URL http://windsor.k12.mo.us/fe/ E-mail cbouzek@windsor.k12.mo.us

Twitter Handle

https://twitter.com/FreerElementary 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, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Joel Holland E-mail jholland@windsor.k12.mo.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Windsor C-1 Tel. (636) 464-4400

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Timothy McCraw

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	63	29	63
K	46	32	78
1	43	37	80
2	41	34	75
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	193	132	325

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 14%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	17
(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, 2014	359
(5) Total transferred students in row (3) divided by total students in row (4)	0.145
(6) Amount in row (5) multiplied by 100	14

6. English Language Learners (ELL) in the school: 2 %
5 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Bosnian, Spanish, Chinese

7. Students eligible for free/reduced-priced meals: 38 %
Total number students who qualify: 133

8. Students receiving special education services: 25 %
77 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 18:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	96%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

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

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

Our mission: to create a safe, respectful, and cooperative environment where each individual has an opportunity to be a responsible member of the learning community.

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

PART III – SUMMARY

Located in an unincorporated area of Northern Jefferson County, about 25 miles south of St. Louis, MO, the Windsor School District is a bed room community made up of several small towns and subdivisions. The area associated with Windsor includes the towns of Kimmswick, Imperial, and Barnhart. The area has grown from a small rural district to a fairly large suburban type district of over 3,000 students. The district does not have an industrial or manufacturing base, so most of the patrons travel to work. The income and educational level of our patrons is high compared to most of the districts in Jefferson County. This district was organized on February 25, 1922 at a meeting held in the White School. At this meeting it was decided by a vote of 205 to 82 that the districts of Kimmswick, White, Sulphur Springs, and Barnhart along with small parts of the Moss Hollow and Seckman districts be organized into one district. It was to be known as Consolidated District Number One of Jefferson County Missouri. The school was named Windsor School at a meeting of the Board of Directors on December 12, 1938 in honor of the Gunboat Windsor, which sank during the Civil War and now lies in the Mississippi River at Windsor Harbor. The original Windsor School went only to the eighth grade. After completing their education here, the students went on to High School at the neighboring districts of Herculaneum or Crystal City. The Windsor District includes 3 Elementary Schools, a Middle School, and a High School.

Freer Elementary houses Pre-Kindergarten through 2nd grade and is located in the Village of Jefferson subdivision. Our school was named for long time Superintendent James E. Freer. The school opened in 1977. The student enrollment is 348 students. Freer Elementary employs 32 certified and 21 uncertified staff members.

Freer Elementary uses a 3 Tier RTI (Response to Intervention) approach towards student academics. Tier 1 includes the curriculum and instruction that all students receive. For English Language Arts grades Kindergarten through 2nd, Freer utilizes Pathways to Reading to build student phonics and fluency skills. They also use Reading A-Z to build comprehension skills for Grades K-2. 2nd grade has recently adopted the basal reading series, Reading Street to intensify reading comprehension skills. For Tier 1 mathematics instruction, Grades K-2 utilizes Singapore Math. Students attend one special area class, everyday. The special area classes include: music, art, physical education, computer and library/media services. Tier 2 services are provided for students who need a more focused or intensified instructional delivery. Students are selected for Tier 2 services through teacher recommendation, Pathways to reading data, summative assessment data, Aims Web assessments and Gates McGinitie test scores. Tier 2 services are provided through small group interventions which are focused on specific needs of the students. These interventions last about 10-15 minutes in length, three days a week. Tier 3 services are provided for students who are not making significant progress through Tier 1 and Tier 2 instruction. Students qualify for Tier 3 interventions via scoring in lowest 5 % in their grade level on Aims Web and Pathways to Reading assessments. Tier 3 services are provided daily in 20 minute blocks. They are delivered either individually or in groups of 2 or 3 by an interventionist. If a child does not show improvement after 6 weeks of Tier 3 interventions, they are referred to a Student Intervention Team (SIT). The team reviews student data to determine if further interventions are needed or if the child needs to be referred for intellectual/academic evaluation.

Freer Elementary houses an Early Childhood Special Education program, as well as a Title I PreK program. Freer also uses Parents as Teachers to assist parents of young children and to pre-screen any at risk behaviors.

Freer also employs an English Language Learners (ELL) program. The school also utilizes the services of a Speech and Language Pathologist, a physical therapist and an occupational therapist.

The special area classes include: music, art, physical education, computer and library/media services.

At Freer Elementary, each grade level has common planning time. During this time, at least once a week, each grade level team meets for their Learning Improvement Team (LIT). One teacher is the team or LIT Leader. During the meeting the team discusses student data, lesson planning, student behaviors and assessments. The team sends a LIT report to the building principal.

Freer utilizes School Wide Positive Behavior Supports (SW-PBS) to promote building wide expectations, as well as, positive student and staff interactions.

Freer hosts a before and after school, school-aged child care program (Latchkey). The school also provides Brendan's Backpack food for students, who qualify, to take home on the weekends. The school adopts a few families, which are in need, to provide meals and gifts during the holiday season. The school hosts a number of family-centered events throughout the school year. Freer Elementary is truly a neighborhood school with a strong sense of community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

(ELA) Students at Freer Elementary have a specific, district led and created curricular approach. We use a variety of programs in our building to ensure student success and growth; Reading A to Z, Pebble Go, Bookflix, Language for Learning, Being a Writer, Basal, Pathways to Reading. In 2007-2008 , we implemented the Pathways to Reading program in grades K-2 building wide. This program was identified as a need and chosen when we noticed a lack of reading foundational skills in our students. Since it's implementation in 2007-2008 our students have become fluent readers, word decoders, and have had an increase in overall reading scores when leaving their grade level. Our students also use the Being A Writer program. This program allows students to learn to build strong sentences and paragraphs to strengthen their writing skills. We implemented this building wide writing program in 2012 after finding a need for a consistent program to get them to where they needed to be before the statewide assessment. With a 38 % free and reduced lunch rate, we have found a significant language issue in a large number of our students. Students falling below grade level in the area of language are introduced to the Language for Learning program early on. This intensive research-based vocabulary program helps build a student's language skills. Students meet with a teacher 5 times per week to develop these skills.

(Math) In 2009-2010 , Windsor C-1 School District adopted the Singapore Mathematics program. Our first year, we adopted the program K-3, each year after that, we added the next grade level, stopping at 5th grade. Since that time, we have noticed a dramatic increase in number sense and understanding the value of each digit that makes a number across each grade level. Our first year of implementation, we had a 22% increase on the 3rd grade mathematics part of our MAP assessment. Fourth and fifth grades have also seen increases since adoption. Even after the significant gains and increase in number sense, we still noticed a gap in certain areas like geometry, time, and graphs. We found Calendar Math and added it to our math curriculum the 2014-2015 school year. Calendar Math is taught at the 2nd and 3rd grade levels.

(Science) Going on the suggestion of the Missouri Learning Standards, our district has taken the approach to have 50% of our literacy block consist of informational text. This lends itself beautifully to covering science standards in ELA and vice versa. Our teachers have a variety of resources available for science instruction. Some of which include Bookflix, Pebble Go, Scholastic News, as well as Magic House Visits. Our first grade teachers recently received Power Works for science. This resource is designed to promote literacy in the area of science with the inclusion of large books, differentiated books over the same topic. At the elementary level, our students have many opportunities to have hands on investigations involving sound, discussing plants and animals, Earth systems, matter, and even food chains. In kindergarten you will see chicken eggs hatch, in 1st grade you will observe an erosion experiment. In 2nd grade, you will see butterflies we receive as eggs move through their entire life cycle all in your classroom. In 3rd grade, you will see a variety of plants, roots, stems, and seed experiments taking place. Our focus at Freer Elementary is hands on investigative time for our students.

(Social Studies) Going on the suggestion of the Missouri Learning Standards, our district has taken the approach to have 50% of our literacy block be informational text. This lends itself beautifully to covering social studies standards in ELA and vice versa. Our teachers have a variety of resources available for social studies instruction. Some of which include Bookflix, Pebble Go, Scholastic News, as well as Magic House Visits. At the elementary level, our students will study a variety of topics such as the rights and responsibilities of citizens and why we need rules and laws. It's important to also discuss the physical, emotional, and social needs of students. We teach our students skills to solve conflicts peacefully which carries over to all parts of their life. These are essential concepts not only for the playground, but also for their future as adults. Our students study many historical figures; people that shaped America, such as Dr. Martin Luther King Jr., Thomas Jefferson, and many others. We read and construct maps as well as take time to learn about our great state and the many resources we provide the rest of the country. The goal of teachers at Freer Elementary is to develop responsible, thoughtful citizens for our nation's future. Our first grade teachers recently received Power Works for social studies. This resource is designed to promote literacy in the area of studies with the inclusion of large books, differentiated books

over the same topic.

Early Childhood Program at Freer Elementary Two types of Early Childhood programs are offered at Freer Elementary. Early Childhood Special Education is a half-day program for 3-5 year olds with an I.E.P. for significant delays in at least one area of development. We also include 3 typically developing peers in each ECSE class to serve as role models for the special education students. Our other Early Childhood program is Title One Pre-Kindergarten for children who may be at risk for success in kindergarten due to one of 4 criteria: scoring below average on the DIAL-4, low income, homeless or ELL. Both programs utilize the Project Construct curriculum as well as the Missouri Pre-K Learning Standards to guide their instruction in the core curriculum areas of pre-reading, pre-math, and science. The classroom teachers have also received training in Pathways to Reading which is the reading program utilized by the Windsor C1 District kindergarten teachers. Results of kindergarten screenings completed by Freer Elementary consistently show that children who have participated in our Early Childhood programs for at least one year score within the average range on kindergarten screening assessments.

2. Other Curriculum Areas:

1. The Arts:

Visual Arts: The fine arts are essential in our student's developmental process. In the elementary art classroom there are many opportunities that support student growth. Encouraging creative thinking, self-expression, building language skills, as well as social skills. Not only in fine arts, it also supports critical thinking skills that students use in math, language arts, and science. Educators encourage students to express themselves through their artwork. Art history is a fundamental element in the art classroom. We critique and research a piece of artwork using our critical thinking skills. We discuss what events were happening during the time of the creation of the piece. This gives the students a different perspective of our history, through the eyes of someone who was living during that particular era of study. Students also work on their fine motor skills by using control when painting, gluing, and cutting with scissors. The art class gives students a sense of accomplishment when they see a final product they have created through the skills they were taught.

Performing Arts: Music is a universal language. The art form is found in every culture, helps bring communities together, improves self-esteem, and provides joy and inspiration. In the elementary music classroom, educators have the unique opportunity of instilling a love for language, movement, and creativity at a very young age. Learning lyrics by heart develops reasoning and can imprint information that a child will remember long after he has forgotten a math fact or the plot of a story. Performing a song takes memorization skills that you DO use in recalling math facts, story plots, and which president was in office during a certain era. Playing an instrument develops important coordination of the hands and eyes and increases body-kinesthetic awareness. Collaborating with others, thinking creatively, fine-tuning auditory skills, and recognizing patterns are other capabilities that are taught and rehearsed in the music classroom

2. Physical Education/Health/Nutrition:

Physical Education in the elementary setting is the prime time to instill in children the extreme importance of being active. At this young age, they learn that being active helps develop good cardiovascular fitness, which makes their heart strong. Being active also builds muscles and makes them healthy. Activity also helps the function of the brain, increasing focus and learning. Children learn lifelong skills such as fine motor, gross motor, locomotor, and manipulative skills. Developmental skills such as balance, coordination, rhythm, and spatial awareness are vital skills used in all aspects of life. Running, playing and learning about sports activities teaches our young people how to have good character, good morals, and good sportsmanship. Learning how to treat people and getting along with others are important life lessons such as teamwork.

3. Foreign Language (s) : NA

4. Technology:

Technology is an everyday tool at Freer Elementary. Students have the advantage of having a computer

class as a part of special area classes that provides engaging activities for students. We see our students with increased responsibility, independence and a sense of confidence and accomplishment, to name a few of the advantages of technology. Students work independently, and also experience collaboration between students when they work together on projects. Computer time promotes the use of higher order thinking skills and is a natural form of discovery through trial and error. Technology increases children's skills in the classroom; as classroom teachers introduce new concepts into the classroom (Phonics, Language, Math, Social Studies, Science etc.) the students have the opportunity to have these new concepts enhanced in the computer lab.

5. Library Media Services:

The library media program at James E. Freer Elementary not only supports the acquisition of essential skills and knowledge of the library, but also supports the regular classroom curriculum. Standards and curriculum calendars for each grade level and subject area are used during the planning process so that library is supporting and enhancing the learning that is taking place in the general classroom. The librarian maintains a balanced collection of media sources which represent a wide range of subjects, levels of difficulty, and format. The library maintains a healthy budget that is able to keep the collection current, and provide several programs and databases that are heavily used by the staff and students. Some of our programs include, Scholastic Reading Counts, PebbleGo, and Worldbook online. The library program provides students with learning experiences that encourage them to become proficient users of information and technology. This is done through inquiry based learning. The library media program provides opportunities for students to experience S.T.E.M. activities and has begun building up its collection of resources to support S.T.E.M.

3. Instructional Methods and Interventions:

Nine years ago, Freer Elementary's faculty received a two-day intensive training on Kagan Cooperative Learning. This has been an engaging instructional strategy for our staff and students. We also recently completed a 4 year professional development plan which focused on the areas of Cooperative Learning, Reading and Writing Strategies, Assessment for Learning, and Differentiated Instruction. Each staff member had multiple meetings a year during our professional development days. Every meeting was structured with an agenda to focus on key concepts as well as a selected book to accompany each focus group. One example of a lesson from our reading and writing group dealt with a specific chapter nonfiction connections, advanced organizers, and text to text comparison over the same topic. Teachers were required to return to their rooms, implement one of the strategies learned and return the next meeting to share out. Many great conversations took place during our meetings.

Towards the end of our focus groups, we added a new element to our instructional methods, Promethean Boards. Each classroom has been equipped with an interactive board. A full day training was provided at the start of the process on features and how to create flip charts. As on going professional development, one hour of each Professional Development day has an hour set aside for building level instructional technology needs. These one hour technology power sessions are often differentiated themselves. We have first year teachers and teachers nearing retirement, so we are at different levels and require different needs. Some staff may be fluent with flip chart creation, yet require assistance in Google docs and the features associated with it.

Differentiated Instruction is not only a focus for our teachers when it comes to their needs, but more importantly that focus is carried over into the classrooms at Freer. One of the ways it is utilized at Freer is during our Daily Enrichment Time. Higher ability students are grouped according to academic level and will be working on enrichment activities developed in part by the classroom teacher and gifted education teacher during this time, while students requiring support in a specific area will be receiving instruction based on their need at the same time.

Another significant part of a student's day at Freer is during Pathways to Reading time (PTR). Students are organized into groups of 3-5 students based on reading level to receive specific, targeted skills for 20 minutes. Students will then spend the rest of their 80 minute PTR time in center based activities. Most of those centers are differentiated to meet the needs and abilities of all of the students.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Freer Elementary uses a wide variety of assessment to improve instruction and gauge student learning. In the area of ELA, we use Gates, Benchmarks, PTR assessments, district created assessments, MAP data, and AIMS Web. In the area of mathematics, we use district created assessments, MAP data, AIMS Web, TenMarks, and Key Math to gauge the success of our students. Information from PTR assessments taken 4 times per year is used to place students in differentiated groups based on ability. Students may move from group to group as they grow academically. Data from the MAP assessment is analyzed to strengthen not only grades 3 and up, but also to drive the curriculum and instruction taking place below grade 3. Our AIMS Web and Gates data is used to identify students for our after school targeted tutoring. Students in tutoring stay after school 2 days a week and work on targeted skills. Lessons are focused and developed to improve low areas identified on previous assessments.

With all of this assessment data, we pride ourselves in the communication that takes place between all stakeholders in the Windsor C-1 District. Teachers hold student data conversations with each other and the students. During this time, teachers will share previous scores and the growth students are making. These take place in a variety of assessment areas. Parents at Freer Elementary are partners in the educational process. In addition to standard report cards and quarterly reports, students receive summative score sheets. Every spring, Freer celebrates the 3rd grade students that score proficient and advanced on either the ELA or Mathematics sections of the MAP test via an awards ceremony, in which family and friends are invited to attend. Our school board is presented with the scores in the fall and the public learns of our success through the newspaper. We are proud of the hard work demonstrated by our students and teachers.

We would love for every student to be successful when they enter the doors of Freer Elementary. Unfortunately, that isn't the case. In the event of students needing additional assistance we have programs in place to help those students in any way we can. We have our After School Targeted Tutoring, SIT (Student Intervention Team) Process, as well as our Grade Level Problem Solving Team conversations that take place every PD day. During this time, teachers will share names and information of students they are concerned about. During these conversations, other teachers may offer assistance or ideas. The student will be placed on a concerned list, added to a group, or begin the testing process if needed. These students are identified through a variety of assessment results.

At Freer Elementary, we know that the growth of our students is dependent upon the growth of our teachers. Our staff is provided with professional development opportunities many times a year. They are also encouraged to travel outside the district to seek professional development opportunities.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The purpose of Freer Elementary's SW-PBS team is to create safe, respectful, and responsible members of the learning community. We meet each month with participation from all members. We share responsibilities and each member brings a different perspective to the meeting. We have one representative from each grade level, special area, special education and a parent member. We are able to brainstorm, have discussions, and make decisions that benefit all staff and students. Our administrator allows us to openly talk and he listens to our needs during meetings. In his role, he helps us make decisions as a team with no one person having any more leverage than the other. Our team members return to their grade level and distribute the new information to the other staff members.

As new students and staff come to Freer, our counselor instructs them on the routines and procedures. Staff members are given binders complete with lesson plans and all universal information. The data we receive from the Big 5 monthly report is reviewed and discussed each month. Our Big 5 reports are emailed to all staff members and discussed at each SW-PBS meeting, and each monthly staff meeting. Our lesson plans are then based on the trends in our data and areas where we feel our students need training. Due to our commitment of quality teaching, our data shows that we are reducing the number of problems on the bus and in the classroom. We have seen an overall reduction in the amount of major and minor discipline referrals. Minor discipline referrals are for incidents that can be handled in the classroom (class disruptions, not using time appropriately, etc.). The minors are handled by the classroom teacher. Possible consequences are: parent contact, think walk during recess, etc.). Major discipline referrals are handled by the building principal in the office. Possible major incidents include: fighting, bullying, threats, etc.). Possible consequences are: in-school suspension, out of school suspension, lunch detention, after school detention, etc.).

Our reward system is a high quality, student and teacher engaged aspect of our SW-PBS system. Staff members write "feathers" for students who are following the rules and procedures at school in any area of the building. The students then tape the "feathers" on the outside of their classroom doors. At the end of each month the teacher pulls out a "feather" from the SW-PBS bucket in the classroom. The student who received the "feather" is the "Mr. Feathers' Follower" for the month. These students receive a certificate and have their photo displayed outside their classroom door and in the main hallway where all students and visitors can view. Our celebrations for "Mr. Feathers' Followers" are held during our SW-PBS assemblies. The assemblies recognize "Mr. Feathers' Follower" by having students come up to the stage to receive their certificates. The assemblies also teach or review routines, procedures and expectations. Staff can be heard praising students for following routines and handing out "feathers". Parents and other family members are invited to the assembly. Staff members are expected to consistently using the 4 to 1 positive ratio for praise and redirection. Is that a part of the program. Students are seen and heard using the quiet sign and voice levels to help remind other students to follow the expectations as well. Freer Elementary School is a place where students and staff want to be. We have consistency among the staff and universals in place that make our building feel safe and inviting.

2. Engaging Families and Community:

At Freer Elementary teachers, students, family, and community are an integral part of the educational process. Many programs and opportunities are assessed through these connections. At the beginning of each new school year a Welcome Back Bash is organized for families, teachers, staff, and community members. During this celebration food/beverages are served and families meet/greet the child's new teacher. Community organizations that share in this event are the Fire and Health Department, Boy Scouts of America, the district's drug and alcohol abuse coalition, and the Sheriff's Department. The Book Fair Family Night is another bi-yearly event. What happens at the book fair, parents set-up and run the sale of books for an entire week. Classrooms visit the fair and students are able to purchase books. Proceeds made from the fair are given to the teachers to purchase books for their classrooms? The Book Fairs also host a Family Night. At the Family Night, the Bubble Bus is acquired for student and parent entertainment,

entertainment, and guest speakers read to children enhancing literacy. Both events have a large family turnout along with community attendance and support.

Singapore Math is an example of one of the programs adopted at Freer. This type of math is taught very differently from the traditional way math was previously taught. Parental involvement and understanding of this new method was important for the success of the program. Introduction and explanation of this model was of high importance. Numerous opportunities were incorporated to help families understand this type of mathematical problem solving strategies. Open forum question/answering techniques were accommodated along with exact teaching examples. The adoption of this program has had a positive educational impact. Data correlations have implicated an overall increase across the mathematical curriculum. Student grades, AIMS Web, and MAP scores have improved.

A yearly event, Winter Dance, occurs in January. The students bring a special adult. This can be a parent, grandparent, aunt or uncle. Faculty members and parents help plan, decorate and supervise the event. A parent volunteer takes attendants photos, the principal DJs the event, and teachers serve refreshments. This event strengthens students-faculty relationships, an in-depth family to school connection, along with community recognition. Make It and Take It is a yearly event in which families come together to create a project and share an evening meal. The Freer Carnival is celebrated to support students that have had satisfactory behavior and academic success. The carnival is planned and operated by teachers and parent volunteers. The carnival takes place at the end of the school year, in May. It is held on the school playground, during the evening. It is a celebration for all grade levels, for the hard work in academics and behavior. Parents volunteer their time and materials to make games for the event and bake goods for the cake walk. Parents and teachers work game booths. The principal cooks hot dogs, and the students have fun celebrating their accomplishments.

Many school activities are funded and advertised by local businesses and their affiliates, which in return strengthens the community to school connection. Freer Elementary has a strong family and community relationship. This relationship instills a greater social atmosphere and generates higher levels of academic achievement.

3. Professional Development:

Our approach to professional development recognizes the teacher as they key in the educational process to improve student achievement. We believe that our plan for professional development assists our educational community in continuing to grow professionally and personally. It is the mission of the Professional Development Committee to provide certificated staff with opportunities to enhance their teaching skills/techniques, develop and implement strategies to improve instruction, and foster a sense of personal growth and well being. The professional development plan will encourage the opportunity for staff to share talents, strengths, and skills.

We believe that teachers who view themselves as lifelong learners will foster an environment that will encourage their students, and ultimately the community, to value the educational process in an ever-changing world.

Our specific professional development goals for this year include providing staff with training and support to increase student achievement. This includes providing the staff with varied instructional strategies within the classroom in order to meet the needs of different learning styles. The staff will also update and modify curriculum with state and national objectives/criteria and provide valid and reliable assessments for these learning objectives. Their is time set aside during professional development days to monitor student progress, provide prompt intervention, and initiate cross-curricular coordination. The school district also provides training and support to provide a positive school environment. The staff will provide social skills lessons for the students. The school will plan various outlets to increase parent involvement through activities and communication. The staff will identify students for behaviors, participation in a social skills program. The school district will provide training and support to increase instructional technology usage by teachers. The staff will receive this training during professional development days and will be given time to collaborate.

Examples of previous Professional Development :

1. A four year professional development plan, which focused on the areas of Cooperative Learning, Reading and Writing Strategies, Assessment for Learning, and Differentiated Instruction was implemented. Each staff member had multiple meetings a year during PD days. Every meeting was structured with an agenda to focus on key concepts as well as a selected book to accompany each focus group. One example of a lesson from our reading and writing group dealt with a specific chapter nonfiction connections, advanced organizers, and text to text comparison over the same topic. Teachers were required to return to their rooms, implement one of the strategies learned and return the next meeting to share out. So many great conversations took place.
2. During the 2014-2015 school year, training was provided to the Freer staff via a Google certified trainer in Google Docs, Google Forms, Google Draw, etc. This training greatly enhanced the way teachers were able to collaborate, collect & organize data, and access information and documents.
3. Last year a representative from each grade level team attended training on implementing Student Learning Outcomes (SLOs). The SLO team then presented the SLO information to their grade level for implementation.

4. School Leadership:

Three characteristics of leadership at Freer Elementary that are currently present are: Teamwork or collaboration, setting high expectations and showing compassion. At Freer, collaboration is a partnership in which individuals work together, as a team, to reach a desired goal. The principal, as the school leader, not only encourages staff collaboration, but actually sets aside specific time to enable educators to work together. Through the use of PLCs (Professional Learning Communities) teams of teachers work together to discuss many topics and to problem solve. One of the teachers is the team leader. The team leader is responsible for setting the topics of the meeting, moving the meeting along, and delivering specific directives to the other team members. PLCs review student data, lesson plan, create formative and summative assessments and share ideas. PLCs also share their experiences with administration to receive feedback and/or clarification on specific questions or concerns. With the dawning of Every Student Succeeds Act, it is imperative that high expectations are set and a direct path on how to achieve and master these expectations needs to be clear and understood. The Principal at Freer sets high standards that are attainable, and commands the path to attain. Once the expectations are outlined and understood, one must have accountability. Making someone accountable does not mean that they are being watched or targeted. It means that the administration checks the progress and the process of reaching the desired goals. The principal works with individuals to determine what is working and what is not working or how things can be done better. This is accomplished through review of Student Learning Objectives (SLOs), classroom walkthroughs and evaluations. The principal also provides individuals with opportunities to grow and achieve high standards that are put forth through professional development that is not only effective, but relevant to the job and the job performance of each individual. An individual professional development plan is in place for each staff member. This plan is based on an area that both the administrator and staff member agree is an area for the staff member to focus on. The plan includes specific indicators of success, as well as, how development will take place. The plan and its focus will change as indicators are met or as areas of focus change. The building administrator shows compassion not only with words, but through actions. Creating a safe and positive working environment demonstrates that the leader has a vested drive in the well being and performance of the staff. The principal asks about how one feels or their thoughts on an idea or topic, inquires about their family and their personal interests. The principal also hands out “principal dollars”, which are given out to staff members who go above and beyond what is expected. The staff also selects a Teacher of Distinction from their peers quarterly and chooses a yearly Teacher of Distinction from the quarterly selections.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The one practice Freer Elementary employs that makes it so successful is the utilization of Professional Learning Communities (PLCs) which we call Learning Improvement Teams (LIT). Each grade level and special area teachers have common planning time at Freer. This allows the teams to meet at least once a week. During the meetings the teams review assessments and student data. The assessments include Pathways to Reading, district math summatives, Aims Web and Gates McGinitie. The LIT discusses both academics and social skills/behaviors of students. The team then decides what strategies to implement for student success, be it academically or socially. Teams discuss common practices such as: cooperative learning, differentiated instruction, implementation of technological resources, and additional periodical and print resources. The teams will choose what supplemental instructional opportunities that they will provide for the grade level. Such opportunities include: Junior Achievement, field trips, safety and health presentations and in school field trips. The LIT also explores various learning methods to reach the needs of all learners. It will determine if certain students require further, deeper instruction through interventions. Based on assessment results, the lowest 5% of the lowest 15% of the grade level will be referred for Tier 3 interventions. Then the bottom 5% of the remaining 15% are then referred for Tier 2 interventions. The LIT decides which specific intervention will be utilized for each student in both Tier 2 and Tier 3. The social needs of the students are also discussed during the common planning time. The team refers any social or home concerns to the counselor or the social worker employed by the district. The team discusses and shares what instructional strategies are most effective for given grade level expectations. Most recently, the LIT have created Student Learning Objectives (SLOs). SLOs are selected by the LIT as a whole. The team agrees upon what grade level expectation that they will focus on and how much they expect students to improve upon or master the given objective. Each teacher keeps track of their own students' progress on the SLO. The team meets to share strategies that they are implementing to attain mastery of the SLO and to discuss where their classes are in the SLO process. By allowing the grade level teachers and special area teachers common plan time for them to meet in their LIT, the students reap the benefits of having a team of teachers that are all in unison in their instruction mission and drive to successfully reach the desired expectations.