

# 2006-2007 No Child Left Behind – Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  K-12  Charter

Name of Principal Mr. Bedford R. McClintic  
(Specify: Ms., Miss., Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address P. O. Box 269, Pirate Cove Park  
(If address is P.O. Box, also include street address)

|                  |           |                               |
|------------------|-----------|-------------------------------|
| <u>Frankford</u> | <u>WV</u> | <u>24938-0269</u>             |
| City             | State     | Zip Code + 4 (9 digits total) |

County Greenbrier State School Code Number\* 026-204

Telephone (304) 497-2921 Fax (304) 497-2963

Web site/URL http://boe.gree.k12.wv.us/frankford E-mail brmcclin@access.k12.wv.us

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

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

Name of Superintendent\* Mr. John Curry  
(Specify: Ms., Miss., Mrs., Dr., Mr., Other)

District Name Greenbrier County Public Schools Tel. (304) 647-6470

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

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

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

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

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

*\*Private 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 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 has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. 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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |    |                     |
|----|---------------------|
| 10 | Elementary Schools  |
| 0  | Junior High Schools |
| 2  | Middle Schools      |
| 2  | High Schools        |
| 0  | Other               |
| 14 | TOTAL               |
2. District Per Pupil Expenditure:           \$8,385.26
- Average State Per Pupil Expenditure:           \$8,030.14

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

3. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
4.   29   Number of years the principal has been in his/her position at this school?  
  NA   If less than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade  | # of Males | # of Females | Grade Total |  | Grade        | # of Males | # of Females | Grand Total |
|--|------------|--------------|-------------|--|--------------|------------|--------------|-------------|
| <b>PreK</b>                                    | 19         | 11           | 30          |  | <b>7</b>     |            |              |             |
| <b>K</b>                                       | 20         | 18           | 38          |  | <b>8</b>     |            |              |             |
| <b>1</b>                                       | 26         | 19           | 45          |  | <b>9</b>     |            |              |             |
| <b>2</b>                                       | 25         | 13           | 38          |  | <b>10</b>    |            |              |             |
| <b>3</b>                                       | 20         | 18           | 38          |  | <b>11</b>    |            |              |             |
| <b>4</b>                                       | 15         | 17           | 32          |  | <b>12</b>    |            |              |             |
| <b>5</b>                                       | 13         | 17           | 30          |  | <b>Other</b> |            |              |             |
| <b>6</b>                                       |            |              |             |  |              |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |  |              |            |              | <b>251</b>  |

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

|   |             |                                |
|---|-------------|--------------------------------|
| 6. Racial/ethnic composition of the school. | 99%         |                                |
|   | 0%          | White                          |
|   | 1%          | Black or African American      |
|   | 0%          | Hispanic or Latino             |
|   | 0%          | Asian/Pacific Islander         |
|   | 0%          | American Indian/Alaskan Native |
|   | <b>100%</b> | <b>Total</b>                   |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year. 7%

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

|            |   |     |
|------------|---|-----|
| <b>(1)</b> | Number of students who transferred <i>to</i> the school after October 1 until the end of the year   | 5   |
| <b>(2)</b> | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 13  |
| <b>(3)</b> | Total of all transferred students [sum of rows (1) and (2)]   | 18  |
| <b>(4)</b> | Total number of students in the school as of October 1  | 252 |
| <b>(5)</b> | Total transferred students in row (3) divided by total students in row (4)                          | .07 |
| <b>(6)</b> | Amount in row (5) multiplied by 100   | 7   |

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient

Number of languages represented: 0  
 Specify Languages: \_\_\_\_\_

9. Students eligible for free/reduced-priced meals: 53%  
 Total number of students who qualify: 133

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why you chose it, and explain how you arrived at this estimate.

10. Students receiving special education services:

$$\frac{22\%}{55} \text{ Total Number of Students Served}$$

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

|          |                       |           |                                       |
|----------|-----------------------|-----------|---------------------------------------|
| <u>1</u> | Autism                | <u>0</u>  | Orthopedic Impairment                 |
| <u>0</u> | Deafness              | <u>10</u> | Other Health Impaired                 |
| <u>0</u> | Deaf-Blindness        | <u>15</u> | Specific Learning Disability          |
| <u>4</u> | Emotional Disturbance | <u>17</u> | Speech or Language Impairment         |
| <u>0</u> | Hearing Impairment    | <u>1</u>  | Traumatic Brain Injury                |
| <u>7</u> | Mental Retardation    | <u>0</u>  | Visual Impairment Including Blindness |
| <u>0</u> | Multiple Disabilities |           |                                       |

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

|  | <b>Number of Staff</b>  |                         |
|--|-------------------------|-------------------------|
|  | <b><u>Full-Time</u></b> | <b><u>Part-Time</u></b> |
| Administrator(s)                       | <u>1</u>                | <u>0</u>                |
| Classroom Teachers                     | <u>13</u>               | <u>0</u>                |
| Special Resources Teachers/Specialists | <u>5</u>                | <u>3</u>                |
| Paraprofessionals                      | <u>8</u>                | <u>1</u>                |
| Support Staff                          | <u>7</u>                | <u>1</u>                |
| <b>Total Number</b>                    | <b><u>34</u></b>        | <b><u>5</u></b>         |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

|                          | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96%       | 95%       | 95%       | 95%       | 95%       |

|                                     |     |     |     |     |     |
|-------------------------------------|-----|-----|-----|-----|-----|
| Daily teacher attendance            | 92% | 95% | 94% | 95% | 93% |
| Teacher turnover rate               | 10% | 14% | 5%  | 5%  | 5%  |
| Student dropout rate (middle/high)  | NA  | NA  | NA  | NA  | NA  |
| Student drop-off rate (high school) | NA  | NA  | NA  | NA  | NA  |

## **PART III - SUMMARY**

---

Frankford Elementary is a rural school located in the Greenbrier Valley of West Virginia. Our school serves a large, sparsely populated area of northern Greenbrier County. With a long tradition of excellence and pride in our past, we provide a world-class education for 21<sup>st</sup> Century Learners.

Frankford School’s attendance area is comprised of the former independent school districts of Frankford and Falling Springs (Renick). Our school campus was first established in 1920 and, until 1968, served students in grades one through twelve. Buildings currently used on the site range from our gymnasium built in 1950 to our main building built in 1977. Our current student population of 250 students ranges from Pre-Kindergarten (including Head Start) through the fifth grade. First through fifth graders are housed in two brick buildings, with pre-Kindergarten and Kindergarten each using separate structures. Facilities are modest but adequately maintained. We take pride in our attractive and pleasant campus. We refer to Frankford Elementary as “the school in the park.”

Families served by our school are of low to moderate income. Our percentage of needy students, based on the second month report, is 53.444%. Most of those above the poverty level are two-income households. Generally, workers must travel beyond the boundaries of our attendance area to find jobs outside of the home or off the family farm. Few of our parents have a college education or work in professional occupations. Frankford Elementary School has a strong sense of community. The school itself serves as the community center. Activities such as the Christmas dinner, school music programs and community ball games all take place on this friendly campus. There is a strong connection to the larger community, as well. Community and school leaders share the responsibility for Veterans’ Day Programs, Halloween parades and the Frankford Autumnfest. This fall festival celebrates our rural roots and fosters a sense of cultural heritage in our students.

Frankford School was designated a Title I Distinguished School in 2003, 2004, 2005, and 2006. We have also been recognized as a West Virginia Exemplary School for 2005 – 2006 and 2006 – 2007.

Frankford Elementary School teachers are experienced, competent, and committed to the achievement of each individual child. Most have been teaching for more than 20 years. Several of our teachers are involved in the Extended Day Program offering tutoring in reading and math skills to our “borderline” students. This program is in place to ensure that all children are given the opportunity to reach their full learning potential.

The vision of Frankford Elementary is “to provide a warm, nurturing environment that allows all students to develop into caring, responsible citizens who demonstrate a caring attitude toward themselves and others.” Our adopted mission is “to provide safe, humane, highly academically engaged classrooms enabling each child to realize his or her ultimate potential and to become a life long learner.”

Our school community shares the belief that the best school in America should be located in Frankford, West Virginia. With an emphasis on academics, meeting the needs of every child, and providing individual attention, we are constantly working toward that goal.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results:**

West Virginia requires that all elementary students in grades three and above take the West Virginia Educational Standards Tests (WESTEST) in Mathematics, Reading, Science, and Social Studies each year. Students are assigned to one of five performance levels based on their scale score. The five performance levels are: Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished. The standard for Proficiency is achieved if the student scores at the Mastery level or above. Students scoring at the two highest levels (Above Mastery and Distinguished) exceed the standard and are considered to be highly proficient.

All students are expected to attain Proficiency level by 2014. To determine Adequate Yearly Progress (AYP) toward that goal, West Virginia has set annual measurable objectives for a percentage of each subgroup to attain the Proficiency level. To achieve AYP, each subgroup of 50 or more students at our school must attain these objectives in both reading and mathematics.

Due to our school demographics, there are only two subgroups with the required number of 50 students. These are the white and low Socio Economic Status (SES) subgroups. The white group is substantially the same as our total population. Therefore, we have not reported data separately for white students. We do have a substantial number of students with disabilities and therefore report and analyze this group's score for internal improvement purposes. Frankford School has met or exceeded the AYP standards each year. In 2006 the AYP standards for West Virginia elementary schools was 72% in reading and 67% in mathematics. Our Proficiency rate was 93% in reading and 96% in math, well over twenty percentage points higher than the standard.

Our test scores demonstrate that our rate of students attaining proficiency in reading and mathematics is improving. Scores three years ago showed a proficiency rate of 77% in reading and 87% in math. The two-year gain in reading is 16% and in mathematics the two-year gain is 9%. Both our low SES group and our students with disabilities group do score lower than our total group. However, dramatic progress is being made with both subgroups. Ninety-two percent of the low SES group attained proficiency in both mathematics and reading in 2006 (up from 2004 by 11% in math and 26% in reading). Students with disabilities attained proficiency at a rate of 81% in mathematics and 76% in reading. Gains for this group of 5% in math and 30% in reading indicate that we are successfully closing this achievement gap. The Frankford Elementary Staff will continue to identify these students and provide increased attention to ensure continued progress for all students.

The Frankford School is also committed to increasing the percentage of highly proficient students (Above Mastery and Distinguished). In 2006, 68% of our students exceeded standards and were deemed highly proficient in mathematics and 50% were highly proficient in reading. These scores represent gains of 35% in math and 12% in reading.

Our students generally improve in their performance as they move upward through the grades. We are proud to report that 100% of our 2006 graduating students rated as proficient. Further information on the WV assessment system may be found at <http://osa.K12.us>.

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

Assessment (WESTEST) results are used both to improve school effectiveness and student achievement. Results are compared to the West Virginia Content Standards and Objectives (CSOs) to determine where improvement is needed in each of these areas. Using various assessment reports (WESTEST results, Test Mate Clarity), our teachers analyze data in two ways. Initially, they address teacher effectiveness as they look at the group results of their previous year's class to identify areas of general weakness, indicating a need for improved instruction. As they plan instruction for the current year, they reflect on these practices, strategies and activities they used to determine why or why they were not effective. Teachers meet in grade level groups and with instructional coaches to review this type of data and to share areas of strength among themselves. This collaborative activity fosters a sense of community as teachers all strive together to improve student achievement.

Teachers also look at individual student achievement data for their current class of students to create a strategic plan for their classroom. As they break down the data, they analyze strengths and areas needing improvement across a content area. This information is shared with students in "test talks", where students actually highlight their weak areas. As they do this, they know to participate in a more engaged way as those areas are addressed in the classroom. Each teacher also "frames" his or her students to identify those with weaknesses in different content areas. This keeps the individual needs of these students always in the teacher's mind and as he or she provides instruction, special attention is given to those identified students.

Students who consistently demonstrate "highly proficient" achievement are celebrated and challenged to take their own learning to an even higher level. Frankford teachers revise instruction and create opportunities for these high-performing students to move to the next level of performance.

## **3. Communicating Assessment Results:**

Frankford Elementary School communicates student performance to students, parents, and the community in many ways. Weekly newsletters, three-week progress reports, six-week report cards, parent-teacher conferences, the school calendar of events, Parent Teacher Association meetings, and individual notes and telephone calls further our goal to have students and parents accept ownership of academic performance and share the responsibility for progress with the school staff.

When our WESTEST results are released, a student report and a letter of explanation are provided to parents. This letter educates parents in how to read and interpret the student assessment report and gives parents specific questions and ideas to enable them to meaningfully discuss the reports with their children. Prior to this letter going home, teachers have discussed the test results with their students in "test talks", and students know the areas of their report that should be celebrated as well as the areas that identify learning needs. Students and teachers have identified the areas where they need to work "just a little harder" to move into the next performance level. This makes for a more meaningful discussion between student and parent when they both are "speaking the same language." Assessment results are also discussed individually at parent-teacher conferences and specific learning goals based upon assessments results are addressed at Student Assistance Team (SAT) meetings.

Informational programs on understanding assessment results are also provided by the PTA at one of their meetings early in the year. Frankford Elementary School has an extensive parent involvement program whose primary focus is to involve the parent in the academic performance of

their children and the success of the school. Parents and the general community are also given a copy of the annual School Report Card provided by the West Virginia Department of Education.

#### **4. Sharing Success:**

Frankford Elementary School shares its successes through several channels. Greenbrier County Schools has monthly county administrator meetings where the major topic is student achievement. The superintendent has administrators who have experienced success or recognition share with the entire group the difference-makers at their school. At each meeting several principals tell of programs or strategies that their school is using or has tried that have made a difference in the achievement of their students. The other principals are then encouraged to take that information back to their school and modify it to meet their own needs in order to address and improve the strategies and activities already in place.

Greenbrier County's instructional coaches work at several different schools. Frankford's coach recently videotaped a classroom doing morning meeting to be used in staff development throughout the county as an excellent example of classroom management. This coach also brings ideas into our school from other schools that she thinks might impact the instruction and achievement here at Frankford Elementary School.

The officers and most active members of the Greenbrier County Reading Council are on staff at Frankford Elementary School. They have coordinated and participated in several county-wide efforts to share expertise and professional practices such as a workshop on *Brain Gym*. The chairman of Greenbrier County Staff Development Council for the last two years is a member of the Frankford Elementary School Staff. Teachers at our school facilitate both the "Battle of the Books," a county-wide program to encourage independent reading, and the Young Writers' Contest, a program to encourage and support our emergent writers. Many of our teachers participate in monthly Collegial Professional Learning Communities to support teachers in the implementation of our standards-based mathematics initiative. These teachers not only share successes and ideas from Frankford School with others in the group, they also come back with strategies to support our teachers in their efforts to improve teacher effectiveness and student achievement here.

## **PART V - CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum:**

Frankford Elementary School's curriculum is guided by the policies and guidelines set out by the WV Board of Education and the Greenbrier County Board of Education. At the school level, a curriculum team comprised of the principal, counselor and three teachers is charged with implementation and improvement in the area of curriculum.

West Virginia Policy 2520, Content Standards and Objectives, is the adopted curriculum for our school. Resources such as instructional materials provided by the state, information from the Internet, and other outside materials are in place to support this adopted curriculum. Frankford School delivers content according to the following programmatic levels: Pre-Kindergarten (Head Start), Primary Elementary (K-2), Intermediate Elementary (3 - 4), and Middle Level (5).

Our Pre-Kindergarten is driven by the belief that a child's early years are the most important time for learning and growing. The *Creative Curriculum* in use at our school provides a comprehensive framework that guides teachers in providing a preschool program in which children learn important skills and content, and develop social competence. This program covers the areas of

social and emotional development, the arts, physical health and development, language and literacy, mathematics and science.

In the Primary Elementary (K-2) program, the focus is on reading, language and mathematics. We provide a print-rich environment and foster exploration through hands-on learning in all areas. A minimum of 90 uninterrupted minutes for reading instruction and 60 minutes of mathematics instruction is provided. This is our core for this age level. The reading block is composed of guided reading, independent reading, shared reading, literacy centers and ample opportunities to write. The mathematics curriculum is inquiry-based. We are in the process of a phased-in implementation of *Investigations*, our county-adopted standards-based mathematics program that allows children to discover mathematical concepts with opportunities for exploration and communication. Science, social studies, and visual arts activities are integrated into the reading program. Students are also provided instruction in physical education, music and health.

In the Intermediate Elementary (3-4) program, daily instruction includes reading, mathematics, science, and social studies. A minimum of 90 minutes of reading and 60 minutes of mathematics instruction is provided. Writing is integrated within each of these core areas. The mathematics instruction is based on *Investigations*, the county-adopted curriculum for standards-based learning. Instruction is also provided in Visual Art, Music, Physical Education, and Health. Technology is included in all subjects.

At the Middle Level (5) the core areas of reading, mathematics, science, and social studies are taught for 60 minutes daily with an additional 30 minutes of language arts. Instruction is also provided in visual arts, music, physical education, and health on a regular basis. School guidance, career exploration, and technology round out the curriculum for this grade level. High expectations for student performance are well established, and the ICT literacy, life skills, learning and thinking skills, 21<sup>st</sup> century content and assessments are in place to enable our students to become critical thinkers prepared for the 21<sup>st</sup> Century workplace.

## **2a. Reading:**

The most important factor in our reading program is time on task. We believe that the complex task of learning to read is our first priority in the early grades. Therefore, we devote a large part of our instructional day to explicit, systematic instruction in reading. Our minimum time allocation is 90 minutes per day, but in reality, our first and second grade teachers may use up to three hours per day in reading and language related activities. These learning activities include oral language development, listening skills, word wall, shared group reading, writing, and journaling.

In our core reading program, we instruct our students in the research-based five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Research has shown this to be a fundamentally sound system of deriving meaning from print. Our county uses Scott Foresman Reading to instruct our students in the West Virginia CSOs for reading and language arts.

In grades three through five our instruction moves to a four-block approach. This includes guided reading, shared reading, writing workshops, and independent reading. This approach to reading provides our students with varied opportunities to become fluent readers.

Time and opportunities for independent reading are provided daily at all grades. In the early grades students are read to, so they are introduced to the beauty of the language and the elements of literature from the beginning. Community members are encouraged to visit the classrooms regularly to read to the children. In the upper grades students are involved in literature circles and writing

book reports so that they are immersed in books embracing all genres from biographies to realistic fiction.

Our students have access to books continually. Our school library and each classroom's library are filled with a variety of texts. Students in grades three to five participate in a county-wide contest called "Battle of the Books," a program to nurture a love of independent reading.

Another of the valuable aspects of our reading program is our reading promotional and student motivational activities. Visiting authors, accelerated reader programs, and free book distributions through our Reading is Fundamental (RIF) program nurture a love of books and reading.

### **3. Additional Curriculum Area:**

Over the years mathematics has been a relative strength in Frankford School's curriculum. We believe that students can develop high levels of performance in mathematics and have allocated significant instructional time to the program. We have also devised promotional and student recognition activities to supplement our basic mathematics instruction. In an effort to make top math students our school heroes, we participate in math field day competition and have a math challenge program where we recognize students who meet our achievement criteria as "Math Masters." Assessment results indicate that we have had success in raising math achievement.

Our basic mathematics curriculum is based on our West Virginia CSOs. Over the last two years we have moved from a traditional basal approach toward implementing a standards-based mathematics approach with *Investigations*, a National Science Foundation approved program developed by TERC and published by Scott Foresman. We believe that all students can and should be proficient in mathematics. This involves more than memorization. It means understanding mathematics, computing fluently, applying concepts to solve problems, reasoning logically and engaging with mathematics - seeing it as sensible, useful, and doable. Our instructional coach, Title I math teacher and county elementary curriculum director provided a parent workshop to help parents understand the different instructional methods and homework expectations of this new program. Two summer math academies have been provided for our teachers to become better facilitators of this kind of learning. Training in cooperative learning groups, managing a high-energy classroom, and asking questions that require higher order thinking skills has been provided to our teachers. Monthly Collegial Professional Learning Communities are in place to share strategies and strengthen inquiry-based teaching skills.

This pedagogical change is a challenge to all – students, teachers, administrators and parents, but we are meeting the challenge to develop strong mathematical thinkers. We are responding to the call to develop 21<sup>st</sup> Century workers, and we know that this standards-based implementation is an important first step.

### **4. Instructional Methods:**

At Frankford Elementary School, our teachers use a variety of child centered instructional methods. We use a systematic approach to improvement using assessment results to revise our instructional methodology and reteaching of skills and knowledge as needed.

We also utilize a variety of classroom groupings to enhance learning and pace instruction. Whole-group instruction, small group instruction, and individual instruction are provided as appropriate. Teachers use differentiation to provide for different learning styles and levels in their classrooms. Many of our teachers are using literacy centers in their classrooms and our Title I

reading and math teachers often team with the regular classroom teacher. This co-teaching approach provides opportunities for special attention to small groups and individuals as indicated. Teachers now make these kinds of grouping decisions based upon the assessment data.

Over the past several years, we have increased our use of technology to assist in teaching basic skills and to integrate technology into the curriculum. We use Compass software to enhance basic skills both in reading and in math. Teachers are trained to use the software provided by the new science textbook adoption for integrating technology into the science classrooms. The use of graphic organizers is possible for our school with the Kidspiration technology program provided by the county.

Where appropriate, teachers are providing exploratory learning opportunities and facilitating a hands-on approach to learning. We have made significant investments in this approach to mathematics and science. Problem-based learning is an important tool used to integrate learning across the content areas. Teachers think about the strategies set out by Marzano in his book, *Instructional Strategies that Work*, when planning lessons and activities for their students. Our teachers are veterans who choose instructional methods based on prior experience and proven results as well as methodology suggested by current research.

## **5. Professional Development:**

Greenbrier County Schools has provided the Frankford School staff with an excellent staff development program. Recent topics for group sessions were *A Framework for Understanding Poverty* with Ruby Payne-trained presenters and a day each of the past two summers with John Strebe on developing skills for facilitating “Cooperative Learning.” Patricia Davenport, author of *Closing the Achievement Gap*, presented to our faculty on strategies for using the 8-Step Process, an instructional improvement plan developed in Brazosport, Texas.

Many of our K – 2 teachers have recently been trained to use DIBELS for benchmark reading assessments. The county provided three days of training in implementing standards-based mathematics over the last two summers. Our district has also formed Collegial Professional Learning Communities for discussion and sharing of strategies for implementing standards-based mathematics with many teachers participating. Professional development in the program *Kidspiration* has been provided to assist teachers in working with graphic organizers for writing activities as well as in instructional areas.

At the school level, we have an assigned instructional coach provided by the Title I program. This coach works with teachers to model instructional techniques, to support teachers in learning new skills and to provide leadership for book studies. Our most recent book study led by this coach was *Teaching With Love and Logic* by Fay and Fink. Her next program will be to lead a book study with the book *6 + 1 Traits of Writing*. This book will help us to implement a new writing program for our students.

Our district and school professional development activities have been chosen from our analysis of the county and school level data to meet the needs of the professional staff to support student learning. When professional development is focused on carefully identified need, student achievement is impacted!

Subject Math Grade All Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 96               | 94               | 87               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 68               | 44               | 33               |
| Number of Students Tested                             | 92               | 139              | 136              |
| Percent of Total Students Tested                      | 98               | 100              | 100              |
| Number of Students Alternatively Assessed             | 2                | 1                | 1                |
| Percent of Students Alternatively Assessed            | 2                | 1                | 1                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 92               | 91               | 81               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 71               | 35               | 27               |
| Number of Students Tested                             | 54               | 81               | 86               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 81               | 77               | 76               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 45               | 34               | 14               |
| Number of Students Tested                             | 23               | 35               | 37               |

Subject Reading Grade All Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 93               | 86               | 77               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 50               | 40               | 38               |
| Number of Students Tested                             | 92               | 138              | 136              |
| Percent of Total Students Tested                      | 98               | 99               | 100              |
| Number of Students Alternatively Assessed             | 2                | 1                | 1                |
| Percent of Students Alternatively Assessed            | 2                | 1                | 1                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 92               | 81               | 66               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 50               | 35               | 30               |
| Number of Students Tested                             | 54               | 80               | 86               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 76               | 62               | 46               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 18               | 18               | 14               |
| Number of Students Tested                             | 23               | 34               | 37               |

Subject Math Grade 3 Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 88               | 91               | 90               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 62               | 45               | 45               |
| Number of Students Tested                             | 34               | 33               | 31               |
| Percent of Total Students Tested                      | 100              | 100              | 100              |
| Number of Students Alternatively Assessed             | 0                | 0                | 1                |
| Percent of Students Alternatively Assessed            | 0                | 0                | 3                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 83               | 83               | 87               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 61               | 33               | 40               |
| Number of Students Tested                             | 18               | 12               | 14               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 60               | 63               | 50               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 10               | 25               | 50               |
| Number of Students Tested                             | 10               | 8                | 2                |

Subject Reading Grade 3 Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 91               | 91               | 87               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 41               | 42               | 51               |
| Number of Students Tested                             | 34               | 33               | 31               |
| Percent of Total Students Tested                      | 100              | 100              | 100              |
| Number of Students Alternatively Assessed             | 0                | 0                | 1                |
| Percent of Students Alternatively Assessed            | 0                | 0                | 3                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 89               | 83               | 73               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 39               | 50               | 33               |
| Number of Students Tested                             | 18               | 12               | 15               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 80               | 63               | 0                |
| % "Highly Proficient" (Above Mastery & Distinguished) | 10               | 12               | 0                |
| Number of Students Tested                             | 10               | 8                | 2                |

Subject Math Grade 4 Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 96               | 97               | 78               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 67               | 44               | 17               |
| Number of Students Tested                             | 27               | 32               | 41               |
| Percent of Total Students Tested                      | 96               | 100              | 100              |
| Number of Students Alternatively Assessed             | 1                | 1                | 0                |
| Percent of Students Alternatively Assessed            | 4                | 3                | 0                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 93               | 95               | 63               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 71               | 35               | 11               |
| Number of Students Tested                             | 14               | 20               | 19               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 86               | 83               | 57               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 71               | 33               | 0                |
| Number of Students Tested                             | 7                | 6                | 7                |

Subject Reading Grade 4 Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 89               | 90               | 73               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 56               | 42               | 24               |
| Number of Students Tested                             | 27               | 31               | 41               |
| Percent of Total Students Tested                      | 96               | 97               | 100              |
| Number of Students Alternatively Assessed             | 1                | 1                | 0                |
| Percent of Students Alternatively Assessed            | 4                | 3                | 0                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 86               | 89               | 52               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 57               | 44               | 11               |
| Number of Students Tested                             | 14               | 19               | 19               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 57               | 80               | 29               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 14               | 40               | 0                |
| Number of Students Tested                             | 7                | 5                | 7                |

Subject Math Grade 5 Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 100              | 96               | 94               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 77               | 39               | 33               |
| Number of Students Tested                             | 31               | 46               | 33               |
| Percent of Total Students Tested                      | 97               | 100              | 100              |
| Number of Students Alternatively Assessed             | 1                | 0                | 0                |
| Percent of Students Alternatively Assessed            | 3                | 0                | 0                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 100              | 97               | 71               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 80               | 35               | 21               |
| Number of Students Tested                             | 20               | 31               | 14               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 100              | 80               | 100              |
| % "Highly Proficient" (Above Mastery & Distinguished) | 80               | 50               | 0                |
| Number of Students Tested                             | 5                | 10               | 9                |

Subject Reading Grade 5 Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 100              | 85               | 67               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 55               | 32               | 14               |
| Number of Students Tested                             | 31               | 46               | 33               |
| Percent of Total Students Tested                      | 97               | 100              | 100              |
| Number of Students Alternatively Assessed             | 1                | 0                | 0                |
| Percent of Students Alternatively Assessed            | 3                | 0                | 0                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 100              | 90               | 50               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 55               | 35               | 14               |
| Number of Students Tested                             | 20               | 31               | 14               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | 100              | 70               | 33               |
| % "Highly Proficient" (Above Mastery & Distinguished) | 40               | 20               | 0                |
| Number of Students Tested                             | 5                | 10               | 9                |

Subject Math Grade 6 Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | *                | 90               | 88               |
| % "Highly Proficient" (Above Mastery & Distinguished) | *                | 54               | 45               |
| Number of Students Tested                             | *                | 28               | 31               |
| Percent of Total Students Tested                      | *                | 100              | 100              |
| Number of Students Alternatively Assessed             | *                | 0                | 0                |
| Percent of Students Alternatively Assessed            | *                | 0                | 0                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | *                | 83               | 82               |
| % "Highly Proficient" (Above Mastery & Distinguished) | *                | 25               | 36               |
| Number of Students Tested                             | *                | 12               | 14               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | *                | 88               | 66               |
| % "Highly Proficient" (Above Mastery & Distinguished) | *                | 38               | 0                |
| Number of Students Tested                             | *                | 8                | 3                |

\* Sixth grade was no longer attending elementary school due to opening of the middle school (6-8 grades).

Subject Reading Grade 6 Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication 2004 Publisher CTB McGraw Hill  
 Year \_\_\_\_\_

| <b>Year</b>   | <b>2005-2006</b> | <b>2004-2005</b> | <b>2003-2004</b> |
|---|------------------|------------------|------------------|
| <b>Testing Month</b>                                  | May              | May              | April            |
| <b>SCHOOL SCORES*</b>                                 |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | *                | 75               | 84               |
| % "Highly Proficient" (Above Mastery & Distinguished) | *                | 47               | 54               |
| Number of Students Tested                             | *                | 28               | 31               |
| Percent of Total Students Tested                      | *                | 100              | 100              |
| Number of Students Alternatively Assessed             | *                | 0                | 0                |
| Percent of Students Alternatively Assessed            | *                | 0                | 0                |
| <b>SUBGROUP SCORES</b>                                |                  |                  |                  |
| 1. Low Socio Economic Status (Free/Reduced Lunch)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | *                | 58               | 55               |
| % "Highly Proficient" (Above Mastery & Distinguished) | *                | 25               | 55               |
| Number of Students Tested                             | *                | 12               | 11               |
| 2. Students with Disabilities (Special Education)     |                  |                  |                  |
| % "Proficient" (Mastery & Above)                      | *                | 50               | 100              |
| % "Highly Proficient" (Above Mastery & Distinguished) | *                | 25               | 66               |
| Number of Students Tested                             | *                | 8                | 3                |

\* Sixth grade was no longer attending elementary school due to opening of the middle school (6-8 grades).