

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Melanie Blackwell

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

Official School Name Frankston Elementary School

(As it should appear in the official records)

School Mailing Address 100 Perry Street

(If address is P.O. Box, also include street address.)

City Frankston State TX Zip Code+4 (9 digits total) 75763-0428

County Anderson County

Telephone (903) 876-2214

Fax \_\_\_\_\_

Web site/URL <https://www.frankstonisd.net/>

E-mail [niccicook@frankstonisd.net](mailto:niccicook@frankstonisd.net)

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\* Mrs. Nicci Cook E-mail [niccicook@frankstonisd.net](mailto:niccicook@frankstonisd.net)

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Frankston Independent School District Tel. (903) 876-2556

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. Brian Merritt

(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

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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

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**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):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 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	31
K	62
1	48
2	58
3	62
4	65
5	45
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	371

\*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
  - 1 % Asian
  - 7 % Black or African American
  - 14 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 75 % White
  - 3 % 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: 20%

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

Frankston is located within 25 miles of four larger cities (Athens, Tyler, Palestine, and Jacksonville). Most parents/families work outside the city of Frankston. The school and Frankston Packaging are the largest employers within the district boundaries. Most school districts within driving distance to FISD accept transfer students. Due to recent economic conditions, many families were moving closer to work.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	42
(3) Total of all transferred students [sum of rows (1) and (2)]	74
(4) Total number of students in the school as of October 1, 2021	371
(5) Total transferred students in row (3) divided by total students in row (4)	0.20
(6) Amount in row (5) multiplied by 100	20

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

English Language Learners (ELL) in the school: 4 %  
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 233

8. Students receiving special education services with an IEP: 13 %  
Total number of students served 47

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>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>7</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>19</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 5 %  
Total number of students served: 17

10. Number of years the principal has been in the position at this school: 5

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.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 18:1

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%	96%	99%	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 ☐ 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.

Frankston Elementary will engage learners at their academic level and address social and emotional needs to develop successful, productive individuals in society.

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

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=119&code=FB#legalTabContent>

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**

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Frankston Elementary School (FES) is located in Frankston, Texas, which is in upper East Texas about 25 miles southwest of Tyler in Anderson County. Frankston displays rolling hills, fertile soil, and wooded areas. The town was founded when the Texas and New Orleans Railroad was built through the area. Most of its first residents moved to town from Kickapoo, two miles to the southeast on an old Indian Battleground site in 1901. Within six months, a number of important business houses were erected including a lumber yard, drugstore, bank, church, and the local newspaper known today as “The Frankston Citizen.” Land for a school was donated in 1902, where a three-room schoolhouse was formed.

Frankston, Texas, is a small, connected community of 1,200 with a rich history and tradition such as the annual Square Fair celebrated each fall during Homecoming. Many of the residents graduated from the Frankston Independent School District (FISD); therefore, community engagement is high. On any given night, residents can be found at a church-sponsored event or a school-related activity. Many Frankston people are sports-minded, enjoying excellent facilities such as two gymnasiums, lighted tennis courts, a riding arena, a football field with a track, and baseball and softball fields located on school grounds. Additionally, the fishing team is popular and growing due to the very near accessibility of Lake Palestine. The school is an extension of the families that make up the rural community in which many of the staff members are Frankston Independent School District (FISD) graduates.

Today, the elementary campus serves 371 students in grades prekindergarten-5th. The campus has had periods of great success and times of disappointment regarding student achievement. Prior to COVID, a large economically disadvantaged population of white students struggled to meet the federal target, and FES became a campus identified for targeted support and improvement. Since 2020, the campus has improved its data and, culture, filled reading and math Multi-Tiered System of Support (MTSS) positions with certified teachers, and worked to align instructional best practices for student success. Student progress monitoring using online programs and weekly conversations with teachers has supported and increased student achievement at FES. With these key components in place, along with the strong leadership team, the FES campus has made exceptional gains in closing gaps for student achievement as reflected in the 2022 state summative assessment, the State of Texas Assessment of Academic Readiness (STAAR). The ability to close gaps for reading and math during a pandemic is a testament to FES staff’s ability to work together and support students both mentally and academically.

At FES, students experience social-emotional learning starting from day one on the campus. For the past several years, the school counselor has used a research-based curriculum to provide lessons on the importance of good character. To promote good character and positive behavior, FES uses a behavior incentive program– BRAVES. Students who qualify each six weeks earn rewards, such as dress-up days, snow cones, and field trips. Students proudly wear their BRAVES tags, showing everyone they qualified. FES students and staff are always on the lookout for good behavior and acts of kindness and report them to the principal using a “Positive Office Referral” form. These are read during morning announcements. Students and teachers love that recognition first thing in the morning. Students are excited when they can take home their positive office referral to show their parents.

As FES is a diverse community of learners, to support the various student population groups, the counselor provides small group counseling throughout the school year for military, foster, homeless, language learners, and gifted students. These small group meetings provide support and reassurance for each population as they connect students with similar backgrounds and experiences to other peers in the same situation.

Additionally, through the nationwide Peer Assistance and Leadership program (PAL), FES inspires and cultivates leaders. Students are nominated by their teachers, peers, and principals in the spring of their 4th grade year. Centered around community service, PAL participants lead by example as they sponsor food drives, post the flags each morning, and assist with morning duties. These students also sponsor dollar dress-up days, giving the proceeds to local charities and organizations.

Students often enter the school with a smile on their face as they dance to the upbeat music and high-five a



fifth grade PAL who is holding the door for them. From Kidz Bop tunes to different holiday music such as Christmas tunes, each day starts on a great note and a feeling of belonging. Many times during the year, students are greeted by high school athletes, Fellow of Christian Athletes (FCA), and/or Future Farmers of America (FFA) members. Parents and students alike love to see the “big kids” welcoming the littlest Indians in the drop-off line, knowing they will grow into successful “big kids” one day.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Frankston Elementary School (FES) has dedicated time to instilling a love of learning, specifically reading, with students. FES teachers understand that reading is a critical foundation for all content areas. FES has implemented programs to help boost a love of reading. Students have opportunities to earn tokens to use at a book vending machine and earn special field trips based on student reading goal success. Students also have opportunities to build relationships with other students in upper and lower grade levels by participating in reading-buddy partnerships. FES encourages students to participate in family reading nights each Wednesday by having a schoolwide reading homework night.

When the new Reading Language Arts (RLA) Texas Essential Knowledge and Skills (TEKS) were adopted, RLA teachers adopted a new research-based curriculum that is rigorous, engaging, and cultivates student interest. Teachers began goal setting with students using a universal screener and reading level goals. Students take pride in setting their goals at the beginning of the year and watching their progress throughout the school year. Students are competitive in meeting their goals, and as the end of year assessments come to a close, students earn incentives based on goal performance. Incentives include additional recess time, ice cream, and field trips to name a few.

FES reading teachers implement a variety of instructional strategies that create a balanced literacy atmosphere in their RLA classrooms: shared reading, whole group instruction, small groups, project-based learning, writing response activities, and cross-curricular activities. Teachers focus instruction on phonics, grammar, writing, comprehension strategies, and vocabulary. FES has a schoolwide focus on inferencing and writing in all content areas to support RLA knowledge. Tutorial times are built into schedules for all reading/language arts classes. During this time, teachers use formative and summative assessment data to monitor student progress and form small groups to target specific skills; reteaching occurs for low performing TEKS. Teachers meet with the assistant principal to examine the data results and make instructional decisions regarding reteaching and misconceptions to address. Reading/language arts teachers also turn in a copy of their six-week unit assessment with demographic information and results disaggregated to the principal; every teacher in every discipline does this.

To engage students in additional reading skills practice, FES utilizes online programs to help bridge gaps, reteach, and strengthen reading skills. Teachers are able to assign specific TEKS to individual students using these online platforms. Additionally, all kindergarten-3rd grade teachers go through the Texas Reading Academy to learn the newest research-based methods of teaching the science of reading. Teachers have used strategies and methods learned through the reading academy to implement in small groups. Teachers build student background knowledge using turn-and-talks, real life examples, and by providing students with a variety of opportunities to practice comprehension. Teachers take opportunities to bring stories to life through dress-up days, cross-curricular projects, and other engaging activities. For example, 5th graders read about and researched the Macy's Thanksgiving Day parade. Students then created their own balloon floats and put on a parade for the FES campus and parents.

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

The FES math department guides learning for students in the domains of number operations, algebraic reasoning, geometry, measurement, data analysis, patterns, and place value. Kindergarten-5th grade teachers meet frequently for vertical alignment meetings to aid in aligning curriculum in the classroom, and each concept is introduced with a multisensory approach followed by representational strategies before advancing to an abstract understanding. Students are taught to apply, analyze, synthesize, and evaluate to develop higher-order thinking skills. Teachers use a variety of resources and strategies to keep students engaged when introducing concepts and reinforcing skills and academic vocabulary. Instruction includes using hands-on activities, math station activities, mnemonics to aid in remembering strategies, games,

partner/group assignments, and online applications such as Get More Math (GMM). Students are eager to compete with peers as they progress through the different GMM levels. Teachers motivate students with incentives and rewards using this program. Students are so excited about it they often log on at home to earn points and reach new levels. Parents are supportive, as they enjoy watching their students increase their math knowledge and confidence while practicing math at home. Top achievers are recognized during morning announcements by the campus principal, and rewards given by teachers may include ice cream treats and recognition on bulletin boards in hallways.

Each day objective goals are posted on the classroom whiteboard in student-friendly language and referred to throughout the lesson. Teachers often have students read the learning targets aloud to the class. This allows students to know and understand the learning expectations for the day. To begin the blocked math section for grades kindergarten through 2nd and for the math class period for 3rd-5th grade, Target Math as the warm-up is the required campus curriculum. Teachers use this online program to spiral all math concepts, reinforce previously learned content, and give exposure to upcoming TEKS which also helps challenge high-performing students. Students complete the warm-up independently first, and then teachers and students go over each problem together.

Strategies are vertically aligned to help students transition smoothly to the next grade level. For example, upper grade-levels use CUBES: Circle key numbers and units, Underline the question, Box math clue words, Evaluate and Eliminate, Solve and Show your work. Students write CUBES at the top of any assessment they complete. A variety of other strategies, online programs, and hands-on activities are used to solidify students' content knowledge such as ten-frame cards, dice, and foam shapes. Students also keep math journals for notes and strategy reminders.

Kindergarten-5th grade students take comprehensive tests three times per year to measure grade-level knowledge and growth. Unit knowledge is evaluated through end-of-the-unit assessment data to identify students not mastering TEKS. Teachers continually monitor student retention and comprehension through the spiraling of content previously taught and assessed. Students in need receive remediation through in-class small groups and tutorials; improvement and mastery are applied to lessons. Students also monitor their own growth using a data chart. Students write their projected goal and color in their progress.

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

FES science teachers use the TEKS to drive instruction. The year begins with an introduction to science that includes safety and the scientific method. Teachers instruct on multiple units of life science which includes life cycles, adaptations, structures and functions, living and non-living things, environments, and the flow of energy in food webs. In earth science, teachers include weather, the water cycle, landforms, and changes to earth. For concepts in matter, teachers focus on recognition of solids, liquids, and gas, changes to matter due to heat, and physical properties of matter. Teachers also cover the different forms of energy and the forces of pushes and pulls. The last unit addresses cycles and space. Lesson plans include readiness, supporting, and process standards. Lesson plans also include concepts to be retaught per data results. Primary resources for curriculum include different online educational programs, including individualized playlists for students.

Instruction is delivered in a variety of ways. At the primary level (prekindergarten-2nd), each teacher incorporates lessons through high-interest reading selections focused on science topics. Starting at third grade, students are departmentalized into science classes. Third through fifth grade classes focuses on inquiry-based and hands-on learning with the use of labs, stations, projects, choice boards, and interactive notebooks.

Science assessments are created through an online system and use released State of Texas Assessments of Academic Readiness (STAAR) questions. Teachers give at least one assessment at the end of each unit that includes previously taught material to make sure students are retaining content. The use of pretests and posttests also drives instruction for the unit lessons. In addition, students take ownership of their learning by tracking their data in their own data notebooks. Teachers measure each individualized student's growth over the course of the year from fall to spring using Measures of Academic Progress (MAP).

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

Social studies teachers at FES highlight critical topics. For kindergarten-2nd grade, history, citizenship, and culture are taught. Creating order, exemplifying good citizenship, exploring places, studying the past, remembering traditions, and making economic decisions are the main focus for those grade levels. Students in grades 3rd-5th learn concepts such as geography that includes maps, regions of Texas, and patterns of settlements. For history, students learn about Native Americans, the American Revolution, westward expansion, the Civil War, reconstruction, European exploration and colonization, and Texas independence and annexation. Historical documents, the Constitution, and branches of government are discussed for government.

Teachers use visuals, videos, hands-on activities, and simulations to make sure students understand the content. Teachers use a social studies newspaper-format curriculum, supplementing it with activities and assignments that capture students' interest. For example, in 3rd grade, students give a speech as a presidential candidate to their class. The teacher designates an area in the room and puts the United States Flag behind a wooden podium. Students dress up for the occasion, with some students wearing suits, and campus administrators and central office personnel are invited to watch students present their speech. Pictures are taken of students and are posted on Facebook and the Frankston Independent School District (FISD) website. Inclusion of social studies content also occurs in reading assessments and some assignments, so teachers of other content areas can instruct cross-curricular and reinforce concepts being taught.

Every six weeks, social studies teachers in grades 3rd-5th create assessments to determine if students learned the concepts for that unit. That data is used to determine what TEKS needs to be retaught and/or discussed with students and students keep record of their results. Teachers also use vertical alignment meetings to focus their instruction and know what concepts need to be spiraled in from previous grade levels.

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

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

Frankston Elementary's prekindergarten program is guided by the State of Texas Prekindergarten Guidelines. FES prekindergarten teachers use a research-based online program approved by Texas Education Agency (TEA) to administer beginning, middle, and end of the year assessments. Formative assessments are given every six weeks to monitor student progress. Assessment data is analyzed by teachers and administrators and used to make instructional decisions. Data is also used to help guide teachers in differentiating instruction during small group learning time. Prekindergarten students set goals with their teacher and choose what goal they will work on every six weeks.

Different types of curriculum and activities are used to make sure students master concepts. Teachers use online programs, videos, discussion, questioning, movement, and hands-on activities. Learning stations are implemented each day with hands-on activities to reinforce the skills being taught. Learning stations include technology, writing, kitchen time, reading, sensory tubs, etc. as well as one-one-one time with the teacher. Each prekindergarten class has one instructional aide to assist the teacher with bathroom breaks, small group instruction, mealtimes, and recess. Fine motor skills are a focus in prekindergarten, preparing students for kindergarten. Prekindergarten students learn how to follow rules, communicate, and get along with others as well as learn academic skills during this kinesthetic learning time. All of these activities assist in school readiness.

Field trips are a priority in prekindergarten to ensure students are exposed to real-world activities outside of the classroom, especially during the second semester. Teachers connect field trip experiences to what students are currently learning in class. Field trips include going to the zoo, the park, the pumpkin patch, etc.

Students learn about bus rules and safety as they travel to different locations. Field trips help prekindergarten students learn basic life skills they will need as they progress through school.

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

Music is offered to all elementary students from prekindergarten-5th grade. Kindergarten-2nd grade students come to music using a three-day 45-minute rotation schedule. Prekindergarten and 3rd-5th grades have assigned days of the week with 3rd and 4th grade having a Friday rotation schedule. Additionally, pre-band is incorporated into the schedule for fifth grade students only.

Students set music goals at the beginning of each school year. QuaverEd is a large part of the curriculum. As students progress through the music program curriculum, they are exposed to a variety of instruments, how to play them, instrument families, composers and music history, music styles, music theory, and how to access their own Quaver account. Through this account, students have full access to interactive activities which include recorder practice, music theory, instruments, writing music, movement, playing music, and books. Students also participate in music movement activities in class, and as a result of learning, students can participate in school musicals and a recorder program. Parents are encouraged to attend. Honor Choir is also offered as an after-school program for grades 3rd-5th. The Honor Choir has been invited to sing for the school board, area nursing homes, and Veteran's Day programs.

### **2b. Physical education/health/nutrition**

Kindergarten through 5th grade students participate in physical education (PE) for 30 minutes daily with prekindergarten participating for 45 minutes. Students focus on safety, teamwork, locomotor skills, and healthy choices per age group. Students learn basic athletic skills such as proper running technique and raising heart rates in addition to sports such as basketball, volleyball, and soccer.

The first ten minutes of class is used exercising muscle groups that will be used that day, and student leaders lead the warmup. TEKS are reinforced with discussions about the importance of being healthy and active. The Student Health Advisory Council (SHAC) committee recently met to adopt a program to assist students in learning about healthy habits.

Physical activity events are also part of the FES PE program. Parents are encouraged to attend events such as the Turkey Trot where students have a course to complete. There is a timer and music playing, with parents waiting at the finish line. Staff are assigned to different locations to encourage students along their journey. Many teachers choose to participate and run with students. Another event is Field Day which includes various events, running competitions, food, and parent involvement. It is an excellent way to end the school year.

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

### **2d. Technology/library/media**

FES has a librarian aide that works 45 minutes with students prekindergarten-5th grade. Prekindergarten students attend once per week as an introduction to library while grades kindergarten-5th rotate, seeing the library aide a minimum of once per week. The library aide helps promote a love for reading by reading with students, completing different activities, and discussing character traits. Currently, students are creating posters about why it is okay to be different. After reading stories, students create their own using their imagination. The library aide also decorates and reads books according to the different seasons, holidays, or celebrations. Accelerated Reader (AR) tests are completed in the library as well.

The technology aide at the elementary campus works with students prekindergarten-5th grade for 45 minutes. Prekindergarten students attend once per week as an introduction to keyboarding skills and media. Grades kindergarten-5th rotate, attending keyboarding a minimum of once per week. First graders are learning how to use passcodes, log in, and open different applications to learn the functions. Second graders begin basic typing skills, learning about the home row and finger placement on the keyboard. Third through 5th graders continue with keyboarding skills, reviewing, but also work on typing papers and PowerPoint presentations.

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

FES offers a math club created by the campus math interventionist and assisted by the 3rd grade math teacher. The teachers wanted a fun way for students to practice and learn multiplication facts and created a karate-themed club for 3rd grade students to join: “Master of Multiplication.” Students meet twice weekly and earn colored karate belts and reward tags as they progress and become “masters” at multiplying. Once students learn the multiples of the number 11, students get to go on a field trip. For students that master the multiples of 12, they get special recognition at the FES award ceremony at the end of the year.

FES has a Robotics program that is open to both 4th and 5th grade students. At this time, students are afforded opportunities to explore concepts associated with robotics through cross-curricular connections. The elementary operates using the Lego EV3 system. Students are able to design, code, and program their own robot. There are two different competitions, a design competition in the fall and an arena competition in the spring. Fourth and 5th grade students participate in both, and in the past, FES has been successful bringing home many trophies and ribbons.

## **3. Academic Supports**

### **3a. Students performing below grade level:**

If a student is performing below grade level, the teacher will communicate concerns with the parent/guardian and try providing additional support within the classroom. Support in the classroom consist of small group or one-on-one aid, assigning lower grade TEKS to address deficits in concepts, providing supplemental aides (mnemonic), etc. If the teacher notices those additional supports are not helping the student be successful in reading and/or math, the teacher will complete a Multi-Tiered System of Supports (MTSS) referral form for academics. If behavior is a contributing factor, the MTSS form for behavior will also be completed, so the counselor can work with the student on specific needs, such as organization and/or anxiety. This information is discussed during MTSS meetings with interventionists, the teacher(s), counselor, and administrators. MTSS has specific curriculum based on screeners and data to help focus on specific content and/or processing gaps. If MTSS staff and the teacher determine that the student needs further assistance, they will complete the Student Success Team (SST) paperwork. This paperwork requires the teacher to turn in qualitative and quantitative data, so educated decisions can be made for next steps. For example, a student may be referred for special education testing.

Some teachers in grades 3rd-5th will offer tutorials after school to assist in helping students achieve academically. These tutorials typically begin around six weeks before the STAAR test. Teachers ability group students according to data obtained by benchmark testing, classroom observations, and formative assessments. The curriculum used is diverse and appropriate for each student group, as some students need to be enriched while others need support to ensure they are mastering current grade-level content. Teachers typically have two groups of students coming on different days to keep the student to teacher ratio low. Administrators provide snacks and words of encouragement to promote student attendance.

### **3b. Students performing above grade level:**

Students performing above grade level are challenged within classrooms through differentiation, ability grouping within small groups, content, pace, and/or product. Teachers use choice boards to assist with accelerating advanced students. There are also enrichment books provided for kindergarten through second grade classrooms that are available for student use at any time. Third and 4th grade science and social

studies teachers implement individualized playlists through lead4ward. The playlist gives students a pretest to determine what they currently know about the topic. Students are then directed on what to do next based on the pretest results. Some students may skip certain components if they demonstrate concept attainment. Other online programs are individualized to allow teachers to assign upcoming grade-level activities for students that are above grade level.

The FES campus also serves Gifted and Talented (GT) students and provides them with additional opportunities. If a student is identified as GT, parent(s)/guardian(s) receive a packet that includes the identification process and program information, and students are clustered in their classes. FES has a variety of activities to challenge GT students. Some examples are logic puzzles, computing devices, circuit games and programs, brain puzzles, field trips, and other gifted and talented games and curriculum activities. Additionally, the counselor meets with GT students as a group throughout the year to work through a GT curriculum book for social and emotional needs. GT students are taught about different characteristics they may have such as perfectionism and underachievement. Discussions also include working with others and autonomy. There is a GT webpage on the Frankston ISD website that includes information about the GT program such as local and regional contacts, the identification process, the state definition, mission of the program, and resources for parents. Students and parents also receive information each year on summer camp scholarships through Region VII.

### **3c. Students with disabilities:**

If a student has been receiving services through MTSS and/or Section 504 and is still not showing growth in grade-level academics, a referral is made for special education services. It is then that a Full Individual Evaluation (FIE) is done through Anderson County Special Education Cooperative. If the student qualifies for special education services, an Admission, Review or Dismissal (ARD) committee meeting is held to determine placement. Based on information from the FIE, teacher input, parent input, different norm-referenced assessments, and daily progress within the general education setting, the student is placed in the least restrictive environment. Placement services may include resource math and/or reading, inclusion math and/or reading, dyslexia, or Early Childhood Special Education (ECSE)/life skills. During the ARD process, goals are set based on the student's individual needs. If a student is slightly below grade level, the inclusion setting is generally the most appropriate placement. If the student is one to two grade levels behind, the resource setting is considered. The quantity of minutes served in inclusion or resource settings are based on student needs. If a student is significantly below grade-level and has additional cognitive and adaptive needs, the life skills setting is considered. For children ages three through six with disabilities, ECSE services are provided.

Every three years a FIE is completed and a new meeting is held to determine whether additional special education services are needed. Students who are being serviced in the inclusion setting follow grade-level TEKS with accommodations provided by certified special education teachers. Those who receive resource services are pulled in a small group to focus on Individualized Education Plan (IEP) goals as well as instructional concepts. Students who qualify for dyslexia receive instruction from the dyslexia specialist. The life skills student's classroom setting utilizes a lower level of TEKS based on individual needs.

### **3d. English Language Learners:**

FES implements an English as a Second Language (ESL) content-based program model. All general education teachers prekindergarten-5th grade serving Emerging Bilingual (EB) learners are ESL certified which is 93% of FES teachers. English Language Proficiency Standards (ELPS) are included in weekly lesson plans to ensure needs are met for these students. The elementary staff attends professional development through the Region VII Service Center. FES also utilizes the curriculum resources provided by the Region VII Service Center. In order to close academic gaps due to language barriers, different programs are used online as well as in person. Teachers also use translation apps and provide assessments in Spanish when necessary, and teachers use Flipgrid, so students can practice speaking and listening skills. The lower elementary levels also have English and Spanish word labels with pictures to assist in learning the English language. For example, a card will have a picture of a door and the word written in English as well as Spanish taped to an actual door. Additionally, there is devoted time to support EB students twice weekly

with an ESL certified teacher. Students also meet with the assistant principal to prepare for the Texas English Language Proficiency Assessment System (TELPAS) using writing/typing samples for discussions. Discussions include assistance with capitalization, spelling, word tenses, strategies, and having confidence. EB students leave with an index card that includes targeted areas for them to practice in preparation for TELPAS. Students also take the practice TELPAS assessments online. There is an EB webpage on the Frankston ISD website that includes the mission and vision of the program, contact information for the campus as well as region, and has resources for parents. There are also newsletters and webinars posted on Facebook and the FISD website from Region VII for parents to access.

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

FES incorporates interventions by providing targeted instruction in both reading and math through the Multitiered Systems of Support (MTSS) program. At the beginning of the year, staff begin by administering a universal screener to identify the needs of various student populations as compared to nation norms. This measurement of progress is also administered at mid-year and end-of-the-year. Students performing below grade level are identified and discussed with the campus's MTSS team which includes classroom teachers, interventionists, the counselor, and administrators. During discussions, the team considers different sources of data such as teacher input, report card grades, assessments, and behaviors to determine if a student should be screened for targeted small group intervention provided by the math and reading interventionists. If concerns arise after students complete MAP, the universal screener, classroom teachers may bring student concerns to the campus MTSS team by completing an MTSS referral form.

Identified students are then placed into tier II or tier III intervention groups with time and duration set according to the academic need of the student. During small group intervention, instruction is tailored to address learning gaps. Lessons are developed based on student needs using research-based methods designed to enhance and support tier I instruction in the classroom. The math interventionist also does a push-in for classrooms for continuity in strategies and language.

Student progress is monitored throughout the duration of the intervention using focused curriculum-based measures. The MTSS team meets every three weeks to discuss progress and make decisions. At the end of each six weeks grading period, the campus MTSS team reconvenes to discuss student progress. The team determines if further interventions are needed or if a student should be moved into tier I, tier II, or tier III. Strategies outside the general education setting may be considered for interventions to use if needed.



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Frankston Elementary School (FES) staff members work together to motivate, engage, and ensure students have a positive environment that supports academic, social, and emotional growth. FES staff are known for building strong relationships with students. Teachers discover students' interests through forming relationships and implementing the favored topics into instruction. Teachers use different activities to capture students' attention while considering their interests and learning styles. A student might walk into a classroom made into a detective scene to learn about a science topic or a glowing room to learn how light travels. Students present inaugural addresses behind a podium in front of the United States Flag in 3rd grade social studies. FES also has flexible seating, using wobble chairs, rocking seats, couches, and floor pillows. For attendance, FES has incentive drawings every six weeks.

Extrinsic awards such as field trips and pizza parties for academic growth and appropriate behavior motivate students to perform. Reading competitions occur between homerooms and rewards are given including acknowledgement on Frankston Independent School District's (FISD) website and Facebook. High school students in Peer Assistance and Leadership (PAL) visit weekly with their "reading buddies" to promote reading skills and serve as role models for elementary students by demonstrating positive examples in both behavior and academics. FES provides opportunities for students to compete in different activities. The Academic Rodeo allows kindergarten students to enter the Kinder Kritter contest and create a "critter" using everyday items. First-5th grade students may compete in events for writing, art, and a fashion show. The University Interscholastic League (UIL) engages students through competitions such as chess, maps and graphs, and storytelling. The past two years, FES has placed first overall.

To promote college and career, FES has "Where're you going Wednesdays." Every Wednesday, students and staff wear a college, military, or trade-school shirt with jeans to school. Most teachers and administrators have college pendants and information about their degree posted outside their door. Another way FES promoted college is the degree incentive for reading. Based on Accelerated Reader (AR) points, students earned different degrees: diploma, associate's degree, bachelor's degree, master's degree, and a doctorate. Students put on a cap and gown, had their picture taken and posted on a bulletin board, their accomplishment was read during morning announcements, and they received a certificate to take home. These campus actions give students motivation to work hard to be successful, achieve academically, and attend school to further their education.

### **2. Engaging Families and Community:**

FES knows the importance of engaging families and community involvement within the school. The community is very supportive of teachers, staff, and students. Local churches have prepared and served meals for new staff during in-service trainings. They also provide food items for the backpack program, school supplies, and new backpacks, and facilitate a weekly afterschool program: "Good News Club." These same churches contact FES for names of students to add to their angel trees for Christmas gifts as well as provide holiday meals for families in need. Local businesses such as Austin Bank, Brookshire's, Walmart, and Dairy Queen partner with FES each year providing meals for staff, incentive treats for students, and school supplies.

FES provides many opportunities throughout the school year for family engagement as it is vital to student success. While it looks a little different post-COVID, parents are encouraged to participate in class parties, awards programs, kindergarten rodeo, musicals, Veteran's Day breakfast, field trips, fun runs like the Turkey Trot and Reindeer Run, prekindergarten graduation, and class field trips. Lower grade levels have the local fire truck come to the school, and the nurse has a dentist come and share dental hygiene information with students, providing free toothbrushes and toothpaste. The 3rd grade class has a mini-mall where students create businesses to make money. They complete their own marketing, product design, and do a cost analysis. Students and staff from other campuses attend as well as parents and community members.

Family participation starts at the beginning of the school year with FES encouraging parents to attend Open House. This is an opportunity for all parents to meet their child's teacher(s) and view the campus. During the year, families are notified of opportunities for school engagement via the district website, the FISD Facebook page, class Remind messages, newsletters, Skylert, emails, and phone calls. Some grade levels use behavior take-home folders to communicate with parents as well. The Student Health Advisory Council (SHAC) committee also meets four times per year to discuss different FISD concerns. This year, a 3rd grade teacher hosted "A Night Under the Stars" for parents and students to look at the stars from the FISD baseball/softball field. A member of the Astronomical Society presented information about constellations, plus S'mores and Oreos were provided, with Oreos being used for the moon phases. FES makes every effort to keep families informed of the many opportunities to attend FES events and celebrations.

### **3. Creating Professional Culture:**

Administrators start every school year promoting teamwork and a positive culture. Aside from using The Energy Bus every year, the campus is decorated to match the yearly theme, teachers get a shirt, and there are team-building activities. One year there was a scavenger hunt that staff teams completed to find goody bags. Positive signs throughout the campus, seasonal décor for inside and outside the campus, and rockers for teachers on the playground are just a few examples promoting campus pride and a welcoming warm atmosphere. FES has a social committee that brings staff together for pot-luck lunches, painting parties, baby showers, and such. Birthdays are posted in the teacher's lounge, on the FES calendar, and stated during announcements.

The principal and assistant principal (AP) remember what it was like to be a classroom teacher and understand the importance of allowing time for teachers to work in their rooms. They keep professional development condensed to specific and precise needs, honoring teachers' time. Professional Learning Communities (PLCs) are used to complete professional development throughout the year, and teacher workdays are split between vertical alignment meetings and time for staff to work in their classrooms. Vertical-alignment meetings help the campus align instructional strategies, focus on more difficult TEKS for every grade-level, and discuss teaching techniques that work. FES also utilizes the experienced and knowledgeable teachers on campus to present different topics to all staff. Allowing teachers time to work in their rooms provides stress relief for teachers as they get their classrooms prepared for students.

FES campus leaders trust and support teachers allowing autonomy in instructional strategies and curriculum supplements. Feedback from staff is requested on issues such as the grading policy and schedules. Teachers are supported financially with a campus budget to spend on anything necessary to successfully complete their job. Helpful feedback is given and conversations occur about walkthroughs and data during meetings which keep teachers and administrators focused on instructional needs. Open communication allows staff to present ideas and concerns. Teachers are supported regarding discipline, as they know if a student is sent to the office there is some type of action, whether it is a discussion with an administrator, parent call/conference, or other consequence(s). Wednesday PLCs are used for parent communication to enable teachers to talk with parents about behaviors as well as inform parents of successes. These together are what sustain a productive, positive, enriched culture at FES.

### **4. School Leadership:**

FES has two administrators that share the same leadership philosophy: Do what is best for students. The principal and assistant principal (AP) have consistently been in these roles for the past five years, both bringing different complimentary qualities to the campus. Their first year together, they embraced their roles and began making decisions to better the campus beyond current practices in place.

The principal and AP collaborate on most responsibilities, but some duties are delegated based on strengths and experiences. For example, the principal works with grades prekindergarten-2nd, and the assistant principal works with grades 3rd-5th due to previous grade-level experiences. While grade levels are somewhat split, both administrators observe every classroom to gain knowledge of academics and to become familiar with student behaviors. Delegating office tasks lends campus leaders the ability to focus on

student achievement.

The administrators have high expectations for students and staff, trusting staff to reach the expectations and helping students do the same. Teachers set goals with students, administrators with teachers, and the principal and AP reflect on their goals to determine next steps for improvement. Walkthrough feedback for instructional practices is meaningfully completed, so teachers receive specific information about how to grow. Administrators also know that discipline issues interrupt learning, so contacting parents and supporting teachers helps make sure learning will not be hindered by distractions.

Practices have been put in place to create continuity and consistency with all school procedures. Administrators led the campus to collaborate and implement analyzed data into instruction to meet student academic needs. Teachers also observe each other, as FES administrators know the excellence of their teachers and want all staff to see exciting instructional strategies happening in different classrooms.

The principal and AP have an open-door policy and want staff to feel comfortable discussing any concerns. A survey is sent out at the end of each year to get feedback, and at the beginning of the next year, everything that was addressed in the survey is stated, so staff know the administrators listen and act accordingly. Administrators also understand that sometimes difficult conversations and decisions must be made and follow-through is required. For example, moving teachers to disciplines that fit their strengths has proven successful and students have benefited, even if such was not initially welcomed. The administrators realize what is at stake: the future leaders of society. “Doing what is best for students” is at the core of every decision.

## **5. Culturally Responsive Teaching and Learning:**

Frankston Elementary serves a diverse population and emphasizes respect, awareness, and equity in the classroom and throughout the school. FES is blessed to have a bilingual teacher on campus that translates Spanish for students, parents, and staff during meetings and phone calls as well as a counselor who works with students on character traits, with a focus on treating others with kindness. The FES campus is aware that students come from different backgrounds and homelife situations. Forms sent home and conversations with students use terminology to accommodate this need. One example is having the Multi-Tiered System of Support (MTSS) letters in English and Spanish, and another example is using Guardians/Parents instead of just Parents on forms. Additionally, the counselor speaks with students and parents regularly and assists in aiding the FES campus in providing donated backpacks with school supplies to students in need. The counselor knows which families need clothing and/or food and helps find ways to get those items to families.

The campus builds awareness to include and support all students. During Dyslexia Awareness Month, facts about dyslexia are shared each day. Students identified with dyslexia are invited to participate in a Dyslexia Awareness Day at the Region 7 Educational Service Center to showcase their strengths. The dyslexia teacher took four students to participate this year. Other special populations meet with the counselor a minimum of twice per semester. These special populations consist of the following: emerging bilinguals, foster, homeless, gifted and talented, and military students. For military students, additional attention is given to military families and community veterans in November and April. The district hosts a special breakfast to recognize veterans, and the elementary campus makes cards and goody bags for veterans as well. Across the campus, you will see staff sporting the same color shirt in honor of childhood cancer, breast cancer awareness, month of the military child, and autism, to name a few. During Black History Month, there are different books displayed for all students to see, and students read different facts about influential African Americans during morning announcements. The Anderson County Special Education Co-op hosts a Special Olympic Day for area students which is a wonderful event supported by the community and the high school athletic department to spotlight these students. All FES staff work hard to make sure students feel respected at school and proud to be a part of the culture they inherited.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Frankston Elementary School (FES) is a campus grounded by unity. This ideology comes from united administrators and unified staff with strong student relationships focused on one goal: No one goes backwards. Campus unity has produced supportive, respectful, and caring relationships amongst students and staff as well as an environment where students feel safe and motivated to learn, and teachers to teach. When students and staff enter FES, they enter a second home. Students are welcomed with open doors, music playing, and a counselor greeting them by name. The rapport teachers have with students continues when they move to the next grade, as students often stop to chat with former teachers. Additionally, staff appreciate the unified FES administrators. They are open to ideas that will help the campus be fruitful. This results in teachers feeling trusted to complete their job with autonomy, creating mutually respected relationships between them and the principals. The unified beliefs administrators hold create an environment which promotes the perfect balance of having a compassionate heart for students and staff and the drive to push both to reach their full potential.

Signs posted around the campus read: ONE WAY- NO ONE GOES BACKWARDS. FES is united on achieving this goal. There are several practices in place to support this. The Student Success Team (SST) process makes sure students get needed support academically and socio-emotionally. Teachers complete the SST packet and turn it in for the team to analyze the data and determine next steps. FES also implements the Multitiered System of Support (MTSS) for reading, math, and behavior to create small group pull-outs for targeted intervention. Regularly scheduled MTSS meetings allow for teachers, MTSS interventionists (certified teachers), and administrators to look at data, give updates on student progress, and decide next steps. Vertical alignment meetings make sure teachers know which TEKS students struggle with consistently, so they are addressed early. Student strategies are also streamlined, so they are ingrained in a student's memory for the next grade. Time is devoted to train teachers in using different types of data and implementing it. Teachers provide principals with a Data Collection Form that includes students on grade level, TEKS to be retaught, and student misconceptions; meetings occur to discuss data. Additionally, teachers have a daily Professional Learning Community (PLC) time to disaggregate data, contact parents, and collaborate on student needs. These procedures help ensure the united campus goal is met: "No one goes backwards."