

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Kimberly Emrick

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

Official School Name Lebanon Elementary School

(As it should appear in the official records)

School Mailing Address 408 Mary Jane Street

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

City Lebanon State IL Zip Code+4 (9 digits total) 62254-1540

County Illinois

Telephone (618) 537-4553

Fax (618) 537-2746

Web site/URL <https://www.lcusd9.org/>

E-mail dwood@lcusd9.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* Dr. Amanda Ganey E-mail aganey@lcusd9.org

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

District Name Lebanon CUSD #9

Tel. (618) 537-4553

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 Dr. Allison Gaubautz

(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):
- 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	40
1	43
2	51
3	50
4	39
5	24
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	278

*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):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 12 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69 % White
 - 10 % 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: 8%

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	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2021	245
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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: 43 %

Total number students who qualify: 120

8. Students receiving special education services with an IEP: 17 %
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>3</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>16</u> Developmental Delay	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</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: 2 %
Total number of students served: 6

10. Number of years the principal has been in the position at this school: 3

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.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
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 17:1

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	94%	95%	96%	96%	95%
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.

We believe that education should take place in a fully inclusive environment with equal opportunities for all students and promote high expectations and academic success. This success will be accomplished by the dedicated staff which provides 21st Century skills through academics, social and emotional learning, and physical and multicultural skills.

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1050/Lebanon/2356788/LES_Handbook_2022_2023.pdf

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

Lebanon Schools have been privileged to serve our families for the past 150 years. We have been integrated since the 1870's, making the District one of the first desegregated school systems in the nation. There are three schools in our district serving the Lebanon and Summerfield communities. We are very fortunate to live and teach in a small, rural town of 4,300 with a median household income of \$56,250. We are tiny but diverse. We have students who are Pacific Islander, Chinese, Mexican, Indian, Native American and African American. We are also diverse in social, economic, religion, and homelife. We are a very open and accepting community.

We have a state of the art elementary building that encompasses our preschool through fifth grade students. The new Lebanon Elementary School building is 40,000 square feet and includes 24 classrooms plus a gymnasium. The new elementary building replaced an 80 year old two story structure that was razed. Two thirds of our faculty hold masters degrees. Our pupil to teacher ratio is 19:1. We have a 90% teacher retention. We have a kind, dedicated staff who are talented, committed, knowledgeable, and passionate about their work. We have taken on a new Social Emotional Learning curriculum, numerous professional book studies and have welcomed an instructional coach. Our teachers have high expectations and follow the Illinois Learning Standards (ILS) and differentiate when delivering instruction to provide the very best learning opportunities for our students.

Our preschool program helps ready students for all day kindergarten. After school enrichment and intramural programs are available to our students. We offer technology infused instruction as we are 1:1 with devices at our school. The technology teacher pushes into our classrooms and meets classes in the lab for coding and other lessons. All students participate in physical education five days a week. Fifth graders can participate in band and sports along with the junior high students. All students have weekly library and music courses. A Title I program is provided for qualified students that offers specialized help in math and reading. Our PTO is an active organization that provides enhancements to the building and educational experiences. Within the last three years we endorsed a new reading series, math series and social emotional curriculum. Working together the committee was tasked with reviewing all instructional materials in light of the state content standards to propose curriculum, including courses, programs, and curriculum-related policy to meet our districts' overall needs.

We are very fortunate to have a partner in education with McKendree University. McKendree is the oldest college in Illinois with continuous ties to the United Methodist Church. This partnership allows us to enjoy a close working relationship with student observers and student teachers. McKendree's professors often guest lecture and work with their students to put on events like Math Day and Dr. Suess Day. McKendree has generously included our building as a stop when performers and entertainers are in town. They also allow us to utilize their performance art building for our student performances and plays. Lebanon is located just 30 minutes from St. Louis, Missouri and this affords us opportunities for enriching field trips and guest speakers. We pick up and drop off students at the local day care, HELP for Mom, every school day and include the daycare center at some of our events like Santa's Cottage. We welcome and embrace our military families as Scott Air Force Base is located just seven miles to the south of Lebanon. The Lebanon Library offers our students summer reading programs and works with the district to promote literacy.

Another partner in our success is our Lebanon Education Foundation. They make a positive difference for students and teachers by offering grants and scholarships. We work closely with the Lebanon Rotary who has most recently provided funds for technology grants. The Lebanon Lion's and Lebanon Woman's Club also work with our district to provide scholarships and extras. The business community is a strong supporter of our district. The newest partner is The Chapter One organization whose mission is to help youth realize their dreams by providing resources for school supplies for both our K-12 students and faculty. In addition, if a student is in need of clothing, shoes, etc. someone from the school reaches out to the organization and the need is fulfilled.

Lastly, we have a very caring group of retired faculty and staff who help with volunteering and resources. These dedicated individuals go above and beyond to make sure all students are successful in and out of the

classroom. They have purchased and/or donated funds for items for individual students, classroom needs, and volunteer at events. They often come back and share their expertise with our students. We are blessed to have such a caring and supportive community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our students are immersed in an intensive reading program. Each grade level utilizes evidence-based Houghton Mifflin Harcourt (HMH) Into Reading curriculum. Into Reading provides not only a reading platform, it also integrates spelling, phonics, vocabulary, grammar, writing, and social emotional learning (SEL) components. Students are exposed to a variety of texts which push our students to discover and explore topics that are engaging and standards based. At each grade level, teachers have vertically aligned the Reading and English Language Arts (ELA) curriculum as a guide to make grade level transitions more effective by setting clear expectations. Numerous teacher in-services and summer professional development offerings have been conducted by trained staff members who have a content knowledge of our reading and ELA program. Analyzing our data allows us to make decisions about professional development offerings as well as guide instruction and scaffold student learning.

Our teachers are currently participating in a book study focusing on the Science of Reading to learn and discuss how proficient reading along with writing skills develop in our students. We are also focused on learning to effectively assess and teach and, therefore, improve student outcomes. Teachers use a variety of supplemental curriculum such as Michael Heggerty's phonological and phonemic awareness program along with our Into Reading phonics lessons. Core reading instruction focuses on comprehension of complex texts. We apply Illinois Learning Standards for Reading across both fiction and nonfiction texts in a variety of genres. Students receive phonics instruction where indicated and needed. All grade levels have implemented vocabulary and it is assessed weekly, as well as weekly story assessments and module assessments. These formative assessments are used to assess areas of weakness and adjust instruction accordingly. The Growth Measure Assessments per HMH Into Reading are given fall, winter and spring in a summative format. Students across all grade levels are monitored for fluency, accuracy, and comprehension. Our vertical alignment includes daily writing opportunities as well as integrated formal, publishing writing activities.

This spring we participated in One School One Book (OSOB). Each family received a copy of *The World According to Humphrey* to read together at home. Teachers recorded the chapters that were uploaded on a Youtube channel. Students and their families could listen and/or read together and then students had the opportunity to answer trivia questions and earn prizes. This program was designed to create a reading community within our school, and allow teachers, parents, and students to have conversations about what they are reading. This program was an essential strategy that reinforced reading instruction, increased parental involvement, bridged the home-school connection, and helped build a true community of readers.

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

After spending a year carefully vetting and piloting a new math curriculum that included rigorous topics, lesson tasks and assessments, we chose Pearson enVision. It is aligned to the ILS for mathematics and includes an online component which allows teachers to conduct interactive lessons daily and allows students the ability to log onto the program in and outside of school. The curriculum focuses on deep conceptual math understanding aided by visual models, personalized learning, math vocabulary and 3-act tasks. We seek to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Each grade level received a hands-on manipulative kit to engage students at every level. Grade levels also utilize online resources such as online XtraMath, Freckle, Moby Max and Prodigy.

We work hard to ensure our students are given instruction on all the standards for their grade level by unpacking the standards and incorporating them into a year-long curriculum map. Our maps build upon the skills from previous years to create a comprehensive, vertically aligned mathematics program. We utilize a daily spiral review of standards. Our instruction takes many different forms, including lectures, demonstrations, problem-solving activities, group work, and individual practice.

Our assessments are aligned with the goals of the curriculum as we feel it is critical to provide students with meaningful feedback to help them improve their mathematical understanding and skills. Analyzing our IAR test, STAR, and assessments embedded within our lessons allows us to make decisions and differentiate our instruction according to our students' unique needs. Assessment is used to evaluate students' understanding of mathematical concepts and their ability to apply them in problem-solving situations. Assessment can take many different forms, including tests, performance assessments, project-based assessments, and formative assessments. Our aim is to engage students in active learning, provide opportunities to apply mathematical concepts and skills in real-world situations, and use a variety of instructional strategies to meet the needs of diverse learners.

We also provide additional services for students who score lower on benchmark assessments. Students are provided small group instruction to work on grade level skills, and other skills identified through screenings. Through this process we are filling gaps in the mathematical learning levels of our students. By helping our students learn to think critically about real-world math problems, evaluate options, collaborate, and present solutions we can ensure our students are successful in learning math. Making it relevant is critical to empowering our students to use math in their daily lives. Family engagement resources are embedded in the curriculum to provide essential information for families to use in supporting their students at home.

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

Although our science curriculum is currently under study for the 2022-2023 school year, our district provides a site license for Mystery Science and we use this program as the building block for our units of instruction. This program provides hands-on, cooperative learning experiences, while encouraging investigations, problem solving and teamwork. Lessons can be integrated into math and language arts lessons. We then extend learning through the use of experiments and simulations. We also utilize a wealth of resources, including but not limited to BrainPOP, STEMscopes, and Discovery Education to meet the Next Generation Science Standards (NGSS). The students learn scientific concepts and principles within the context of informational text and writing through our reading series as well. Most grades have science every day of the week. Our close proximity to St. Louis allows us to visit the Science Center and other places to extend our learning.

Students investigate questions relevant to their lives by conducting investigations, collecting and analyzing data, developing and using models to explain phenomena, and engaging in arguments from evidence. Students build an understanding of core ideas in science and understand and use scientific practices in earth science, life science, and physical science. Teachers facilitate inquiry-driven lessons where phenomena are explored in a logical sequence and dictated by student inquiry. Teachers use formal and informal assessments to assess what the students know. The engineering design standards are addressed in a multitude of ways. Our technology teacher pushes into the classrooms to help instruct STEM topics including coding and robotics in an exciting and engaging way to prepare the scientists of tomorrow.

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

Our curriculum and assessments are aligned with the ILS for Social Science. The themes of Social Science focusing on history, geography, economics, civics, and an appreciation for the different cultures within our school are central to our social studies program. Teachers provide additional supplements and learning opportunities around current events and topics. Our k-3 curriculum is integrated within our HMH Into reading series and we supplement the curriculum to hit the standards. Our fourth graders concentrate on the regions of the United States and utilize postcard exchanges to help students learn about geography and other cultures in an authentic way, thus meeting learning objectives and content standards in both language arts and social studies/geography. Our focus in fifth grade is the 13 colonies leading up to the Revolutionary War. Civics and economics are also taught in fifth grade through partnering with Junior Achievement Biztown. It develops an understanding of basic business practices and responsibilities, builds money management skills using economics and banking practices and the role of citizens, workers and consumers in their community. In conjunction with our 150 years of public education, we visited a one-room schoolhouse and invited former teachers to share what it was like to attend one of our very own one room

schoolhouses in Lebanon.

We bolster engagement by providing culturally rich field trips in and around St. Louis and southern Illinois to enhance social studies instruction and reinforce academics. We have also been very successful with virtual field trips that can transport us to sites beyond our classroom walls and help bring history and geography to life without leaving our school building. Recent topics included learning about An OTTER Day on the Mississippi River and a One Room Schoolhouse with the National Park Service. The Smithsonian Museum presented their American Indian program.

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

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

LES provides two blended half-day preschool and early childhood classes that meet daily. We provide social-emotional and core pre academics for 33 students. Our mission is to build and facilitate a classroom family where we learn, play, and grow together. By working closely with our related services (OT, PT, SLP) we are meeting the individual needs of each of our students. Along with monthly gross and fine motor groups, our SLP and pre-k teacher co-teach language and literacy daily. Our SEL curriculum focuses on feeling identification and coping skills while providing kindergarten readiness for social expectation and norms. We prepare our students for kindergarten by aligning curriculums vertically with our kindergarten curriculum maps. Our ELA standards are explicitly taught through Orton-Gillingham, Science of Reading, Kilpatrick Phonemic Awareness, and Heggerty Phonemic Awareness. Building upon the letter-sound knowledge, we provide writing instruction through Handwriting Without Tears, Orton-Gillingham letter formation, and Multisensory/Fine Motor pre-writing skills. Numeracy and mathematical knowledge is explicitly instructed with Mindful Math. Our science and social studies are embedded into our ELA curriculum, STEAM days, thematic units, read alouds, shared reading, centers, anchor stations, and sensory bins.

Along with providing kindergarten readiness, we prioritize building community within our families. Parents are invited to attend functions held in the classroom. These events encourage family involvement and bridge the gap between the school home. Kindergarten teachers report that our graduates appear to understand classroom expectations and have a significantly greater work stamina than students who enter school for the first time. Eighty percent of current students demonstrate letter name, letter sound knowledge, and phonemic awareness/phonological awareness. Students are demonstrating number sense and a clear understanding of beginner math concepts. Exposure to our play based program sets them up for success in classroom behavior, social-emotional skills, and academic content in kindergarten.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Our students attend art class once a week for one quarter. They study drawing, painting, collage, printmaking, and fibers. The lessons are created to connect the students with a specific artist or art movement throughout art history. Every project allows students to engage in problem solving, creative decision making, and significant self expression. The art teacher created and teaches the after school fall art and an after school art workshop with our high school art club who volunteer their time. Students explore art history and various art materials including: canvas painting with acrylics, expression through sketchbooks, and handbuilding with clay and plaster.

Music class is offered twice a week to all students. Music classes allow our students to focus on rhythm in multiple formats. K-2 students put on a winter concert and intermediate students hold their concert in the spring. The concerts are a great time to showcase our students' hard work and talents with a concert that is

open to family, friends, and the community. Fifth graders are invited to join the beginning band course. The students learn to read music and play the instrument on a basic skill level. Donations of instruments allow all interested students to participate.

2b. Physical education/health/nutrition

Students benefit from daily physical education classes. Elementary physical education promotes skill development along with social and emotional learning. The program is aligned to the Illinois State PE Standards, with emphasis on continual motor development, health, and fitness. Classes expose students to team and individual sports along with recreational activities including skills, basic rules, scorekeeping, critical thinking and strategies. Student learning emphasizes good sportsmanship and teamwork. McKendree University student teachers provide our program with best practices and current research regarding the science of exercise. Growth is measured by performance assessments along with FitnessGram testing. Our goal is for students to recognize and value the importance of physical activity and choose a lifetime of wellness.

Nutrition plays an important role in academic performance as well as overall quality of life. Educating our students on the importance of proper nutrition and the effects it has on the classroom, helps them understand the impact on classroom success, attendance, and behavior. Nutrition education is embedded within the health education curriculum and integrated into other core subjects, as appropriate. Our district implements nutrition promotion techniques through multiple channels, including the cafeteria, classroom and home. Our cafeteria system supports healthy eating through menus, posters, challenges, and contests.

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

2d. Technology/library/media

Technology is a natural part of instruction and embedded in learning throughout all subjects. All classrooms have Newline Interactive Displays. Students utilize 1:1 devices. Our technology teacher is a Google Certified educator who implements the ISTE standards while instructing STEM topics such as SnapCircuits, Lego We Do kits, and robots. We continue striving to infuse relevant and meaningful technology into instruction while adapting to the unique needs of our students and community. STEM grants allow students to be exposed to coding and robotics. Students are taught basic computer skills, keyboarding and digital citizenship. Students curate, problem solve and leverage the power of technology to take an active role locally and globally. We feel it is imperative to help our students prepare for their future workforce and to successfully navigate an increasingly digitized society. Our District is prepared and capable of providing successful elearning days.

Our library media specialist provides 25 minutes of guided instruction for every student each week and open circulation daily. Our library hosts book fairs, the Book Blast program, Tales with Tails, collaborative sticker mosaics, STEM literacy kits, themed units, virtual visits, genre studies, a cloud library subscription and technology-themed monthly choice boards. We have a library which welcomes students and provides cozy spaces and fosters a love of learning. Our media center follows the National School Library standards and collaborates with other teachers to provide enrichment and reinforce literacy skills.

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

Our after school enrichment program was designed for our students to help them discover new interests by studying technology, STEAM, art, music, Spanish and agriculture. It is a true enrichment opportunity that allows students the chance to dive deeper into subject matter, explore critical thinking opportunities, and participate in higher-level activities cooperatively. We offer exciting and interest-driven opportunities to help our students learn, grow, and reach their full potential. The program supports our students emotional, social, academic, and cognitive development. Parents have been very complimentary of our inaugural year and we are looking forward to using information from our parents, student and staff survey to assess and

make the program even better.

Our fifth graders are able to join the photography club as an extracurricular class. The goal is to engage our students in observing their world. By learning about the picture taking process students document their learning and interests, and can better communicate their ideas with others. They assist with yearbook creation by providing photographs. They take ownership in the class by volunteering to take pictures at events in our school and writing articles for local papers. Their work is also showcased on our digital displays.

3. Academic Supports

3a. Students performing below grade level:

LES assesses all children in ELA at the beginning, middle and end of the school year using Renaissance STAR 360. This comprehensive assessment provides insights needed to guide literacy growth for emergent readers, struggling readers, and high achievers. The results are the baseline data that drives instruction, intervention and PHH (Power Half Hour) groups. Students falling below the 25th percentile on the Renaissance test and those struggling in the classroom receive intervention in math, reading or both. In 2021, we transitioned from Fountas & Pinnell to Orton Gillingham and the Science of Reading to utilize a researched based approach to provide intervention services.

Based on student performance, teacher input, and test scores, students receive Tier 1 and Tier 2 services. This time allows students to work slightly above and below level to reinforce skills and to be challenged. PPH involves a variety of strategies including decodable readers, leveled readers, novels, and close read passages. Teachers provide a variety of instruction using web-based programs including Raz Kids, Freckle, Lialo, Lexia Core 5, Orton-Gillingham (OG) instruction, and a variety of teacher created lessons to strengthen foundational skills, fluency, and comprehension. These groups are flexible and students can be reassigned as needed.

Our math assessment is Renaissance STAR 360 for k-3 and it is adapted for grades 4-5. Pearson enVision also quantifies 4-5 student performance. Students who score lower on these benchmark assessments are provided intervention services. Teachers have access to this data to scaffold student instruction.

A summer math and literacy camp is offered to Title I students. The math program is taught by a highly qualified teacher and the literacy program is taught by a teacher holding a reading endorsement. Teachers provide engaging activities that stimulate critical thinking and problem solving in both content areas to improve skills and prevent summer regression.

3b. Students performing above grade level:

Classroom teachers are provided with testing data to help identify students in their classroom who are performing above grade level. Challenging students who are performing above grade level is part of our commitment to provide quality services to all students. Utilizing student interest inventories, parent questionnaires and teacher checklists, we gather valuable information that is used to help with instructional strategies. Student interests are key in choosing enrichment or acceleration options. Teachers can differentiate instruction by providing advanced content, offering accelerated pacing, and allowing for more complex projects and assignments. Curricular modifications include acceleration, enrichment, grouping, problem-based learning, curriculum compacting, tiered lessons, and independent study. Modifying or adapting the curriculum is a very effective method for realigning our curricula in order to assist these learners work to their potential. Utilizing higher order thinking skills and questioning techniques, we are able to extend lessons and assignments for all our students.

LES employs a teacher certified in gifted education who works with our staff to answer questions regarding the curriculum and to provide services for these learners in our school. Students work on passion projects before school with our certified staff member. Our after school enrichment courses offer an opportunity for students to expand their learning.

3c. Students with disabilities:

Lebanon Elementary has special education programs that are individually tailored to students with identified disabilities with the support of an Individualized Education Program (IEP) Team. The team is made up of parents, general education teachers, special education teachers, speech and language pathologists, occupational therapists, social workers, and physical therapists that work together to ensure the success of each individual student's needs. The least restrictive environment for students is paramount, therefore, the students with IEPs at Lebanon Elementary have access to much of the general education curriculum while still receiving support needed for their continued success. Our teachers and staff are compassionate, caring individuals who meet the needs of their students. Para professionals are provided to support students in the classroom and around the building. At Lebanon Elementary School, we are fortunate to work alongside the Belleville Area Special Services Cooperative. In this partnership, we are committed to Child Find duties, psychological evaluations, including screenings and specialized evaluations in areas such as assistive technology, autism, audiology and central auditory processing, music therapy, occupational therapy, orientation and mobility, physical therapy, sensory integration, speech and language therapy, and visual impairments.

Lebanon is dedicated to the provision of specialized educational programs for children with low incidence and/or complex disabilities such as those with autism spectrum disorders, social/emotional and behavioral disorders, hearing impairments, and/or cognitive disorders. Lebanon Elementary School works hand in hand with BASSC to ensure the coordination and oversight of federal and state grant projects (IDEIA), submission of FACTS, child count, and reimbursement data, and other required fiscal reports.

3d. English Language Learners:

Lebanon Elementary is proud to work cooperatively with Belleville Area Special Services to offer interpreter services for individuals with IEPs that are identified as English Language Learners. In addition, Lebanon partners with the St. Clair County Regional Office of Education to offer English as a Second Language Program (ESL). This program provides a transitional program of instruction to St. Clair County English Language Learners. Although our English Language Learner percentage is at 0% on our School Report Card, we have other languages spoken in the home including Chinese and Spanish. Two of our teachers are bilingual and help translate information for our Spanish speaking families. Google translate is another avenue we utilize for communicating. To the best of our ability we offer parents newsletter, student reporting and other communications in their original language. We are proud to offer a Spanish Enrichment Club as part of our after school programs. We encourage our students to share the culture, language and heritage. Our district is host this year to several foreign exchange students from countries such as Ukraine, Japan, Brazil, and France. We include many different languages in our book selection in our library for our students and staff.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At LES we have made social emotional learning a priority. After a school-wide teacher book study, we saw the need to implement a SEL program, Second Step. We use morning announcements to share good news and upcoming events. We use this platform to tie in our Second Step SEL program to encourage positive behavior with consistent, common language. It strengthens our efforts to create a safe, supportive environment in and out of the classroom. Each month we recognize Students of the Month who are nominated based on displaying good character based on our word of the month which comes from our SEL program. They get surprised with a sign in their yard.

Our after school enrichment activities allow students to immerse themselves in a variety of topics including foreign language, coding, agriculture, music, and art history. Also, for our kinesthetic children, we have after school intramurals where students are engaged in learning through movement and sports. The coaches play an important role in modeling and teaching children sportsmanship and teamwork preparing for future success in sports and in life. Through organized sports, children can learn important life skills such as cooperation, communication, and leadership, as well as the importance of hard work, dedication, and perseverance. From band and choir concerts to art history immersion and technology, we strive to capture the attention of each and every student. Santa's Kottage is offered each year and our 5th grade students get to partner up with younger children and "shop" for family and friends.

Our three hallway digital displays help to show and share our school's culture. Our students, staff and visitors can see videos and photos of school trips, extracurricular activities, and student work. It's a wonderful opportunity to celebrate and share our great work in real time to a real audience. The digital displays are a great way to tell our story and help visitors understand what makes LES so special.

In the classrooms, teachers offer a myriad of tools to bolster engagement ranging from choice boards, scavenger hunts and breakout rooms to hands-on learning experiences like hatching chicken eggs to witnessing the life cycles of frogs, butterflies and praying mantises. Our staff goes above and beyond to create a culture of success in our school. "Everyday is a great day to be a Greyhound!"

2. Engaging Families and Community:

Family, community, and school collaboration takes place frequently through many different events and activities. Our pep band recently invited community members to come play at events alongside our students. We also have monthly meetings called "Lebanon Listens" where school staff and administration attend and take in valuable feedback from community stakeholders. Our teachers also volunteer to cook and help serve at monthly community dinners.

As mentioned above, the Chapter One Project has grown into a community wide service initiative to provide school supplies for all students. We also had local businesses volunteer equipment and labor to install two scoreboards on our baseball and softball fields this year. At the beginning of each school year, we partner with local churches and businesses and offer free haircuts, tennis shoes, hot spots, cell phones. Community organizations offer help and distribute items free of charge to our families at this event. We invite community members to enhance curriculum by sharing their knowledge and stories about our community.

Our PTO holds monthly activities for students and their families including interactive STEM labs, bounce house celebrations, dances, movie nights, and assemblies. These fun and engaging family centered events are held year round. They help sponsor field trips and fun day activities such as ice cream trucks, craft supplies, bounce houses, and pizza parties.

Junior Greyhound Athletics (JGA) is a community basketball organization that offers practice and competitive play for our elementary kids. Through fundraising and hosting events, the JGA donates hundreds of dollars to athletic scholarships for student athletes who would not otherwise be able to

participate due to financial hardship.

Our annual Family Reading Night is sponsored by our Title team for our families and we invite retired teachers to attend and help run various stations. This event is so well received that even during COVID, we held a drive through event and donated books and reading resources to each family.

We are also fortunate to have McKendree University in our small town. We frequently partner with them for projects with their teacher candidates and scholar athletes. They also provide volunteers for our before and after school youth programs.

While we are far from perfect, we are so fortunate to have amazing support from our community. Whether through meals provided to staff via churches and local businesses or teacher treats donated anonymously just to make educators feel appreciated, we feel the love and strive to reciprocate when possible.

3. Creating Professional Culture:

Professional culture is created by helping our staff feel valued, appreciated, and supported. One way we do this is to have new teacher orientation meetings where our new staff members are given a bus tour of our school and the two communities we serve, as well as welcome gifts and a luncheon. They also meet regularly with their mentor and our district instructional coach who offers support, and guidance. Our professional learning community (PLC) allows us to work as a team of educators to share ideas that will enhance our teaching practice and create a learning environment where all students can reach their fullest potential. Having our weekly early release time has allowed us to work on curriculum mapping, comparing and creating assessment data, sharing strategies and interventions district wide. We hope to not only teach students about growth mindset strategies, but to implement them into our professional lives as well. As lifelong learners, we collaborate often and implement innovative ways to encourage students through our PLC times. Through the lens of book studies, we can reflect on school leadership and re-imagine education and what it means to our students.

We have a very active Sunshine Squad whose goal is to practice self-care strategies and managing compassion fatigue. In taking care of ourselves and each other, we provide positive role modeling for students. This dedicated group of volunteers work on decorating the staff lounge and restroom. They provide monthly activities such as monthly potlucks, yoga, windshield notes, secret pal, and teacher appreciation week and other celebrations. LES utilizes a staff shout out e-card to recognize our peers for their work, and talent contributing to a culture of appreciation, community, and kindness.

Our school is very welcoming to new teachers and staff. We have included in our onboarding a mentoring program as an avenue to promote teacher retention and consistency among our educators. We feel that our mentoring program helps to increase job satisfaction and help teachers to emerge as leaders at LES while having a positive effect on student achievement and engagement. Our mentors and mentees meet throughout the year in pairs and for a more formal program that includes content specific training and professional development activities. These activities allow teachers to be introduced to our school's way of work. New teacher support includes professional learning, opportunities, access to resources, mentoring, document reviews, progress meetings, and opportunities for feedback and development.

4. School Leadership:

Educational leadership at LES focuses on creating a positive learning environment, promoting academic excellence, and developing a shared vision. This is the principal's third year and during this time he has worked to revise the handbook in an effort to more clearly communicate the school and home community connections. The before and after school programs during this time to meet the needs of working parents. He is also credited with starting the enrichment programs for our students.

While multi-faceted, the principal's primary responsibility is to serve as the instructional leader. Upon his arrival he took time to listen and communicate with faculty and staff to hear what was working and what areas needed improvement. Working collaboratively with grade level teachers on student performance data

increases teacher awareness of gaps in meeting the standards. Our principal has organized PLCs based on student test scores and teacher needs. He has strengthened the mentoring program for new hires by attending meetings and providing in-classroom support. The principal has taken an active role in streamlining policies and procedures most notably changes to our Response to Intervention (RTI) and Special Services.

Compassionate and proactive behavior management sets the tone for a safe learning environment and often takes away the need for discipline. By embedding Second Step (SEL) concepts into school practices and policies, the principal helps sustain a culture of caring, learning, and achievement. The principal provides daily positive announcements and has posters emphasizing integrity and character for students to see in the office area.

Rewards are embedded into a positive environment. An example of this is the incentive for students to be principal for the day. Students are excited to earn this honor and it makes for a memorable day.

The principal is recognized as an integral piece to the success of LES. Priority is given to a culture of collaboration and promoting strong communication, which leads to trust among stakeholders, including teachers, students, parents, and the broader community. The principal's monthly e-newsletters are posted on several media sites including our website, pushed out via SeeSaw and Thrillshare. It is also posted on the Lebanon Forum to engage the community as these stakeholders play a critical role in the success of our school.

5. Culturally Responsive Teaching and Learning:

Our teachers foster a sense of belonging and ensure that all students feel respected and challenged. We set high expectations for all students and focus on assets every student brings to the classroom. We include accommodations, specialized instruction, and language support for students with different needs. Teachers get to know their students and learning strategies thanks to our small class sizes and involved teachers. Our diverse staff helps our students relate to better understand and celebrate their own culture. It also bridges the gap and builds a sense of community and belonging. Pairing our SEL with culturally responsive teaching also helps students navigate contexts both inside and outside of school. Positive relationships with families and community are essential to have success in education. At LES we work hard to create a sense of community and ensure that families feel included and valued.

We focus on student learning by bridging high-interest areas into instruction. For example, our rural community centers around farming and livestock. We celebrate these interest areas by adopting farm pets with local dairy farmers, caring for desk pets, hatching chicks, dairy field day, and livestock show and tell.

Many of our staff members attended the district as students or live within the district, bridging a sense of community inside and outside the elementary school. The students and staff interact within a variety of community building activities year round such as 4-H, Girl Scouts blanket drive, Boy Scouts cereal drive and holiday present drive, and a bottle cap collection for our local park benches.

We also provide inclusion within the elementary school by modeling equity of students with all abilities and cultures. We have students with augmentative and alternative communication devices, gifted, learning disabilities, trauma, multicultural, and multilingual all within our building. We strive to be culturally relevant by celebrating diversity heritage months with month facts during morning announcements, recognize Down Syndrome awareness day, and host library presentations and discussions from our district counselor who is credentialed for race and equity and is also a certified trainer in equity and diversity.

Our staff is trained on implicit bias by providing training for staff on recognizing and addressing their own biases. This helps ensure that all students are treated fairly and equitably. Included in this training is cultural awareness and sensitivity training. Our Board of Education has policies and practices in place that promote tolerance and acceptance of diversity.

PART VI - STRATEGY FOR EXCELLENCE

In 2019 we hired a District Instructional Support Coach, our instructional coach works with teachers to improve the quality of lessons and the quality of our students' education. The mission of our instructional coach is to help all teachers improve both their ability to teach and their ability to learn, empowering them to create classroom environments in which their students can thrive and succeed. Our principal understands the value of coaching, and supports it as a priority for improving student learning in our school. The coach and principal meet frequently and communicate via email to assess the work done and reassess where to head next with teachers.

The instructional coach has also helped us find educational deficits and we were able to remediate and show impressive growth. After analyzing data as a team, it was evident that updated math and reading curriculums as well as a Social Emotional program were urgent needs. By introducing various book studies and podcasts on best educational practices to staff, we were able to incorporate teacher leadership groups and hone in on what our colleagues were doing successfully and how we can expand upon working ideas. Our instructional coach helped lead the charge and paved the way to improve student achievement and teacher performance.

By researching and finding new educational tools and techniques to help increase student achievement, our teachers are provided with new ways to teach material and ways to help remediate students that are struggling. One of the most valuable things that our instructional coach provides to teachers is a collaboration partner. Our Instructional Coach observes teachers, model teaches, provides feedback, and engages in meaningful discussion with teachers about their lessons and student learning. We have implemented peer observation opportunities. We firmly believe that when done well, including feedback and reflection in our observations of each other is a high impact approach to improving professional practice and is an important part of our teachers' professional development. Teachers use a student growth model from classroom data during our PLC time to allow us to target instruction where it is needed. The need may be skill-based or content-based. It may mean an area of weakness or a need for enrichment or extension if the pattern indicates student strength in a particular area. She pushes in and is continuously giving feedback on ways to improve, grow and communicate in various ways while also offering teachers opportunities to observe others.