

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

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

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

School Mailing Address 1006 Mount Mission Road
(If address is P.O. Box, also include street address.)

City Metropolis State IL Zip Code+4 (9 digits total) 62960-3002

County Massac County

Telephone (618) 524-2243 Fax (618) 524-2725

Web site/URL https://franklin.massac.org E-mail carmstrong@massac.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Jason Hayes E-mail jhayes@massac.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Massac UD 1 Tel. (618) 524-9376

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	23
1	20
2	17
3	15
4	16
5	15
6	30
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	136

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 4 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 7 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 13%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2021	121
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 57

8. Students receiving special education services with an IEP: 12 %
Total number of students served 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 1

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

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

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

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

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

Bringing education to life by making every moment count: Educate. Motivate. Celebrate.

17. Provide a URL link to the school's nondiscrimination policy.

<https://sites.google.com/massac.org/prm/sections/section-5/5-10-equal-employment-opportunity-and-minority-recruitment>

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

PART III – SCHOOL OVERVIEW

Franklin Elementary School was built in the early 1950's and is a rural elementary school with grades kindergarten through sixth grade in Massac County just outside Metropolis, the Home of Superman. We are located at the southern tip of Illinois just across the Ohio River from Paducah, Kentucky. Our school has about 135 students and 20 staff members. The school mascot is the Lancer and school colors are gold and black. Because all of our staff members are enthusiastic and strive for excellence in academics and sports, all faculty members are involved in the leadership decisions that take place within our school. We are one of five elementary schools which feeds into our one Junior High and one High School. Our community has been built generationally throughout the years. We are mainly a farming community, but also have a casino and a few industrial plants that many of our families use as their means of support.

Our mission is to bring education to life by making every moment count: Educate. Motivate. Celebrate. Our motivational teachers and staff have helped shape our students and school. We encourage them to try their best and celebrate each quarter's school wide, behavioral and Accelerated Reader goals. Students must have three infractions or less to attend the quarterly celebration which includes an extra recess and candy bar. The accelerated reader goal each quarter is celebrated by students achieving the point goal based on their Star Reading Assessment Benchmark and comprehension goal of 85% or higher. Students receive popcorn, a drink and enjoy a movie with their classmates. Through high expectations, we have a culture to work hard from the time they walk into the time they leave. When we celebrate, we go above and beyond so our students look forward to it and want to be a part of it. Students are selected each month to be the "Lancer Spotlight" based on a different pillar of character trait each month and their picture is displayed in the hallway. The students are announced in front of the whole school, and will run through the students lined up the hallway and are cheered by their peers and given a special treat as well. In our character building initiative, we also recognize students with "Lancer Respect". Every week a student from each grade level is acknowledged school wide for demonstrating any of the following: Responsibility, Encouraging excellence, Showing a positive attitude, Preparation, Exercising self-control, Cooperating with others, and Tolerating individual differences. Our positive behavior interventions and supports grant both teachers and students the ability to nominate others for displaying these positive attributes. Students thrive when they feel valued, supported, and appreciated. We work diligently to ensure that our students know we care and are proud of them, and in doing so, have created a school climate that fosters a sense of community and belonging.

Franklin Elementary is dedicated to building family relationships and involvement which leads to improvement in student achievement. Family communication is consistently practiced by each grade level with daily communication shared through the Remind application or phone calls. Teachers strive to keep parents and guardians informed of their student's academic and behavioral progress, instructional practices and concepts being taught, as well as special events and celebrations taking place within our classrooms and school. Our weekly school newsletter, social media, and websites all preview: upcoming school and district events, acknowledge students' special achievements, and provide important information so our families are able to stay connected and involved. Our parents and guardians are given the opportunity to provide feedback throughout the year in a variety of surveys. We strongly encourage parent participation and collaboration with: special class projects, volunteering opportunities with the school, and our Parent Teacher Organization. We know that involving families is vital to student learning and acknowledge that our strong parental partnership and involvement play an integral role in our students' academic success.

Franklin's vision of being a school where every student feels empowered and prepared to succeed in a rapidly changing world is maintained through our common academic focus and school wide goals. Goal setting increases motivation which leads to student achievement. We administer common assessments to closely monitor student progress and growth. Each grade level uses Math and ELA benchmark testing, which is given five times throughout the school year to help identify strengths and weaknesses in our students and curriculum. We analyze data frequently to implement flexible grouping or to make necessary adjustments in our instruction and curriculum. All teachers follow a scope and sequence for Math and ELA developed by grade level teachers across our district that are aligned to the state standards. Both teachers and students track data and assess progress regularly. Student data folders are implemented as an opportunity to share and reflect on learning goals as the year progresses.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

For over a decade, Franklin School has used the Treasures reading curriculum in second, third, fourth, fifth, and sixth grades with kindergarten using the Reading Street curriculum. In 2019, first grade began using the My View reading curriculum for direct reading instruction. In 2022, the Saxon Phonics curriculum was added for K-2 reading instruction to go along with the regular reading curriculum used in those grades. Most of our current reading curriculum that is used is very outdated, with the exception of Saxon Phonics, and not aligned to the current learning standards. However, the teachers supplement the curriculum as needed to meet the learning standards. Teachers have started to use the RACES writing strategy to help students improve their writing skills to create constructive responses. This strategy has promoted the students to become successful in writing essays by memorizing the acronym. Teachers have noticed an improvement in their writing skills by identifying the five steps. Teachers will ask the students if they have 1) Restated the question, 2) Answered the question, 3) Cited the text evidence, 4) Explain the evidence and 5) Summarize your answer.

Teachers have spent time during teacher in-service days reviewing state learning standards to determine where our curriculum is deficient and supplementing where there is a need to develop a scope and sequence for each grade. Full class instruction of the curriculum as it is designed is used by teachers with many teaching strategies and supplemental materials to meet learning standards. Full class instruction is followed up with one-on-one time for students who need further instruction to grasp the skill. Content is assessed weekly in the classroom based on skills taught for that unit. If a student is falling behind under the regular curriculum then additional support is provided within the reading response to intervention time. Reading benchmarks are given five times per year using Renaissance STAR and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to help assess grade level and to determine necessary interventions. Our teachers are excellent at taking each student at their learning ability and molding them throughout the year to have them prepared for the next grade level. As a school, we analyze data multiple times throughout the year, making any changes that are necessary. Our teachers work closely with our reading intervention teacher to assess the progress of the students. We are diligent about making instructional changes as needed in order to make sure students are making adequate progress towards grade level. IXL language arts is utilized to target skills that our students need to focus on. The use of IXL has really helped students gain valuable English Language Arts skills where they were once inadequate. In the older grades, novel units are utilized to supplement deficiencies in state learning standards in our purchased reading curriculum. Using novel studies adds interest for students' reading instruction. Our teachers use STAR instructional planning reports to identify concept skills that are at mastery and differentiate instruction appropriately.

1b. Mathematics curriculum content, instruction, and assessment:

Franklin school uses the GO Math curriculum, which is aligned with common core standards and Illinois priority learning standards. The teachers have met by grade level across the district years ago and developed a scope and sequence for each grade. Our math curriculum flows and builds from one grade level to the next. The teachers are extremely conscientious about finding excellent resources to go along with the lessons. Math skills are divided into chapters. Usually, instruction is given daily as a whole class. Following instruction, students work independently on the daily skill(s) or break out into small groups. Weekly assessments are given throughout the chapter as a means of formative assessment. The curriculum also comes with a Mid-chapter checkpoint that teachers use as a formal assessment. This gives teachers the ability to see if there are any skills that need to be retaught or if any students need some individualized help on skills they are still underperforming in. Chapter assessments are given at the end of each chapter and the assessments include multi-step problems that promote critical thinking skills. The IXL online resource is used to enhance learning and identify deficiencies in students for differentiated instruction. Our IXL program we use for math is aligned to our GO Math curriculum that we teach here at Franklin. We use the skills plans, which are aligned with each chapter. IXL leaderboard helps motivate students to work hard and

we use that platform on remote learning days. We also use fun, educational games such as Math-trainer, Kahoot, Khan academy to promote math skills. Every student at Franklin Elementary participates in a classroom-leveled Math Fluency check each week that is timed. Each classroom is encouraged to beat their previous all-time-high score. Students also complete a weekly spiral review math quiz that contains the current and previous year standards. When a student scores seven or more correct out of , their name is placed on a s'more to display in front of the whole school and they receive a piece of candy. The school also collects all classroom totals to encourage a school-wide all-time-high achievement and it is celebrated with a two minute dance party when achieving the all-time high and reported on the local radio station. Students are given weekly spiral review quizzes with ten questions covering various standards from their current grade and previous grades. They are rewarded for making seven or more correct answers by putting their name on a board in the hallway and given a treat. Math Benchmarks were created by our district level teachers years ago and are given five times a year. This helps our students stay accountable for their learning and what they need to work harder for. Students track their growth in their data folder. The math benchmarks help teachers stay accountable for their teaching. This shows what standards they need to spend more time on and gives them feedback on the areas they need help.

1c. Science curriculum content, instruction, and assessment:

Early elementary grade level teachers introduce basic science skills through experiments and weekly units. First and second grades use Scholastic News Weekly Reader and its digital tools for the study of science concepts. This is a fun way for students to engage in beginning science concepts. Our teachers all teach the love of science. Our third, fourth, fifth and sixth grade teachers follow a common curriculum that feeds into the next grade level. Our students have been introduced to Science Technology Engineering Mathematics (STEM), learning and understanding how science, technology, and math all work together. Our fifth grade class is state tested in science and have always been top performers, showing that our students have been immersed in science from the early grades. Science Fairs and opportunities for extra credit science projects such as leaf collections, biomes, and experiments are participated in to broaden a student's knowledge and ensure that students are exposed to more content.

Field trips to a local Challenger Learning Center places the students into a real-life, hands-on space experience. Our first and second grades participate in a field trip to the Discovery Park of America in order to foster early interest in science with hands-on activities. We also have a retired science teacher that comes into the classes and does mini lessons and science experiments with them. These activities have included how to make slime in Kindergarten, understanding the relationship between velocity and distance in third grade by making rocket launchers and assessing their distance, extracting iron from cereal using a magnet, and learning about density by making a lava lamp using household materials. We also have a 3D printer and pen for the teachers to utilize and students have access to.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies is included in our third through sixth grade from a common social studies curriculum. We recognize and celebrate American holidays. Our students learn geography by studying the seven continents to our four oceans. They are also learning how our government works and helps to run our country. Franklin students learn from day one about being productive citizens in society. They learn to socially work together, get along, and help one another to make our school great. We teach the history of the United States including how and when our nation came to be. We teach our students many of our historical figures including, but not limited to, explorers and explorations, civil rights leaders and demonstrations, past Presidents and leaders of our country. Students learn US geography by dissecting the country into regions. Students also learn about the unique culture, resources and economics of each US region.

During the month of February, students in third grade have to write an essay on one of the Presidents, give an oral report, and make a poster. This project at an early age helps promote the understanding of government and leadership. We teach them to honor our flag and honor the country they live in. We stand daily to honor and recite the pledge of allegiance. Sixth grade students take turns leading the Pledge of Allegiance as it is recited each morning coming across the speakers throughout the school with all students and staff participating aloud. Each year we take a school-wide field trip to our local Fort Massac

Encampment. This trip reinforces history lessons taught in the classroom and brings history to life right here in our local community. Scholastic News Weekly Reader and its digital tools are used with early elementary students to introduce Social Studies skills at a basic level.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Each student in Kindergarten through sixth grade has 40 minutes a week each of visual arts and performing arts instruction. The visual and performing arts curriculum is structured in a way to nurture creative problem solving, observation skills and encourages exploration of imagination. While in art class students explore a variety of materials, develop fine motor skills, learn to be a supportive member of a group and learn about cultures from around the world. While in class students learn skills and develop ideas that are crucial for both artistic and educational development in all students.

Students in music class learn how to sing various songs and perform two programs throughout the school year. Students in third through sixth grade learn how to play a ukulele. Students in fourth grade also learn how to play a recorder. Fourth through sixth graders are able to join choir and practice 40 minutes a week. Fifth and sixth graders are able to join the beginning band and practice 80 minutes a week. After school band practice is offered one hour each week. This school year is the first year that Franklin has had their own sixth grade band that showcased their talent at the Christmas concert that included three guitarists, a drummer and a singer.

2b. Physical education/health/nutrition

Students in Kindergarten through sixth grade receive physical education 40 minutes, twice a week and every other week attend three 40 minute periods. Students learn basic stretches and the foundation of sports such as basketball and volleyball. By introducing basketball and volleyball skills at an early age, this will help students gain the knowledge and skills they need when they play local youth league sports and eventually for our school teams. Students are shown, explained and given time to develop skills such as dribbling, shooting, catching, passing, throwing, kicking, serving, and hitting. Physical education keeps students moving, teaches them how to work as a team and listen. The physical education teacher also works with the 5th and 6th grades and prepares them for a district track meet. These students learn about shot put and running short and long distances. The importance of sportsmanship is taught, demonstrated and required by all students. Regardless of athletic ability, students are taught to give 100 percent effort and encouraged along the way. In addition to their two-three times a week structured physical education class, students receive 20 minutes daily of unstructured physical activity during their recess. Unstructured playtime is crucial to a child's development both physically and mentally.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Each student is provided with a Chromebook and charger to use within the classroom and at home individually. Some grade levels are assigned work to complete as homework using Google Classroom. All

teachers have Promethean Boards and document cameras in their classrooms to encourage group learning as well as exploring outside the four walls of the classroom. Students from all grade levels, Kindergarten through sixth grade, check out Accelerated Reading books geared towards their individual Reading level based on their Renaissance Star Reading Assessment. Upper elementary students have the freedom of using the library at any time to develop a sense of responsibility. They read these books and take Accelerated Reading comprehension quizzes on each book. We hold Scholastic Book Fairs in the fall and spring each year to excite the students about reading and up-and-coming authors. Early elementary students use Scholastic News Weekly Reader magazines and the digital resources that accompany the resource. All students also attend a computer class 40 minutes each week and learn Internet safety, typing skills, how to use Google Documents and Slides, how to research topics. For March Madness, the computer class had a typing contest and awarded the winners from each class.

2e. Any other interesting or innovative curriculum programs you would like to share

Students who are in Reading Tiers 2 and 3 are given interventions daily in the Reading Room. They are placed in small groups to work on enhancing their individual reading needs. Some of the intervention programs used are Corrective Reading, Read Naturally, Heggerty, and Saxon Phonics. Students work on enhancing their letter identification, letter sounds, consonant vowel consonant words, sight words, oral reading fluency, and reading comprehension. Manipulatives and resources we use are decodable passages, roll and reads, flashcards, dry erase boards, magnetic letters, and learning games such as Kaboom and Switch-It. Lessons include word work, reading passages, lesson worksheet, visual drills, and auditory drills. Students keep data folders to graph and track their progress. Students are progress monitored weekly using DIBELS. This progress monitoring is essential if a student does not show growth and remains a Tier 3 needing further interventions. During Benchmark, we administer the MAZE, which is a timed three minute comprehension test that students read and complete independently. After they are probed, their performance is recorded in their data folder. After each quarterly benchmark, the RTI teacher and grade level teachers meet to see if any changes need to be made to the Tier groups.

3. Academic Supports

3a. Students performing below grade level:

Tutoring is offered Monday through Wednesday after school for one hour. Students are tiered according to their grade equivalency and split into small groups to focus on improving areas of weakness. At tutoring, students work on specific skills to help show growth in the areas identified through analyzing district benchmarks and assessments. During tutoring, students focus on 20 minutes of Math skills using techniques such as IXL, flashcards, small group instruction, one-on-one help, 20 minutes of Reading skills by reading small passages and focusing on comprehension skills, and 20 minutes of Writing or Spelling.

Reading room tiered interventions are used daily with tier 2 and 3 students. Some of the intervention programs used are Corrective Reading, Read Naturally, Heggerty, and Saxon Phonics. Students work on enhancing their letter identification, letter sounds, consonant vowel consonant words, sight words, oral reading fluency, and reading comprehension. Manipulatives and resources we use are decodable passages, roll and reads, flashcards, dry erase boards, magnetic letters, and learning games such as Kaboom and Switch-It. Lessons include word work, reading passages, lesson worksheet, visual drills, and auditory drills.

Math tiers are also offered during the school day. Older grade students that are identified as tier 2 and 3 math students receive additional small group math instruction outside of the regular classroom. Most often this small group instruction consists of drill and practice for math facts.

Resources are sent home for the student to work on academic weaknesses outside of the school setting. Communication with parents is essential when we have underperforming students here at Franklin. We want to help them understand how they too could help their child become a stronger student. Our staff here at Franklin prides itself on working hard to leave no student behind.

3b. Students performing above grade level:

Differentiation is provided for our high performing students. At Franklin we challenge them with higher grade level work such as 6th graders who can pass the math test before the lessons are taught are challenged to work on the same concepts on a 7th grade level. For example if students are being taught one step equations, these students are given multi-step equations to work on. Also in 6th grade math, these students are given multi-step word problems to challenge them. Students are able to work on IXL and can work on grades above their level in different subjects no matter what grade they are in. Based on students' Star Reading Assessments which can be above their grade level, students are able to choose books from the library at that level. These students can read books and take assessments in Accelerated Reader at that level above their current grade. Kindergarten students who know all of their sight words for the year are challenged with first grade spelling lists and are given spelling lists to study. These Kindergarteners can then take spelling tests. Kindergarten students who are ready to read before others can start getting books from the library and take Accelerated Reading Assessments. When first through sixth grade students have completed seven perfect scores on their weekly math fluency quizzes they are given the grade above fluency quizzes to complete. Students performing above grade level in their classes are asked if they would like to be peer tutors for their classmates and/or younger students in the school. Our sixth grade students performing above grade level each Friday read with our Kindergarten students. Students performing above grade level are celebrated and any students showing growth and improvements are celebrated just as fervently.

3c. Students with disabilities:

The first step in our program for any student with a suspected disability is to call a meeting to determine if we should move forward with academic and or cognitive testing. The IEP team will then need to reach a decision about the appropriateness of said testing for this student. If testing is deemed appropriate, then an assessment will commence and a meeting to review the results will take place no more than 60 school days from the first meeting date. When the testing is complete, we will reconvene and decide on an academic plan for the student. We focus on the areas that show a possible disability to determine exactly what specific services are needed to ensure student academic success. Once this plan is agreed upon by the IEP team it is signed and put into place. The teacher will then begin a remediation style plan to address deficit areas. The ultimate goal is to close these gaps in achievement and allow the student to progress at the same rate as their same aged general education peers. An example of this would be as follows. Student A is identified, through our assessment, to have difficulty with reading decoding. The special education teacher would then begin a plan to address this deficit through phonics instruction and word attack strategies. Student A would work on specific goals, authored by the IEP team, and objectives designed to address his/her reading decoding deficits. Student A would be progress monitored and a report will be sent to the parent or guardian no less than once per quarter. Any and all accommodations are made here for all disabilities. We have made changes to our building if needed, we have created extra instruction, and we have always allowed more time and preferential seating or quiet spaces for learning.

3d. English Language Learners:

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Franklin Elementary encourages students to strive to be their best self. Students have individual and school-wide goals they are motivated to meet. School-wide expectations have been set for behavior and reading. All students have to meet the quarterly goal of three infractions or less in order to attend the behavior goal celebration. Each student in first through sixth grade has an Accelerated Reading goal based on their Star Assessment each quarter. Not only do they have to meet their point goal, but they also have to meet the comprehension goal of 85% as well. Once students meet the goal each quarter, they are rewarded. Students also have individual goals that are supported within the classroom. Once students meet classroom reading goals, they are not finished. They are then challenged to double and triple those goals. Within the classrooms our teachers implement daily journaling and writing activities that help foster social-emotional learning and positive relationships with the students while improving communication and writing skills. School staff also issue respect tickets to students displaying respectful behavior each week. Each Friday, the tickets are put into a bowl and drawn for a prize. The respect tickets help promote positive behavior each day. We also celebrate Student of the Month at the beginning of each month by recognizing a student from each grade level based on a different character trait each month. The pillars of character promote the positive learning environment and teaches students responsibility for their actions and holds them accountable. We hope that by students hearing these character traits each month from kindergarten through sixth grade, they will be respectful citizens. All of these goals help motivate students to work hard and be nice.

The Franklin school mascot is the Lancer which is symbolically fitting for our school. Just as a knight's role was to honorably serve and protect, our faculty and students hold these principles. Our school has kept a consecutive week after week and month after month of safe days with no fights. Our students are taught that Franklin Elementary is a family. The staff teaches how to resolve differences without bullying, fighting, or arguing. Franklin School has a school pride chant that all students recite. Within this chant, students repeat "No Excuses" multiple times throughout the chant. At Franklin School we make "No Excuses", we all cannot be the best, but we can be OUR BEST and that is the ultimate goal for our students.

2. Engaging Families and Community:

The importance of community involvement is fostered through a variety of programs offered at Franklin Elementary. We have partnered with Massac Mental Health, in collaboration with Massac County's Drug Awareness Coalition, "Too Good For Drugs" program. The eight week program, provided to our 5th and 6th graders, informs students about the dangers of drug and alcohol use, and promotes social emotional awareness and goal setting.

Massac County's Farm Bureau, in partnership with University of Illinois and 4H, educates our students with monthly "Agriculture in the Classroom" lessons. The content ties to concepts in: science, social studies, language arts, and nutrition. Students are learning about the natural resources that are a rich part of southern Illinois while engaging in hands-on, educational activities. We have had successful butterfly and poultry hatch programs that are exciting for students while learning life cycles in the process.

Our local bank sponsors the "Bank at School" initiative. Students establish personal savings accounts which encourage student leadership, fiscal responsibility, and financial literacy. The bank staff oversees our 6th graders who are responsible for accepting student's weekly deposits. Close connection to our community and service learning is an important aspect of our school culture that we are proud of.

We have a partnership with a local organization called "Weekend Blessings". This organization provides weekend food bags for students who rely on breakfast and lunch at school during the week as their main food source and there is not enough food in their home. Our school also supports the community food pantry with food drives. This year our Kindergartners donated "Party Pans", providing the essentials to celebrate a birthday. Our ties to local businesses allow our school to host our annual "Chili Supper" fundraiser. From

their donations, the community comes together for an evening of food and fun.

Our local firefighters talk to the students about fire safety during fire prevention week. They let them practice escaping using a “smoke house” that replicates a burning house. Open House is a back to school event. We invite families into our school so that their students can show them around and show off their classroom.

Our first and second grade classrooms utilize volunteers for daily reading groups. Parents, grandparents, retired teachers and community members commit to being at school one day a week for one hour. These volunteers take small groups of students and read with them, practice vocabulary and spelling words.

3. Creating Professional Culture:

District In-service days provide teachers with opportunities to share concerns and collaborate with other staff members in the school and the district. These days help teachers and other staff members make improvements in areas that will have an impact on student learning. During a recent in-service, teachers were analyzing benchmark data for reading and math. The administrator went around to each teacher and asked if we needed any help or had any questions on completing the data analysis form. This support from the administrator showed she cared and was there to provide input if we had any questions.

School climate surveys are provided to the staff each year. These surveys help the administration be proactive and make necessary adjustments where they are needed. Plus/Deltas are often used to not only communicate positives and successes, but to also share concerns anonymously. Our administrator has an open door policy so that we can talk to her about students or concerns anytime. Our administrator also sends words of encouragement through text and email on a regular basis. During testing week, the administrator showed teachers and staff appreciation by decorating the teacher’s lounge and providing refreshments.

Teachers are encouraged to attend professional development during school hours that they would find beneficial to their classroom. Substitute teachers are provided for the teacher while they attend professional development. When teachers receive new technology for their classrooms, they are provided training and opportunities to visit other classrooms in the district utilizing it first hand. When Kami was introduced during COVID, our teachers were provided with online training and our technology coordinator answered questions day and night for support. Kami has changed the way teachers grade homework because it has provided them with a new opportunity to utilize technology and save time in grading.

Our classroom teachers align what is being taught with grade level teachers above and below on a regular basis. When students in one grade level are exceeding expectations and learning standards, the teachers work together to incorporate next level learning in order to challenge the learner. It is exciting to see the grade level below achieving success on skills above their level. The achievements help improve learning for years and years. Our teachers also share common planning periods each day with district teachers so that we can reach out to them with questions about curriculum during that time. This is beneficial if we have a quick question or concern we need to discuss.

4. School Leadership:

The leadership philosophy and structure in our school is communication. Communication is key to success for our staff, students and parents. The principal sends weekly emails to staff outlining the week with special meetings and including any upcoming events. These emails are important because it keeps the staff informed and accountable for what is happening in our school. The secretary uses this information to make a weekly newsletter for our parents to send home with the students at the end of each week. The principal also sends out a weekly Remind message at the beginning of each week highlighting the events for the week such as tutoring, bank at school, ball games, school closings and early dismissals to name a few. This constant communication keeps everyone informed. The website is also updated regularly. The Remind app has changed how we communicate because teachers started using it as a form of sending out tests and homework reminders, to now using it as text communication with the parents. The principal now uses it as a

weekly announcement reminder and any other special announcements and also sends/receives messages to parents rather than receiving phone calls.

The administration makes sure that everyone is safe, that the curriculum is being taught, everyone is held accountable with high expectations, and teachers and students are provided with the resources they need. The administration ensures that all students have chromebooks and each teacher received a Promethean board with training this year. The principal analyzes the state standards and our scope and sequence to ensure our curriculum is aligned and finds the resources we need to ensure the students' needs are met. The principal provided third through sixth grade teachers with IAR practice resources so that students were prepared for the types of questions that would be asked. The principal also made the decision to incorporate the RACES writing strategy into the curriculum to enhance writing skills for Math and ELA.

The principal today focuses more on instructional strategies than a decade ago. The principal provides the teachers with weekly emails on a different assessment for learning strategies to be used with students and parents. For example, the principal sent the teachers the sandwich method which promotes positive, constructive, positive feedback. This is helpful when talking with a parent about discipline or bad grades, it forces you to talk about something positive about the student. Parents do not like to receive negative feedback or phone calls.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching and learning goes beyond a school's library inventory of literature from other cultures, the posters displayed on the walls, and bulletin boards incorporating inclusive messages. These are small changes we've been conscientious of in our effort to make Franklin more culturally diverse. However, the true bulk of the initiative we've taken is building relationships with our students and families. Ensuring students feel valued and seen for who they are has had the biggest impact. We learn about our students and families through a variety of measures from questionnaires about interests, surveys about learning styles, and polls to hear their voices represented. Understanding students' backgrounds, learning needs, and learning styles gives great value in the way we can best serve our student population. We incorporate "equity sticks" by randomly calling on all students to contribute to class discussions, as we are strongly aware that everyone has a viewpoint or contributions to add, although they might not otherwise openly volunteer their insight. This practice is not new to education, but is still a constant in our classrooms. We regularly group students with different classmates to encourage discussion and problem solving. In doing so, they share unique perspectives and diverse background knowledge with one another that might not be achieved otherwise. We also experiment with peer teaching opportunities. This allows students the ability to showcase their strengths, values, and experiences. Whether the project idea is student chosen from a list of opportunities or activities, or a project idea of their own that correlates with the unit of study or topic at hand, it fosters confidence and allows students to make personal connections to the content. Self-assessment is also another way to promote conviction and determination. Allowing both staff and students the opportunity to self-evaluate their own performance and progress helps them focus on personal growth. Teachers are an integral part of their evaluation process in our district, and we are teaching students to do the same through the use of data folders. Students are responsible for tracking progress toward set goals, both classroom and personal. The use of data to reflect upon performance permits critical thinking and puts learning theory into practice. Teachers also incorporate in their teaching, the study of different countries and their cultures. This allows students to learn and understand different holidays celebrated, how and other types of food are eaten and clothing worn and made.

PART VI - STRATEGY FOR EXCELLENCE

At Franklin School we do not make excuses. Our teachers do not try to reinvent the wheel. The teachers use research based curriculum and strategies. They also use these strategies with fidelity so that concrete data is gained to show success. When we need to make changes, we will. Our parents work hard, our students work hard, and our staff works hard.

Our school pride chant says it all. We have been reciting this chant for more than a decade at Franklin School, "I understand that my education today is very important to my future and will prepare me for college! LANCERS, LANCERS what do you say? What are we going to do today? We will, we will LEARN & ACHIEVE, LEARN & ACHIEVE. Franklin Lancers what do we say? NO EXCUSES here today, COLLEGE BOUND we're on our way! What's important CHARACTER COUNTS! What do we strive for EXCELLENCE! How are we gonna get there? How are we gonna get there? We'll work hard and we'll care REACHING FOR OUR GOALS! We will work hard, we will work hard, we will work hard, we will work hard, and we'll SUCCEED! IN...THE LANCER FAMILY..we will work hard!" We are always willing to try new ideas, learn new teaching techniques, adapting to the everchanging new technology to incorporate into our classroom for the students and for teaching. But, the one thing that never changes is high expectations and determination. We are very proud of our school and our students. This past year our school was Exemplary on the School report card and we spent the day celebrating that success. It is very important to celebrate your success to keep students motivated to work hard including your teachers.

The support from the staff and students is always above and beyond. Each staff member truly cares about the success of each student that comes in through the doors and follows them through their endeavors through adulthood. Recently, a past Franklin student who is about to graduate college is in the process of starting her own non-profit organization by establishing a daytime program for adults with disabilities. As a school, we had a crazy sock day and collected donations for her program. This is just one example of how we give back and support our previous students and local community which sets us apart from other schools. We are always striving to be the best we can be at everything we do.