

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Mia McCreary

Official School Name: Frazee Elementary School

School Mailing Address:
600 W 3rd St.
Connersville, IN 47331-9429

County: Fayette State School Code Number*: 1909

Telephone: (765) 825-6811 Fax: (765) 827-4805

Web site/URL: http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1909 E-mail:
miamc@fayette.k12.in.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Russell Hodges, Ed.D.

District Name: Fayette County School Corporation Tel: (765) 825-2178

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Stephen Kaiser

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|-----------|---------------------|
| 8 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 10 | TOTAL |

2. District Per Pupil Expenditure: 9200

Average State Per Pupil Expenditure: 10400

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

 If fewer 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	Grade Total
PreK			0	7			0
K	38	22	60	8			0
1	26	19	45	9			0
2	26	17	43	10			0
3	25	25	50	11			0
4	23	35	58	12			0
5	26	21	47	Other			0
6	25	33	58				
TOTAL STUDENTS IN THE APPLYING SCHOOL							361

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
4 % Two or more races
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 27 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	55
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)].	101
(4)	Total number of students in the school as of October 1.	374
(5)	Total transferred students in row (3) divided by total students in row (4).	0.270
(6)	Amount in row (5) multiplied by 100.	27.005

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

English

9. Students eligible for free/reduced-priced meals: 61 %

Total number students who qualify: 220

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

10. Students receiving special education services: 14 %

Total Number of Students Served: 50

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>7</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>4</u>	<u>11</u>
Total number	<u>30</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	94%	94%	93%	95%	94%
Teacher turnover rate	12%	12%	16%	7%	7%

Please provide all explanations below.

During the 2005-2006 school year Frazee Elementary had two teachers who relocated to other states and one teacher that retired.

Attendance rates are above 95% from 2003 through 2008.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Frazee Elementary is located in Connersville, a small town in a rural area of southeastern Indiana. We have a diverse population of students from low income to our higher level income residents. 61% of our students live in poverty based on students eligible for free and reduced priced meals. 14% of our student population receives special education services. We have a mobility rate of 27% or higher. On a state level, Fayette County has consistently ranked in the top three counties for highest unemployment. Our major employer, that at one time employed over 3,000 people, has recently closed. The teen pregnancy rate is among the highest in the state. The literacy rate is below the normal average for our size community.

The success of Frazee Elementary is attributed to strong leadership at all levels. As a district we have aligned instruction to the Indiana Academic Standards for the locally adopted curriculum. The local curriculum includes a map to assist pacing, core standards to help ensure mastery of key concepts and skills, and assessments to measure student progress. The Frazee staff sets high expectations that provide a learning environment that meets the unique potential of each student. Frazee's staff is committed to providing learning experiences in an environment that is safe, harmonious, and conducive to learning, enabling a diverse population of all ages to become independent, productive citizens and lifelong learners. Our classrooms are well organized with routines and procedures firmly in place. As a result, students are aware of expectations which allows for optimal learning. The staff is highly trained with the majority holding masters degrees and several years of experience in teaching. Our staff includes a trained literacy coach that provides "in house" professional development and support for all teachers.

Frazee has celebrated significant improvement in our state mandated test the ISTEP + over the past three years and have met the requirements for Annual Yearly Progress as determined by the NCLB Act for 2005, 2006 and 2007. Over the last four years we have out performed the state average on ISTEP +. In 2008, Frazee was one of seven schools in Indiana to receive the Title I High Performing School Award. Also, in 2003, Frazee was awarded a Comprehensive School Reform Grant totaling over \$400,000 over three years to enhance literacy and math instruction.

Our K-2 classrooms have implemented a balanced literacy approach made possible through the Comprehensive School Reform Grant. Students are actively engaged in authentic and purposeful reading and writing through such components as guided reading and writing workshop. Guided reading supports our most struggling readers in the intermediate grades. Balanced literacy allows students to develop effective strategies to be independent learners. Daily observations and ongoing authentic assessment help to guide instruction along with corporation wide assessments. Intermediate teachers practice differentiated instruction in math. Content area subjects are integrated throughout the curriculum. Intermediate teachers at each grade level specialize in teaching either science or social studies and students switch classrooms for those subjects.

Title 1 supports our interventions at every grade level. Our Title 1 support staff is directed by our literacy coordinator and they are trained in the same practices as our classroom teachers. Our special education students are serviced through a full inclusion program which involves team teaching and planning with classroom teachers.

Frazee students have opportunities to participate in numerous enrichment activities such as: Young Astronauts, Intramurals, Student Council, Spell Bowl, County Spelling Bee, Drama Club, Safety Patrol, Science Fair, DAR Essay Contest, Young Authors. We also provide incentives for reading, attendance, academic achievement, Rocket Math and character education. Additional activities might include, band, Boy Scouts, Girl Scouts and 4-H. After school remediation is provided for all students identified as struggling in academic areas based on standard assessments.

Parent involvement is a huge asset to our success. We have 98% attendance at parent teacher conferences. Fifth grade parents are actively involved throughout the year with coordinating fund raising for our fifth grade field trip to Washington DC. Attendance is high for programs such as music, awards, academics, and celebrations.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Frazer Elementary teachers use a variety of assessments, both formative and summative to drive instruction. Kindergarten through second grade students are given the Marie Clay's Observational Survey (OS) to evaluate students' reading level, literacy skills including: letter recognition, sight word recognition, concepts about print, writing vocabulary, hearing and recording sounds and words (HRSW). This assessment gives teachers information about the individual reader and identifies skills needing additional attention in instruction.

Students in grades 3-6 are given the Rigby Benchmark assessment to determine students' reading abilities using unseen, meaningful text. The assessment contains 30 accurately leveled text ranges progressing from emergent level through fluency (K-5). This assessment helps teachers organize students into groups of similar learning needs and helps them plan needed instruction.

Students in grades kindergarten through sixth grade are given a quarterly writing assessment. Students write to a prompt much like the ISTEP+ assessment and the assessment is scored using the Fayette County School Corporation rubric. Teachers collaborate each nine weeks using the results of the assessment to determine the skills in need of review.

Students in grades K-6 are given instruction in math problem solving strategies and are assessed monthly to assess the application of these strategies. Students in grades 1-5 are given grade level math facts that are assessed throughout the year. First grade students are expected to master all addition facts, second grade subtraction facts, and grades 3 and 4 master the multiplication facts. The fifth grade goal is to master the division facts.

Currently, students in grades 2, 3, 4, 5, and 6 take the Northwest Evaluation Association (NWEA) test, an achievement level test, at least two times per year to examine individual academic growth and progress toward mastery of grade level standards in Reading, Language Usage and Mathematics. In addition to identifying skills and concepts individual students have learned, it diagnoses instructional needs and monitors growth over time. The NWEA assessment provides a RIT Score (equal interval score that ranges from 151-260). Students that raise their RIT score three points within a testing period are considered to be a significant difference. RIT scores should be typical of that grade level and the final score is an estimate of the student's achievement level. Specific growth targets are identified for students based upon the baseline testing at the beginning of the year.

Students in grades 3, 4, 5, and 6 are required to take the ISTEP+, a criterion-reference test, designed by the Indiana Department of Education to measure the academic performance of students in English/Language Arts and Mathematics. Students in grade five also take the Science portion of the ISTEP+ to measure their performance on these standards. The ISTEP+ results are used to determine if schools are making Adequate Yearly Progress (AYP) in all sub groups as required by Indiana's Accountability System for Academic Progress established by PL 221 and the No Child Left Behind Act of 2001. Students are taught grade level standards based on the Indiana academic standards, as teachers use curriculum mapping checklists and follow the corporation's curriculum guides found in each and every classroom. The ISTEP+ assessments provide individual student information. Aggregate student results are used as primary performance indicators for continuous school improvement. Performance levels for the ISTEP+ are Pass, Pass+ and Did Not Pass. Subgroup data are then disaggregated for gender, race, socioeconomic, and special education if 30 or more students fall in the category. This disaggregated data for Frazer can be accessed at: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1909>

Students in grades kindergarten and first semester first graders are given the STAR Early Literacy assessment. This computer-adaptive diagnostic assessment and database provides information on a student's literary skills. It measures 41 different skills in the kindergarten areas of general readiness, graphophonemic knowledge, structural analysis, vocabulary, phonemic awareness, phonics and comprehension. This information helps the teacher provide effective instruction that builds on each student's strengths.

In addition, all students in grades 1-6 take the STAR Reading Assessment which provides information for teachers to guide students to higher reading levels. This computer adaptive test provides data to help place students at their appropriate reading level. It also accurately tracks students' progress throughout the year and gives parents benchmarks of their performance on a quarterly basis. The computer provides norm referenced reading scores including instructional levels, percentiles, grade equivalents and normal curve equivalents. This assessment tool also determines the students' "zone of proximal development", a level where reading is challenging but not frustrating.

Each quarter students are given standards-based benchmark assessments developed from an item bank through Education Testing Service (ETS) . The benchmark assessments are time specific learning expectations for each quarter and provide evidence that a standard has been mastered. Teachers reteach a skill or concept and then reassess to determine progress. Ongoing professional development is provided on in-service days, scheduled training days and staff meetings to guide teachers in the implementation of best practices in the classroom. Teachers look at data, collaborate, examine research based strategies and set goals for improvement. These best practices support the academic standards and provide direction for instruction and academic growth.

2. Using Assessment Results:

Fraze teachers disaggregate all assessment data to help improve students' academic success and instruction. The data is the foundation for our school improvement plan and directs our professional development plan. Each year the staff reviews the ISTEP+ results to look for trends and gaps in student learning among subgroups. Teachers use this information to make decisions on their instructional focus. This data is also used to plan professional development on in-service days and staff meetings as we match student learning gaps with teachers' instructional skills. The ISTEP+ is also used to identify students for extended day and summer school remediation as well as gifted and talented programs.

Quarterly benchmark, writing and problem solving assessments, are administered to students in grades K-6 to evaluate how students are mastering grade level academic standards. Teachers use the results to drive their instruction and provide meaningful review for their students. Teachers examine research based strategies and set goals for improvement.

NWEA (Northwest Evaluation Association) is taken by students in grades 2-6 to measure academic progress. These state-aligned computerized adaptive assessments reflect the instructional level of each student and measures growth over time in the areas of math, language usage and reading.

3. Communicating Assessment Results:

The Fraze Elementary School staff frequently communicates high expectations, the best in student performance and the celebration of achievement. This communication is accomplished in multiple ways through out the school year. Students daily work performance is reported every four and a half weeks through mid-terms, and again at nine weeks with the report card. Students take home a folder each week with completed work and tests so parents know how their child is doing on a weekly basis. A step wall is on display of all K-2 students' performance growth in Fraze's Reading Lab and is updated monthly by classroom teachers.

Students set goals to read fiction and nonfiction books and are given incentives through Reading Counts, Reading Logs, Spartan Reader and Rocket Math. Upon meeting goals, students celebrate bi-weekly and are

given prizes from the PTO, principal and librarian. These are shared with the entire Frazee School family in the monthly newsletter.

Classroom and school newsletters provide vital information to parents of past and current curriculum related activities as well as planning for future tests, assignments and learning experiences. At the end of each quarter families and community members are invited to attend Frazee's Achievement Celebration as we honor our students for their outstanding character, community service and academic accomplishments for the previous nine weeks.

Parent meetings are held for each grade level at the beginning of the year to explain curriculum, school and classroom expectations of students. Students use daily agendas to improve communication between school and home. Conferences between parents, students and teachers are planned as part of the school calendar twice each year, in the fall and winter. Teachers and parents also use telephone conferences, e-mail and additional conferences throughout the year as needed.

Individual NWEA and ISTEP+ tests results are sent home to parents with a letter explaining the scores. Our community is informed of the ISTEP+ results each grade level group tested through the school newsletter, news media, televised school board meetings and the Annual Performance Report. The Indiana Department of Education has a website available that shows data for every public school in the state.

4. Sharing Success:

Frazee staff feels strongly that sharing and celebrating our successes is important not only for our growth but the growth of others. Our teachers participate in professional development and committees for our school and the district. Frazee teachers take leading roles for change as well as share and model effective instructional strategies. Frazee's open door policy has welcomed other schools within our district and around the state to observe Guided Reading, Writing Workshop and classroom management.

Highly qualified teachers have served as mentors to beginning teachers. Several Frazee teachers have served as supervisors of student teachers and those completing their undergraduate practicum work. Frazee Elementary teachers participate in monthly grade level meeting to map the curriculum, discuss content and research based best teaching practices. The school's newsletter is shared throughout the district as another means of sharing Frazee's success.

Our teachers and principal have been invited to present our successes and programs at school board meetings, state educational programs and to schools outside of Fayette County. Many of our teachers are actively involved in professional educational organizations.

Frazee Elementary students have been successful participants in the regional Science Fair, Spell Bowl, Young Astronauts, Athletic and Academic Presidential Awards and Young Authors.

Our corporation communicates awards, recognitions and other accomplishments during televised school board meetings and annual Awards Night.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Fayette County School Corporation's curriculum is based on the Indiana Academic Standards. Teachers in the corporation developed curriculum maps for each grade level that help ensure there are no gaps in standards taught corporation wide. As a result, our transient population receives consistent instruction on all standards. Quarterly assessments are given so teachers can evaluate the ongoing progress of students. Grade level teachers meet weekly to evaluate and plan how to move students forward. In addition, student progress is monitored daily through assessments and observations.

Primary classrooms have child-centered classrooms where authentic reading and writing experiences are the priority. Guided reading is the core of reading instruction. Teachers work with children in small groups with leveled fiction and nonfiction text to assist students in learning to use reading strategies independently. Students are also taught specific comprehension strategies such as using schema, sensory imaging, inferring, questioning and synthesizing. Strategies are modeled through shared reading experiences. Children learn the craft of writing through writing workshop and other whole group instruction such as interactive writing and shared writing. There is a strong focus on phonics but it is integrated through reading and writing. At the intermediate level there is a strong emphasis on teaching strategies for reading nonfiction text. Guided reading is provided in intermediate classrooms for struggling readers. Our extensive leveled bookroom is a key resource for guided reading at all levels. Intermediate grades utilize 6+1 writing traits in their writing workshop.

Math is taught in a variety of ways often using hands-on materials. Instruction follows closely to the curriculum map to ensure students are instructed in all areas of mathematics. In recognizing problem solving as a weakness according to test scores, teachers at all levels use corporation adopted problem solving strategies from The Problem Solver through Creative Publications. Periodic assessments are required and recorded to track progress. Otter Creek's Rocket Math is used to help students master basic facts for addition, subtraction, multiplication and division. Many intermediate teachers are trained in Hands-On Algebra techniques. Additionally, in conjunction with Indiana University East, teachers received additional training on algebra instruction which included manipulatives as a classroom resource. Title I helps support small group math instruction for struggling students at all levels. Accelerated Math is currently being implemented to help students maintain and enrich math skills.

Social studies, science and health are often integrated with language arts as this helps maximize the use of instructional time and helps make connections across the curriculum for our students. Our bookroom is well stocked with nonfiction text and big books. Students are taught how to read nonfiction text features and how to research and write about nonfiction topics. This starts even at the kindergarten level. Research at the intermediate level is supported through the use of technology in our computer lab. Our parents have the opportunity to participate in content area activities such as math day and a science showcase. Students at all levels participate in projects that follow the scientific process and individual projects are mandatory in the intermediate grades.

Students receive instruction in the areas of art, music and physical education each week. Teachers follow the state adopted curriculum as well as enhance lessons taught in the classrooms. An art enrichment program is provided for students who are artistically talented. Students who wish to be involved in band and learn to play an instrument are provided transportation to the middle school twice a week for instruction. Our physical education teacher involves students in activities such as Jump Rope for Heart, Presidential Physical Fitness Awards, and county track meets.

Learning takes place outside the classrooms through enrichment experiences that help build background knowledge for our student population. This includes field trips to plays, musical performances, museums, and zoos. In addition, our fifth graders take an annual trip to Washington DC. People from the community are also invited to classrooms such as the mayor, firemen, authors, medical personal, and law enforcement to expand the career knowledge of our students.

Our students learn the value of community service by donating items to the Humane Society, Salvation Army Canned Food Drive, Riley Children's Hospital and our soldiers overseas.

2a. (Elementary Schools) Reading:

Our classrooms are child centered where authentic reading and writing experiences are the priority. Teachers work with children daily in guided reading groups in K-3 classrooms to meet the instructional needs of all children. Guided reading continues in 4-6 for our most struggling readers. Grades 3-6 teachers also use the corporation adopted reading series, Scott Foresman, to support instruction, practice, and provide independence for students. Teachers model the effective use of strategies and prompt children to use these strategies as independent readers. Students are taught that proficient readers learn to comprehend by thinking before, during and after they read. They are taught to use their schema, to create images in their mind, infer, question and synthesize as they read. In addition to guided reading students learn how to be independent readers and make their own choices about what they read. Each classroom is equipped with their own extensive classroom library. Teachers conference with students independently. Students also learn how reading and writing connect. They write daily with guidance and feedback from the teacher through Writing Workshop. Teachers conference with students both as readers and writers daily. There are a wide variety of assessments utilized to help guide instruction such as running records, spelling inventories, writing rubrics, error analysis, and daily conference notes along with corporation wide assessments. In addition to research based practices implemented in the classrooms, Frazee also provides Reading Recovery and approximately 20 additional reading and writing groups through Title 1 that support the same practices as the classroom.

Frazee Elementary provides excellent research based educational opportunities for the nearly 350 students. The teachers have studied the work and implemented in their classrooms the research of many well known researchers and educators such as:

1. Irene Fountas and Gay Su Pinnell-Guided Reading, Good First Teaching for All Children, Interactive Writing, Word Matters and Guiding Readers and Writers Grades 3-6.
2. Debbie Miller- Reading With Meaning
3. Kathy Collins-Growing Readers
4. Sharon Taberski-On Solid Ground
5. Stephanie Harvey- Strategies That Work
6. Richard Allington-What Really Matters For Struggling Readers
7. Ralph Fletcher-Writing Workshop The Essential Guide, Breathing Life Into Your Words
8. Lucy Calkins-Units of Study for Primary Writing

3. Additional Curriculum Area:

After examining test data, we concluded that students were lacking in background knowledge that hindered their ability to comprehend nonfiction text in science and social studies. Therefore, using nonfiction text has been a focus for several years. This will continue to be a critical piece due to the inclusion of science and social studies at certain grade levels on the ISTEP+. Primary students learn to distinguish between fiction and nonfiction. Through shared reading, teachers model nonfiction features and how they help the reader. Teachers continue to support this inquiry of nonfiction text through guided reading, independent reading, and managed independent learning centers. Our book room is well supplied with nonfiction leveled text, big books, and books on tape for listening centers. Students learn to identify nonfiction text features and are able to understand how they add to

their understanding of the text. Classroom libraries have organized nonfiction sections. Nonfiction reading and writing are integrated. Primary students are taught how to research a topic using nonfiction text to produce a written product. At the intermediate level, the focus is on applying previously learned strategies in reading science and social studies to enhance their content area knowledge. This knowledge is also applied to writing informational text that compares and contrasts, persuades and informs. Technology aids in the research process as intermediate students are expected to independently navigate a web site for information.

4. Instructional Methods:

Guided reading is an essential element of differentiated instruction. Initial placement of students into guided reading groups is done by benchmarking each student to obtain the correct instructional level. Teachers use leveled text and assist children's reading in ways that help develop independent reading strategies for all genres. Children are grouped and regrouped in a dynamic process that involves ongoing observation and assessment using anecdotal notes and running records. Our extensive classroom libraries support independent selection of reading materials. Primary teachers conference daily with students about independent book selections. Intermediate students keep reading logs and reading response journals. Northwest Evaluation Association (NWEA) RIT scores are used to determine grouping for reading and math instruction in the intermediate grades.

Frazer Elementary has a learning lab which is staffed by two full-time special education teachers as well as two full-time para-professionals to help meet the needs of our special education population. Our school believes in a full-inclusion model; however we are situation specific depending on each child's individual needs. Team teaching is an essential element of instruction in the classroom so that all students have access to grade level standards. The team teaching approach allows students with special needs or those who are struggling to be served among their peers. Small group direct instruction within the general education classroom is utilized across all curriculum areas to parallel the instructional objectives being taught. Small group instruction and individualize instruction is made possible by our special education support. To make this form of intervention successful, collaboration between general education and special education teachers is essential. Much time is spent after school doing weekly planning together. Consistency in language and instruction is key to student success across all grade levels.

Title I supports out most struggling readers and writers with thirty minute literacy groups four times a week in grades kindergarten through second grade in addition to their classroom guided reading groups. Currently, there are twenty small literacy groups taught by highly trained para-professionals. In addition, Title I provides interventions during writing workshop and math at various grade levels.

5. Professional Development:

Frazer teachers participate in on-going professional development through grade level meetings, in-service days, staff meetings and book studies. Through professional development teachers learn new instructional strategies, knowledge and new skills to incorporate in their teaching to support and improve student achievement.

Teachers collaborate weekly to plan, develop curriculum units and share instructional strategies. The staff participates on curriculum adoption committees and instructional programs to be sure the best in research based strategies are chosen to teach our students.

Our success is supported by a safe learning environment where teachers embrace new teaching strategies and understand the value of working together as a team. Staff development is planned after reviewing tests data, principal observations, teacher and literacy coach input, and student learning gaps. After reviewing our students' strengths and weaknesses and comparing those to our state standards teachers identify areas for improvement. The School Improvement Team develops a comprehensive research based plan to attain additional skills and practices to improve students' learning.

We ensure accountability by reviewing current practices, observe other classrooms to gain new ideas, and bring evidence of student achievement to grade level and staff meetings. K-2 teachers schedule observations and feedback meetings with our literacy coordinator. Our literacy coordinator provides ongoing support through modeling, assisting with staff development, facilitating professional reading study groups, and giving feedback to teachers in the areas of Reading and Writing. Teachers receive administrative support and monitoring through classroom walk-throughs and formal evaluations.

Each year our school improvement plan is adjusted as changes occur in our data. Our literacy coordinator, principal, staff members and outside consultants facilitate staff development at staff meetings, district in-service days, after school and summer opportunities. Through all these endeavors we are providing quality research based instruction in an environment which is safe, harmonious and conducive to learning, that enables a diverse population of students to become independent, productive, and lifelong learners.

6. School Leadership:

Frazees staff, students, and parents are encouraged to take leadership roles in their school Mrs. McCreary, Frazees principal, welcomes the students each morning as they enter the building, encouraging them to have a good day and to do their personal best. She is constantly moving throughout the building and interacting with parents, students and staff. Her high expectations are clear as is her willingness to help in any capacity.

The school's high expectations are communicated daily to the students. Goals are set to establish, implement and achieve academic standards throughout the school year. Frazees has inclusive classrooms that send the message that all students are valued and can learn. Teachers provide extended learning opportunities for those who need them. High expectations are reinforced in the classrooms that ensure an academically demanding climate and an orderly, well-managed classroom. Instruction is effective and differentiated so that all students learn.

Teachers at Frazees are guided to manage their classroom instruction and play a role in both decision making and leadership. All Frazees teachers serve on committees that support the school's improvement plan. Teachers are involved in professional development and professional book studies to develop skills to improve student achievement. Teachers are guided monthly to look at data and make decisions to improve all students' achievement.

Policies have been established on student progress in relation to reading logs, attendance, homework, grading, remediation and reporting progress. A school wide behavior plan facilitates learning each day at Frazees. Our school has a safe and orderly climate and students are rewarded for being leaders, having outstanding character and doing community service. Each nine weeks students are selected to serve as safety patrols to assist with our younger K-3 students. They also help with safe arrival and dismissal of students each day,

Parents are encouraged to be active members of the Frazees school family. They are invited to participate in monthly learning activities such as Math and Literacy Days. Many parent volunteers serve our school in the office, classrooms and library. Mrs. McCreary reminds all her parents that they are a vital part of the school team to ensure that all children achieve at Frazees Elementary.

Frazees supports the community through various classrooms doing outreach activities throughout the school year. Each Christmas, all classrooms collect canned food for the Salvation Army. Several other classrooms join together to collect items for the Humane Society in lieu of a class gift exchange. The school's student council collects money to donate to the Red Cross, March of Dimes and Riley Children's Hospital. Student council also coordinated grade level contributions to show support for our troops abroad by sending care packages to Iraq. These outreaches teach our students the importance of serving others and becoming a leader.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass & Pass+	88	85	84	79	76
Pass+	14	15	16	25	31
Number of students tested	50	62	43	53	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass & Pass+	89	85	85	79	75
Pass+	14	11	8	26	29
Number of students tested	36	35	26	27	28

Notes:

Subject: Reading

Grade: 3

Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass & Pass+	88	85	84	79	76
Pass+	14	15	16	25	31
Number of students tested	50	62	43	53	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass & Pass+	89	85	85	79	75
Pass+	14	11	8	26	29
Number of students tested	36	35	26	27	28

Notes:

Subject: Mathematics
Edition/Publication Year: Updated Annually

Grade: 4 Test: ISTEP+
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass & Pass+	78	90	86	82	76
Pass+	4	10	16	20	12
Number of students tested	55	39	50	44	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass & Pass+	77	96	85	84	74
Pass+	3	13	12	19	0
Number of students tested	30	23	26	31	19

Notes:

Subject: Reading
Edition/Publication Year: Updated Annually

Grade: 4 Test: ISTEP+
Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass & Pass+	82	82	90	84	64
Pass+	9	8	8	20	10
Number of students tested	55	39	50	44	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass & Pass+	70	74	88	87	53
Pass+	3	9	8	19	11
Number of students tested	30	23	26	31	19

Notes:

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass & Pass+	93	89	77	61	51
Pass+	16	26	15	14	4
Number of students tested	45	53	47	44	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
I. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass & Pass+	97	85	81	56	35
Pass+	13	15	3	8	0
Number of students tested	30	26	31	25	23

Notes:

Subject: Reading

Grade: 5 Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass & Pass+	82	92	81	70	56
Pass+	4	13	11	9	0
Number of students tested	45	53	47	44	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
I. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass & Pass+	77	85	81	64	35
Pass+	3	8	0	4	0
Number of students tested	30	26	31	25	23

Notes:

Subject: Mathematics

Grade: 6 Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass & Pass+	91	87	71	71	70
Pass+	30	20	23	4	7
Number of students tested	56	46	35	45	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
I. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass & Pass+	83	90	63	64	59
Pass+	21	16	16	0	6
Number of students tested	29	31	19	25	17

Notes:

Subject: Reading

Grade: 6 Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass & Pass+	89	78	80	67	58
Pass+	20	9	3	2	7
Number of students tested	56	46	35	45	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
I. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass & Pass+	86	81	79	60	41
Pass+	10	3	0	0	0
Number of students tested	29	31	19	25	17