

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Christy Jenkins Hiatt, Ed.S.

Official School Name: Fruithurst Elementary School

School Mailing Address:  
222 School Street  
Fruithurst, AL 36262-3706

County: Cleburne    State School Code Number\*: 0030

Telephone: (256) 579-2232    Fax: (256) 579-5094

Web site/URL: www.fruithurstelementary.net    E-mail: chiatt@cleburneschools.net

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.

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

Name of Superintendent\*: Mr. David Easley

District Name: Cleburne County    Tel: (256) 463-5624

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

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

Name of School Board President/Chairperson: Mr. Rudy Robinson

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

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

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

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

## PART I - ELIGIBILITY CERTIFICATION

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

1. The school 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 4        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 2        | High schools                      |
| 0        | K-12 schools                      |
| <b>7</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 7421

**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. 3 Number of years the principal has been in her/his position 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	12	6	18	6	11	11	22
K	26	18	44	7	0	0	0
1	22	11	33	8	0	0	0
2	23	18	41	9	0	0	0
3	25	22	47	10	0	0	0
4	14	21	35	11	0	0	0
5	16	21	37	12	0	0	0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							277

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
100 % White  
0 % 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: 20 %

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.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1.	277
(5)	Total transferred students in row (3) divided by total students in row (4).	0.199
(6)	Amount in row (5) multiplied by 100.	19.856

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 76 %

Total number students who qualify: 211

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: 13 %

Total Number of Students Served: 36

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</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>14</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>27</u>	<u>0</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 20 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	98%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	96%	97%
Teacher turnover rate	0%	0%	6%	6%	16%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Teacher turnover rates over 12% was 2004-2005, with 16%. This was the beginning of a process of re-vamping the structure of Fruithurst Elementary School. It was a time when teachers were asked to work extremely hard and some teachers that were here weren't prepared for that type of commitment. Therefore, there was a year of high turnover due to the work load being asked to be completed to make us successful.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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Fruithurst Elementary School (FES) is a small rural school located in northeast Fruithurst, Alabama. The FES faculty and staff believe, as our mission statement states, “Our mission is to immerse our students in positive experiences both academically and socially. We also believe that high expectations and hard work will make us successful.” Fruithurst Elementary School’s success is based on the high expectations and hard work of the students, parents, faculty and staff, and the community.

2009-2010 enrollment is approximately 280 students. Seventy-six percent of the students enrolled at FES qualify for free or reduced meals. Fourteen classroom teachers serve Fruithurst Elementary School. Additionally, the school has one Principal, one special education teacher serving identified students, a reading coach, a PE coach, a computer lab coordinator, a librarian, and a part-time guidance counselor, and a school nurse. Two speech therapist provide instruction bi-weekly.

Fruithurst Elementary School became an Alabama Reading Initiative(ARI) School in 2000, and a School-wide Title I School in 2001. The ARI training the faculty received in 2000, along with follow-up professional development provided through the Reading Coach, directs much of the school’s educational program and schedules. The faculty and staff at FES are striving to find, enhance, enrich, and develop the best in each student, so that each student will make progress in developing to their fullest potential. Data analysis is on-going and feedback is provided in coordination with the Reading Coach and Principal during regularly scheduled grade level data meetings. The reading program in the early grades focuses on the “Five Big Ideas of Basic Early Literacy:” phonemic awareness, alphabetic principle, fluency with text, vocabulary development, and comprehension. Cleburne County School System/FES has established horizontal and vertical curriculum mapping (pacing guides/benchmark tests) among grade levels to ensure consistency within the school curriculum, and to ensure students preparation for state testing requirements.

Targeted intervention groups, whole group and small group instruction, guided individualized reading, cooperative learning, and extended reading instructional times are all components of the comprehensive reading program within the classrooms at FES. Each classroom teacher incorporates Standardized Test for Assessment in Reading (STAR), Accelerated Reader Program, “5 Big Ideas” of Basic Early Literacy, and Reading Initiative strategies into the total reading program. Both content and delivery of instruction are stressed.

The general social and economic climate has a profound influence on FES. The sense of community and pride in the school is strong. FES stresses that a unified effort involving educators, students, parents, and community take place to ensure complete success. Parents are invited into the school throughout the school year for various activities to promote a partnership. This sense of community and belonging within the classrooms and within the school gives students a sense of responsibility and pride for the school and themselves. We hope that the dedication to its students that FES exhibits proves that children from every background can be successful in school.

During the 2005-2006 schoolyear, FES was named a Torchbearer School, and remained one for three consecutive years. This program identifies high-poverty schools that have overcome odds and stand out as high-achievement school. Fruithurst Elementary School was named as a National Distinguished Title I School in 2008. Fruithurst Elementary School was also part of a study, “Lessons Learned from Rural Alabama,” that studied high poverty yet high performing schools. We are extremely proud of our school and will continue to strive to prove that “high expectations and hard work will make us successful.”

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Alabama State Department of Education administers ARMT (Alabama Reading & Math Test, a criterion referenced test) each year in the state of Alabama. Grades third through sixth are tested at Fruithurst Elementary School. These students are tested in reading and math. Data covering 2004-2009, has shown significant trends. ARMT, grades 3-6, for all five years showed that a high percentage of 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students were performing in Level 3 (proficient, meets academic standards) and Level 4 (advanced, exceeds academic standards) in Reading and Math areas, indicating mastery of grade level materials. Most grades (3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup>) improved their reading scores from the previous year and exceeded the annual measurable objective in reading. Most grades (3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>) improved their math scores from the previous year and all grades (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>) exceeded the annual measurable objective in math. The data that makes the following information so profound is between 2004-2009, FES has had, on average, 73.8% of the student population receive free/reduced meals.

· Data on average from 2004-2009:

#### 3<sup>rd</sup> grade READING

- scored 94.02% proficient
- proficiency scores increased by 3.78% each year
- 58.55% of all students scored advanced
- students receiving free/reduced meals score an average of 91.78% proficiency
- students, receiving free/reduced meals, proficiency scores increased by an average of 4.68% each year

#### o 3<sup>rd</sup> grade MATH

- scored 90.01% proficient
- proficiency scores increased by an average of 18.02% each year
- 73.44% of all students scored advanced
- students receiving free/reduced meals score an average of 89.2% proficient
- proficiency scores for students receiving free/reduced meals increased by an average of 7.69% each year

#### o 4<sup>th</sup> grade READING

- scored 89.10% proficient
- proficiency scores increased by an average of 22.9% each year
- 52.63% of all students scored advanced
- students receiving free/reduced meals score an average of 87.1% proficient
- proficiency scores for students receiving free/reduced meals by an average of 22.73% each year

#### o 4<sup>th</sup> grade MATH

- scored 88.03% proficient
- proficiency scores increased by an average of 12.45% each year
- 61.87% of all students scored advanced
- students receiving free/reduced meals score an average of 84.69% proficient
- proficiency scores for students receiving free/reduced meals by an average of 13.63% each year

o **5<sup>th</sup> grade READING**

- scored 87.65% proficient
- proficiency scores increased by an average of 1.46% each year
- 50.74% of all students scored advanced
- students receiving free/reduced meals score an average of 86.18% proficient
- proficiency scores for students receiving free/reduced meals by an average of 5.26% each year

o **5<sup>th</sup> grade MATH**

- scored 89.89% proficient
- proficiency scores increased by an average of 7.14% each year
- 60.68% of all students scored advanced
- students receiving free/reduced meals score an average of 87.42% proficient
- proficiency scores for students receiving free/reduced meals by an average of 9.26% each year

o **6<sup>th</sup> grade READING**

- scored 89.04% proficient
- proficiency scores increased by an average of 8.25% each year
- 64.82% of all students scored advanced
- students receiving free/reduced meals score an average of 87.53% proficient
- proficiency scores for students receiving free/reduced meals by an average of 2.53% each year

o **6<sup>th</sup> grade MATH**

- scored 84.67% proficient
- proficiency scores increased by an average of 6.48% each year
- 48.74% of all students scored advanced
- students receiving free/reduced meals score an average of 79.54% proficient
- proficiency scores for students receiving free/reduced meals by an average of 7.95% each year

**2. Using Assessment Results:**

Numerous formal and informal assessments are in place to keep FES on top of each of their students. FES has identified what content is most critical to assess and has established pacing of assessments to ensure that students are identified early and ongoing assessments take place so that “no child is left behind.” The Principal and Reading Coach conduct regular Data Meetings with each grade level to discuss data taken from assessments, share ideas and suggestions, and decide the next steps in making instruction and learning successful.

Data Meetings are held at the beginning of the school year and at the end of every nine-week grading period. Other data meetings are held following the established Alabama Reading Initiative schedule for data, training, and improvement. During the Data Meeting, various data and assessments are reviewed to identify our intensive and strategic students. Small groups are then determined based on student needs. Decisions are made based on when targeted students are assisted, how they will be provided intervention and what materials will be utilized, who will provide the instruction, and to what extent it is provided. Every classroom is required by FES and recommended by ARI to develop small group instruction for all students. Intensive students must receive re-teaching opportunities and intervention and an additional 30 minutes of intervention instruction daily. The adopted reading series has embedded intervention programs throughout the series. The classroom teacher, Reading Coach, special education teacher, counselor, computer lab coordinator, nurse, librarian, and PE coach are all participants in assisting targeted students with small group instruction and

meeting the needs of learning difficulties. FES will strive to meet the highly qualified standards of *No Child Left Behind* to ensure all FES students receive the best education possible.

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

State assessment results are communicated to parents at the beginning of the new school year. A “Home Report” is sent home with every child tested the previous year. Assessment results are communicated to the students, usually in the form of a celebration. We have had pep rallies after assessment results are returned from the state, in honor of the students' performance. The children love to be rewarded for their hard work. Assessment results are communicated to the community through PTO meetings, newspaper articles, and School System Board Meetings. Fruithurst Elementary School has received numerous awards based on assessment results. The community learns of those awards through newspaper articles that are published to discuss success. Parent conferences are also held on a special day in October and throughout the school year. Assessment results are a huge topic of the conversations held between a teacher and a parent.

At its annual meeting/Open House/Orientation information, updates, and progress about school curriculum and academic programs, school policies, student assessments, various school activities, and involvement opportunities are communicated through direct parent contact by the following: Cleburne County Code of Student Conduct, FES Parent Handbook, Grade Level Orientation Packets, School-Parent Compacts. Continuous information throughout the school year is provided for parents through weekly Wildcat Folders, periodic Home/School Newsletters, Principal Informational Announcements, Parent conferences, and PTO meetings. Parents will be provided information on FES's academic performance and student's individual assessments when testing results are received from the SDE. The school's website will be utilized to provide staff and school information Mid-term progress reports, student report cards, assessment information, AR progress, and DIBELS information are sent home to parents. Student progress within the total school program will be monitored and discussed during parent conferences throughout the school year.

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

The process of improving the total school program at FES has allowed the administration and faculty to systematically identify the strengths and focus on the weaknesses in the academic program at FES, and direct spending, training, and materials to supplement the identified areas of greatest need. There is a concentrated effort to improve, expand, and enhance the total school curriculum for FES students through techniques that increase the quality and quantity of instruction and through resources that are made available to all FES students. Attempts have been made to improve the quality and selection of staff development opportunities available to the faculty so that they may better serve the FES students by improving the educational services offered at FES for all students.

Fruithurst Elementary School has always had faculty and staff that are willing to learn from others. We are also willing to share what we know. Numerous school administrators and teachers have visited our school to learn from us. We don't profess to know it all, but we are always willing to allow people to visit our classrooms to learn what is taking place at FES and to show off our successful students. This type of relationship is a must for reciprocal learning between schools.

Improvements are on-going in the academic program at FES. Our focus remains on how all of the faculty, staff, administration, students, parents, and community can continue to improve the educational program at FES. The evaluation and monitoring of our school will sustain the on-going efforts to show an increase in student achievement. Changes in the total school program will be made to reflect analysis of data in the school's needs assessment. The doors of FES are always open to others who are interested in learning along with us.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

All core curriculums are planned based on each grade level's course of study standards. Fruithurst Elementary is very aware that the course of study is minimal content; therefore, we always strive to go above and beyond by establishing high expectations and push for higher standards.

**Reading:** FES reading curriculum is delivered in three tiers of instruction.

*Tier 1* includes whole group and small group instruction by the classroom teacher. Teachers deliver whole group instruction for approximately 30 minutes where skills are basically introduced. Small group instruction is then delivered for approximately 60 minutes. Most classrooms have divided their students into three-four groups according to ability. Each group is instructed at their instructional reading level. So, students that are below level receive re-teaching of skills from whole group and then practice and apply those skills until teacher observes mastery. Students that are on-level receive some re-teaching (if needed) and then practice and apply until mastered. Then, those students that are above level receive instruction that extends or challenges their learning with the same content or concept from whole group. While students are working with the teacher at the small group table, the other students are engaged in station activities that must reflect the reading skills that have been taught or being taught. They are grouped heterogeneously in order for varied abilities to be working together.

*Tier 2* is for students that are still showing weaknesses after Tier 1 instruction. This tier of instruction is for at least 30 minutes by the classroom teacher. During this time, teachers work with a small group of students on common skill-specific areas. One course of action that FES has in place is that regardless of what skill you are re-teaching, children must always be reading text during each small group setting.

*Tier 3* instruction is delivered to students identified as not showing any progress after Tier 1 and Tier 2 instruction has been in place for at least 6-8 weeks or for students that have already been identified through special education. This instruction is delivered by the special education teacher using research based intervention program materials. Time spent in Tier 3 is approximately 30 minutes.

**Language:** Our language curriculum is delivered daily by the classroom teacher. It includes grammar, spelling, and writing and is integrated within our reading program. It is a progression of skills beginning in Kindergarten. The writing component incorporates the six writing traits and the different modes of writing. Teachers explicitly teach these skills through modeling, guided practice, and student application.

**Math:** FES math curriculum is delivered by the classroom teacher. Students receive a daily math review of all skills from the grade level's course of study, an explicit lesson on skills for the week, and then intervention lessons for students showing weaknesses of skills based on daily observation or assessment. Math block lasts approximately 60-90 minutes pending grade level.

**Social Science:** Social Studies and Science curriculum is delivered by the classroom teacher. Students receive instruction based on the Alabama Course of Study. Some classrooms cover the course of study through "Theme Immersion." This is where the curriculum is taught through different themed related studies. This is mostly done in the early grades. Alabama History is taught in 4<sup>th</sup> grade as social studies.

## 2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Fruithurst Elementary School's reading curriculum is Reading Street by Scott Foresman. Much research and debate was exercised in deciding upon this approach to reading. Alabama State Department of Education submitted their expert review of core reading programs after using the instrument *A Consumer's Guide to Analyzing a Core Reading Program Grades K-3: A Critical Elements Analysis (2006)*. The expert review came from a 24-member Expert Review Panel of ARI staff. ARI shared this document with LEAs and reading coaches for each school system to then decide what program they felt best would meet their needs.

Our system, Cleburne County, then created sessions for our teachers to review what we had in our old reading program using the Essential Five Components, review the design elements of an effective core reading program, and then use the ARI Program Review Guide to evaluate our top four choices for the new program. Upon narrowing our system choices down to two reading programs, our K-3 teachers spent a professional development day with a representative from both reading companies. A final decision was then made to adopt Scott Foresman.

This reading program has been different from what Fruithurst faculty had been accustomed to. This research-based program is skill-based not story-based. It develops comprehension skills in our students using varied texts throughout the week. Comprehension skills begin building in Kindergarten. There are multiple decodables for the same phonics skill. Science, social studies, and writing are all integrated with this reading program.

Students are given instruction whole group, small group, and then interventions of tier 2 and tier 3 if needed. Teacher observation, weekly progress monitoring, miscue analysis, and unit assessments guide teachers in deciding what instruction individual students need. Reteach lessons are imbedded with the program, and as always, ARI and SBRR practices are always implemented.

## 3. Additional Curriculum Area:

The math curriculum at Fruithurst Elementary is unique. We took the idea that is used with our reading instruction and applied it to our math instruction. In reading, research says that students who struggle with skills – whether decoding, fluency, or comprehension – need multiple opportunities with instruction, guided practice, and application of those skills to become successful. We took that practice that has been embedded in our school since 2000 and developed a plan for math.

All of our classrooms have a daily math review prior to regular math instruction. This daily math review incorporates all essential skills from the course of study for that particular grade level. Teachers provide examples and/or problems from each standard that will be covered throughout the year. At the beginning of the year, it is more teacher-guided since some skills have not been explicitly taught yet. As the year progresses, students are engaged more with group practice and independent application.

The majority of math block is spent with this daily math review. Then, time is set aside to introduce and explicitly teach any new skills. Most new skills are no longer “new” because the daily math review time has already given students that exposure and practice with those skills. Math intervention time is also given to individuals still struggling. These intervention groups vary daily based on teacher observation and assessment of standards taught.

Some may say that this is too much for students to do without the explicit instruction first. Our belief is that “hard work and **high expectations** will make us successful” -- it has proven successful for Fruithurst Elementary School.

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

Fruithurst Elementary School maintains a continuous effort in providing differentiated instruction for all students. Numerous formal and informal assessments are in place to keep FES aware of each student. FES has identified the content that is most critical to assess and has established pacing of assessments to ensure that students are identified early and ongoing assessment takes place so that “no child is left behind.” The Principal and Reading Coach conduct regular Data Meetings with each grade level to discuss data taken from assessments, share ideas, decide the next steps in making instruction and learning successful, and to identify intensive and strategic students. Intervention is accelerated, specific, and guided practice with instruction being teacher-directed and learner-specific in order to increase a student’s achievement. Intervention is designed to help students master grade-level material in a short period of time. On-going assessments and progress monitoring are used to evaluate learning, guide instruction, define who needs intervention and to create small groups. Decisions are made based on when targeted students are assisted, how intervention will be provided, what materials will be utilized, who will provide the instruction, and to what extent. Every classroom is required by FES and recommended by ARI to develop small group instruction for all students. Intensive students must receive re-teaching opportunities and 30 minutes of intervention daily. Strategic and benchmark students must receive re-teaching and/or grade level instruction daily, and/or challenging instruction daily. When no progress is reflected, students are then placed in a Tier 3 instructional setting with our special education teacher using Voyager’s Passport for reading and a variety of math resources for explicit math lessons. The classroom teacher, Reading Coach, special education teacher, counselor, computer lab coordinator, nurse, librarian, and PE coach are all participants in assisting targeted students with small group instruction.

#### 5. **Professional Development:**

Fruithurst Elementary School’s professional development program consists of activities created by ARI, LEA, and school building-level needs. All activities are a result of data.

ARI has modeled professional development for reading coaches to conduct at their building-level concerning:

- “Year Two Implementation Support Plan” – This document aids teachers, reading coaches, principals, and central office staff in supporting the second year of our reading program. It effects student achievement through Tiers 1, 2, and 3 of reading instruction, in high quality whole group and small group instruction, with student engagement, student practice, and program assessments.
- “The Importance of Automaticity and Fluency for Efficient Reading Comprehension” – This professional development activity involved the reading coach and grade-level teachers reviewing the components of accuracy, automaticity, and fluency. Teachers listened to students read in order to analyze reading miscues and determine next steps for individual students.

Based on data review at our school, FES has conducted the following professional development activities:

- Writing Workshop – This included our 4<sup>th</sup>-5<sup>th</sup> grade teachers, reading coach, and an outside consultant. Teachers looked at the reading program and how it includes the writing process. All participants worked together to develop a plan of how to increase students’ ability to respond to literature through writing.
- Multi-Media Classroom Technology Training – This workshop included all faculty and an outside consultant. Participants received demonstration and were able to have guided practice in implementing their own multi-media classroom technology. This professional development increases student achievement using visuals and activities.
- State Data Analysis – Every year, FES conducts this workshop for 3<sup>rd</sup>-6<sup>th</sup> grade teachers to analyze data from state assessments. Teachers look at results as a class in order to improve weaknesses in instruction and they look at individual results to prepare for those students entering their classroom that upcoming school year.

## 6. **School Leadership:**

The leadership structure at FES is one of Instructional Leadership. It is the principal's role to make sure the best instruction is taking place in the classrooms. An instructional leader guides teachers in making individual educational decisions based on student achievement.

An example of how school leadership ensures that policies focus on improving student achievement is in creating policy that FES teachers must follow a math framework. This framework has proven to improve student achievement in math. As an instructional leader, I must ensure my teachers are following this framework.

An example of how school leadership ensures that programs focus on improving student achievement is in being educated about programs before they are purchased. An example of this is the state adoption of a new reading program. I, as an instructional leader, went to the workshops to educate myself about the program so that a decision could be made to improve student achievement.

An example of how school leadership ensures that relationships focus on improving student achievement is in creating an environment in which everyone is responsible for the education of every student in the school. There have been times that the custodian has read books to children because the child didn't get that help at home. Relationships with parents is also important. It is the role of the Instructional Leader to gain the respect of parents in order to have a working relationship that improves student achievement.

An example of how school leadership ensures that resources focus on improving student achievement is in knowing what resources are the best for the students involved. An example of this came when the special education teacher needed lower levels of Voyager Passport for specific children. As an instructional leader, I knew the students needed those levels and therefore used funds to purchase them.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ARMT

Edition/Publication Year: 2005 by ALSDE

Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	97	100	93	81	79
Advanced	90	90	76	61	50
Number of students tested	39	29	29	31	34
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient	100	100	91	78	77
Advanced	91	94	74	56	39
Number of students tested	27	19	23	27	26
<b>2. African American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Proficient					
Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2005 by ALSDE

Grade: 3 Test: ARMT  
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	97	97	100	94	82
Advanced	64	61	69	48	50
Number of students tested	39	29	29	31	34
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient	96	94	100	93	77
Advanced	65	44	65	44	42
Number of students tested	27	19	23	27	26
<b>2. African American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Proficient					
Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2005 by ALSDE

Grade: 4 Test: ARMT  
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	94	93	100	72	82
Advanced	67	79	74	34	56
Number of students tested	33	24	31	32	27
Percent of total students tested	100	96	100	100	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient	91	91	100	64	77
Advanced	59	78	78	24	55
Number of students tested	22	19	23	25	22
<b>2. African American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Proficient					
Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2005 by ALSDE

Grade: 4 Test: ARMT  
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	97	96	97	81	74
Advanced	61	54	65	44	41
Number of students tested	33	24	31	32	27
Percent of total students tested	100	97	100	100	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient	96	96	96	76	72
Advanced	55	52	70	28	41
Number of students tested	22	19	23	25	22
<b>2. African American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Proficient					
Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2005 by ALSDE

Grade: 5 Test: ARMT  
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	100	100	91	80	79
Advanced	74	85	73	40	32
Number of students tested	23	25	33	30	28
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient	100	100	88	77	72
Advanced	68	90	64	46	28
Number of students tested	19	20	25	26	18
<b>2. African American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Proficient					
Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2005 by ALSDE

Grade: 5 Test: ARMT  
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	94	100	91	67	90
Advanced	56	62	55	40	41
Number of students tested	23	25	33	30	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient	90	100	88	69	84
Advanced	53	65	52	42	32
Number of students tested	19	20	25	26	19
<b>2. African American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Proficient					
Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2005 by ALSDE

Grade: 6 Test: ARMT  
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	100	81	85	82	74
Advanced	80	46	52	41	22
Number of students tested	35	31	27	34	27
Percent of total students tested	100	100	100	97	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient	100	75	82	72	68
Advanced	80	33	59	27	18
Number of students tested	25	23	22	22	22
<b>2. African American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Proficient					
Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2005 by ALSDE

Grade: 6 Test: ARMT  
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	97	94	74	91	89
Advanced	80	70	48	56	70
Number of students tested	35	31	27	34	27
Percent of total students tested	100	100	100	97	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Proficient	96	92	77	86	86
Advanced	72	58	50	41	64
Number of students tested	25	21	22	22	22
<b>2. African American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Proficient					
Advanced					
Number of students tested					

Notes: