

Fredericksburg Elementary School

Southeast Local School District (Wayne County)



School Profile 2003-2004	
<i>2003-2004 School of Promise in Mathematics</i>	
School Rating	Effective
Enrollment	205
Grade Levels	K-8
Percent Economically Disadvantaged	49.5%
Percent Racial/Ethnic Minority	NC <10

District Profile 2003-2004	
District Rating	Effective
District Enrollment	1,707

Lesson 1: Providing Rigorous Instruction Aligned to Standards

Vertical Alignment: The school uses a math program, *Everyday Mathematics*, because it aligns with Ohio's academic content standards and focuses on problem-solving and hands-on activities for students. In addition, the math program "spirals" to allow students a smooth transition as they move from one level to the next.

Attention to Standards: Curriculum and instruction are guided by the state content standards and benchmarks. All teachers utilize the standards in developing lesson plans and goals.

Standards and Student Success Highly Visible: The school climate is marked by a sense of purpose. Each classroom establishes and clearly displays a set of learning goals for the grading period or school year. For example, one of the goals for the third-grade class reads, "14 out of 17 students will pass the Reading Achievement Test." When goals are met, the poster is marked "retired" and placed on the "Retired Goals Wall." In addition, students at Fredericksburg have progress folders for every subject. They track their own progress toward meeting specific learning goals and record this information in their individual folders. Teachers check the folders almost daily.

Lesson 2: Providing Leadership That Results in Continuous Improvement

Common Vision: Strong leadership helps to set the school's climate. Each morning of the school year the principal, Mrs. Arnold, greets the assembled student body at the front door. After a hearty "Good morning, boys and girls," Mrs. Arnold asks, "What are we here for?" The students respond loudly, "To learn!" Mrs. Arnold then asks, "How do we learn?" The students reply in unison, "United effort, united responsibility, united success." This daily ritual serves as a constant reminder of the mission of the school. The students appear to react positively to this morning routine. They gather without prompting and respond enthusiastically.

Instructional Leadership: The principal spends most of her time out of the office visiting and observing teachers, talking with students and conversing with support staff. She routinely discusses achievement, diagnostic and proficiency test results with staff, in order to make better use of assessment data. The principal works with teachers to disaggregate the data to reveal information that can better inform the instructional process for individual students within their classrooms.

Shared Learning: The principal holds high expectations for staff and challenges teachers to actively engage in their own learning and to share their learning with colleagues. During monthly staff meetings, teachers discuss curriculum, instruction, teaching strategies and achievement data. Relevant books and journal articles also are frequent topics of discussion.

during staff meetings. For example, during the summer, teachers were asked to read and copies were provided of the book *Good to Great*. During subsequent staff meetings, teachers were asked to critique chapters from the book.

Focused Professional Development: Professional development is both teacher-centered and closely tied to the schoolwide goals. A professional development committee comprised of teachers assists the principal in planning relevant professional development. Last year, the committee focused on math instruction. Several teachers traveled to other school districts in which the *Everyday Mathematics* program was implemented, and outside groups came into the district to provide workshops on math instruction. Even the professional development interests of individual teachers are shared among staff. Any teacher who attends an in-service or conference comes back and shares his or her learning with staff members through “mini-presentations.”

Lesson 3: Designing Instruction to Ensure Every Student’s Success

Data-Driven Decision Making: Teachers use data derived from standardized tests and informal classroom assessments to pinpoint areas of the curriculum that need extra emphasis. These data are also used to track the progress of individual students and to indicate where intervention is necessary.

Students Monitor Own Progress: Students have progress folders for every subject. They track their own progress toward meeting specific learning goals and record this information in their individual folders. These folders are checked almost daily by the teacher. The school is clearly student-centered: the progress of each individual student is a matter of importance to the teacher and principal.

Flexible Student Grouping and Varied Instruction: Depending upon the individual needs of the students and the requirements of the lessons, teachers will use whole group, small group and individualized instruction.

Lesson 4: Engaging Parents and Community to Support Student Success

Parent Volunteers: School employees are assisted by 40 parent volunteers who provide clerical support for teachers, cafeteria assistance, tutoring in reading and math and assistance in the planning and implementation of special events and projects.

Fund Raising: Parent volunteers and staff joined together to host a summer auction. The \$25,000 raised in last summer’s auction was used to pay for library books, supplemental classroom materials, field trips, special assemblies and computer equipment and software.

Spend a Day in Kindergarten: Pre-kindergarten parents are invited to spend a day in the kindergarten classroom to experience what it will be like for their children.

Lesson 5: Creating a Culture Where Each Individual Feels Valued

Respect through Discipline: Children exhibit a great deal of self-discipline, showing respect for their peers as well as for elders. As a backup, however, teachers use a progressive discipline system with different color-coded stages uniformly associated with particular disciplinary actions. Yellow next to the student’s name is a warning, red requires a note to parents, and blue requires a trip to the principal’s office and a phone call home. When an entire classroom shows inappropriate behavior, the teacher erases letters from the word “recess.” If no letters remain in the word, then the entire classroom goes without a recess.