

U.S. Department of Education
2019 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 Mr. Robert Hohlbein

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

Official School Name Franklin Elementary School

(As it should appear in the official records)

School Mailing Address 310 East Fourth Street

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

Delphos OH 45833-1558
City State Zip Code+4 (9 digits total)

County Allen

Telephone (419) 692-8766

Fax (419) 692-2766

Web site/URL https://www.delphoscitieschools.org/ E-mail rhohlbein@delphoscitieschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Douglas Westrick E-mail dwestrick@delphoscitieschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Delphos City Schools District Tel. (419) 692-2509

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 Mrs. Erica Pimpas
(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, write N/A in the space.*

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 2019 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
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. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	56	34	90
1	22	31	53
2	25	18	43
3	20	20	40
4	18	35	53
5	30	17	47
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	171	155	326

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 4 % 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 2017 – 2018 school year: 9%

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, 2017 until the end of the 2017-2018 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1, 2017	338
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 4 %
14 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 53 %
Total number students who qualify: 174

8. Students receiving special education services: 18 %
58 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>5</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>32</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
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.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. 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

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2018.

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%

14. 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.

15. In a couple of sentences, provide the school’s mission or vision statement.

Excellence Today; Success Tomorrow; One Student At A Time

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

PART III – SUMMARY

Franklin Elementary is a small school serving children in kindergarten through fifth grade for the Delphos City School District. Delphos is a family-oriented rural community in northwest Ohio with approximately eight thousand residents. Most of the citizens are employed in farming or small industry. The poverty rate is fifty percent based on the free and reduced lunch data. Delphos was established as a port city along the Miami-Erie Canal in the middle 1800s. The historical Lincoln Highway runs through Delphos.

A predominant theme of history of this municipality is the importance of a strong public school system and the community involvement that supports it. This philosophy is evident in the mission and vision statements of the district and in Franklin Elementary, emphasizing "excellence in education and in the workplace...integrity, responsibility" and lifelong learning.

The curriculum at Franklin is based on the Ohio Learning Standards. We choose materials that are aligned with these standards and that allow for differentiation for the students at all skill and ability levels. Academic services include resource rooms and inclusion support for our special education students, an English Language Learner teacher for the population of ELL learners, and enrichment for our identified gifted students from classroom teachers who have had specialized Gifted Professional Development. Additional support meeting the physical, social, and emotional needs of all our students is provided internally by our elementary guidance counselor and school nurse. Externally, we have working relationships with Specialized Alternatives for Families and Youth (SAFY), Westwood Behavioral Health Center, and Family Resource Center of Northwest, Ohio, Inc.

At Franklin, we focus on the whole child. Students enjoy outdoor time as much as weather will allow with two recesses daily. Technology and Science, Technology, Engineering, Art, and Mathematics (STEAM) classes are emphasized with computer assisted lessons in computer lab and embedded in every grade level. Character education and career exploration is taught by the school counselor, but reinforced by the classroom teachers. The success of these programs is indicated by the recent National and State recognition, 2018 National ESEA Distinguished School nominee in the "Closing the Achievement Gaps between Student Groups," the 2018 High Progress School of Honor, 2018 Ohio School of Promise, both based on the Ohio School Report Card and the 2018 National Blue Ribbon School nominee in the category of Exemplary Performing School as nominated by the Ohio Department of Education. These awards showcase the efforts and success for our students and staff.

As in any school, Franklin has challenges. The high poverty rate, (50%), forces us to be more responsible with the health and well-being of the children, with programs such as school breakfast and lunch, the "Meals til Monday" food bags that need to be supported, increased focus on arranging for doctor and dental visits, and a clothing box with extra clothes including coats, hats, and mittens for children in need. Enrollment fluctuates between three hundred and four hundred students and is highly transient through the school year. To successfully meet the needs of new students, assessments and programming needs must be met as soon as possible.

The Delphos community is divided by a local parochial school. This element of the community often takes funding, resources and support from the public school. Delphos City Schools is in the lowest eight percent of expenditures per student in the State of Ohio. The Franklin staff meets each of these challenges with dynamic strategies, strong working relationships, and the belief that together they can use all of their resources, academic, financial, social, emotional, and physical in ways that best enable us to follow the mission statement, "Excellence Today, Success Tomorrow, One Student at a Time."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Franklin Elementary emphasizes the Assess-Plan-Teach Cycle with a strong core instructional program based on the Ohio Revised Learning Standards. Our staff works collaboratively across grade levels to ensure that all of the standards are being taught. The current evidence-based program is McGraw-Hill, Wonders, supplemented with the "Phonic Dance" program in grades kindergarten through grade three and the Phonics First Foundations Program, an IMSELEC Accredited Multi sensory Structured Language Professional Development Course based on the principles of Orton-Gillingham Methodology. Franklin uses AIMSWeb, from Pearson as the bench-marking and progress monitoring tool. Franklin also uses the Ohio Diagnostic tests, Kindergarten Readiness Assessments, and the Student Learning Objective Tests. Further assessment is embedded in formative assessments throughout data driven instruction.

Students who do not achieve at the bench mark for these assessments in grades kindergarten through grade three are provided with a written Reading Improvement Plan and are included in Franklin's Federal Title I program. Our goal at Franklin is for every child to be "On Track", in Reading and Writing successfully at grade level by the end of third grade.

Interventions specific to the needs of each student as determined by the assessments are implemented by the classroom teachers, the Title I teacher, or an intervention specialist. Students who continue to struggle are referred to the Intervention Assistance Team, a group composed of teachers, the school counselor, the school psychologist, the special education officer, and the administrator. This group analyzes the student's data, classroom performance, and any other pertinent information to develop an instructional plan effective for that child.

1b. Mathematics:

The Ohio Revised Learning Standards for Mathematics provide the framework for the instruction at Franklin Elementary. We have chosen the series, "My Math", from McGraw-Hill because of the program's alignment to the standards and the amount of technology the program integrates into its lessons. As well as using evidence and research-based strategies, and continuing with the assess, plan, teach cycle, teachers at all grade levels have focused on the student's mastery of the basic facts. Daily skill development with repeated practice, computer applications, and instructional games have proven effective.

Differentiated instruction for students of all abilities, from below grade level to gifted students, is supplemented with the Study Island digital program which allows teachers to create assignments for students based on the student's present skill level. All materials, programs, and activities are aligned with the Ohio Revised standards for Mathematics and lead to positive student growth in Math.

1c. Science:

Science instruction at Franklin Elementary is based on the Ohio Learning Standards for Science. Programs and materials we have selected to align our instruction with the standards include STEM: IT, a digital platform which include 21st century topics such as Agricultural Lessons with Engineering, Coding, 3-D Printing, Robotics, and Circuitry. These are tiered lessons meeting the various skill levels of our students.

Franklin Elementary is involved with a community program for science, "Science Enhancement for Science Advancement (SESA)". This program is a partnership with our local chemical and refinery industry. SESA supports classroom instruction and the Ohio Science Learning Standards with guest presenters, volunteers from their companies, units of lessons from specific topics and the "hands-on" materials needed. Our students benefit from the experience of the engineers and chemists that present the lessons as well as the hands-on labs and activities that the volunteers bring into the classrooms. Our science instruction supports students as natural scientists and encourages students to pursue STEAM related careers.

1d. Social studies/history/civic learning and engagement

The Franklin staff teaches the Ohio Learning Standards for Social Studies using several supplemental programs along with a traditional textbook. These supplemental programs include STEM:IT, extensions for social studies, and at grade four, the Ohio Experience Social Studies (Ohio in the United States), and Study Island.

Teachers also use several resources for assessment preparation in both digital and print format. Using these assessment resources to prepare young students for testing allows them to practice their ability to focus on content and testing questions for extended periods of time. We are aware that students will be involved in assessment throughout their education and careers. Social Studies experiences extend to the community as well. The students at Franklin are involved in several Veterans' Day activities which include recognizing the students' veteran friends and relatives and a patriotic presentation for our fifth-grade students from our local Veterans of Foreign Wars representatives.

The fourth-grade students also visit our local Miami/Erie Canal Museum each year to get an in-depth look at local and regional history.

1e. For secondary schools:

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

2. Other Curriculum Areas:

The students at Franklin Elementary experience visual and performing arts, physical education, and technology in a classroom setting at a minimum of thirty minutes per week with a teacher licensed in that area. All classes are based on the Ohio Learning Standards for the subject. Differentiation for the skill level of each student is evidenced throughout the class time. The students' learning is showcased throughout the year with musical programs for the parents and community with both digital and physical art shows. Every child is celebrated by their participation in the concerts and art shows. The community supports these activities with their attendance.

The physical education instructor meets with the students twice per week, thirty minutes each class session. This time allows the instructor to embed health and nutrition into the physical education program.

The students in grades kindergarten through fifth grade learn basic computer skills in technology classes for thirty to forty-five minutes per week depending on their grade level. These classes provide a basic skill level and a platform for growth that the classroom teachers can use to embed technology into classroom instruction, practice, and assessment.

Students develop library and media center skills with a weekly supervised visit to our school library. Appropriate topics such as proper library etiquette and the organization of the library are discussed.

The guidance counselor visits each classroom for a thirty minute period weekly during one semester providing character building, life skills, and career exploration lessons. These lessons include topics such as bullying, friendship, honesty, decision making, self-esteem, and citizenship. The classroom teachers support these lessons by reminding the students of the skills they learn in guidance and practicing these skills and behaviors throughout all of their classes and activities at school.

3. Special Populations:

The motto of our dedicated staff is "Working together to achieve student success!" We serve a diverse population of students and their families. The staff continues to research strategies and inclusive cultural practices that will effectively meet the needs of all of our students. We use rigorous assessments and analyze the data including as many different criteria as possible to determine the academic needs of each child and whether they are "on track" or "not on track" to be successful, especially in Reading. For benchmark assessments, we use the state diagnostic grade level tests, AIMSweb for phonemic awareness, phonics, and oral reading fluency and comprehension (at appropriate grade levels). The teachers use a variety of evidence based interventions including: repeated readings, Reading Racetrack, Cover;Copy;Compare for Spelling and Math, Click or Clunk for Reading comprehension and sentence combining strategies for writing, to meet the learning goals of the students "not on track," for students with an Individual Education Plan, English Language Learners, and students struggling with social-emotional or behavior issues as determined by the Intervention Assistance Team.

Intervention programs are delivered by the Title I teachers, the intervention specialists, the instructor for our English Language Learners Program, and both internal and external tutoring programs. Matching effective interventions to the specific needs of each student with appropriate progress monitoring has produced positive outcomes and growth for all of our students.

Our English Language Learners (ELL) instructor works intensely with this population to help them be successful in school and in the community. The students are with this instructor in a small group setting with intense direct English instruction. The ELL teacher works with the classroom teachers to assist the students in the classroom setting as well.

Begindergarten is a new program to Franklin Elementary. Our data showed that many of our students were not entering school prepared for kindergarten. Many of our families do not send their children to a preschool or Head Start program. We developed Begindergarten as a "pre-kindergarten" class to help "close the gap" for our younger students as we stress phonemic awareness, beginning literacy skills, large and small motor skills, number understanding, and social and emotional development for these youngsters.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The environment at Franklin Elementary is one of warmth, trust, and caring. As visitors enter the front doors, they are greeted with a wave (as they are buzzed in) and a smile from the office staff. Everyone is treated with the same cheerful respect, regardless of the issue they may be bringing. Our families are confident that all situations will be handled with the most positive outcome possible for the benefit of their children. Each child knows that they belong at Franklin.

Students enjoy that same positive, friendly relationship with the custodians, cafeteria staff and the tutors and volunteers that are at Franklin to support student learning.

The physical environment itself is utilized to maximize learning, motivation, and to showcase student accomplishments. The hallways are decorated with student work, building confidence and self-worth as well as giving families and visitors a snapshot of the progress of each child. Classrooms display motivational quotes, academic reminders such as math formulas and vocabulary. Students are encouraged to do their best and given the tools and resources, close at hand to succeed.

Using the assessment data to target and intervene the specific needs of each student helps develop a growth mindset knowing that their progress is celebrated, and their struggles are supported.

Student celebrations include a quarterly honor roll with public announcements and postings, a quarterly attendance award, a quarterly homework reward, and prizes for achieving the grade level goals for Reading Counts, a reading comprehension program. Annually we celebrate the achievement and growth of all of our students at a year-end assembly.

The administration and staff extend this same trust and warmth to each other. Sharing, collaborating and celebrating as they continue to do their best for the students and families. Delphos City Schools Administrators and school board, and the community does its best to ensure that the staff understands how valued they are and how much their dedicated efforts are appreciated. We celebrate Teacher Appreciation Day including luncheons, breakfasts, drawings for classroom supplies, and gift cards. We encourage our families to thank their teachers as well.

Franklin Elementary has been the recipient of a number of awards and recognitions. We celebrate these through local media outlets so that our public is aware of the successful work of our teachers and students. These honors are received only because of their hard work. Our intent is for our teachers to feel honored and valued as they walk through the doors of Franklin Elementary every day.

2. Engaging Families and Community:

Franklin Elementary School Staff intentionally strives to establish positive reciprocal relationships with our families and community. We have a strong Parent Club which supports the school by assisting with activities such as COSI on Wheels, financing special programs and providing for assemblies bringing in guest speakers promoting academics, career awareness, and positive attitudes. In turn, we encourage the Parents Club to use our facilities for their meetings and activities.

The Franklin Staff builds and maintains positive, trusting relationships with the students, parents, community, and each other. Our families trust that the programs, activities, and strategies that we provide educationally for their children will lead to positive outcomes. We have a high percentage of parents who attend parent-teacher conferences and are receptive to helping their children at home. These relationships last throughout the students' careers at Delphos City Schools as proven by the active tutoring program PAWS. High school students volunteer during study halls and after school to tutor our students. Our students experience real improvement due to the tutoring and mentoring of the young adults of the community.

Franklin Elementary also benefits from the continued partnership with several of our former teachers and parents, still residing in the community. These volunteers work on a regular basis with our students that may not be "on track" with specific skills. They may also work with enriching the curriculum for our Gifted Students, so that each student may reach their highest potential.

The Franklin staff and students share their time, talents, and treasures to benefit non-profit organizations throughout the community. Some of the projects we have supported are the Kiwanis Pool House Project, Rise Against Hunger, the Community Christmas Project, and Meals 'til Monday. This involvement directly affects our students as service groups offer awards for Most Improved Students, camp scholarships, medical supplies, and many other donations and programs. Many of our families are beneficiaries of the work of the service clubs.

3. Professional Development:

The professional development at Franklin Elementary has been collaborative, aligned with the Ohio Professional Development Standards and embedded into professional practice. Much of the professional development has been led by a member or group of staff members, which seems to have the greatest and most lasting impact. Topics are chosen by specific need as determined by analyzing student data. For example, in the Spring of 2017, data showed that Franklin needed more systematic evidence-based phonics instruction. The Title I teacher and a team of kindergarten through second grade teachers researched available programs. They attended presentations of the "Phonics Dance" program and thought that the program would be an asset for our students. The team led the teachers through the training process and provided classroom coaching. This program provided the instruction that our students in grades kindergarten through second grade need to develop strong phonics skills.

The Franklin Elementary Staff continues to have conversations concerning vertical and horizontal alignment between grade level teams and across the different grade level bands. Structured time is provided to update their subject specific curriculum maps to ensure that all of the Ohio Revised State Standards are being taught. This focus on the matching of the standards with core instruction, and classroom activities leads to skill development and student achievement.

Regional agencies have provided high quality professional development for the Franklin staff as well. The administrator and a teacher representative attend the regional Literacy Network quarterly, discussing current topics in reading, writing, and assessment with other schools in the Ohio School State Support Team Region 6. This agency also provides Special Education support and professional development.

The Allen County Educational Service Center provides professional development specific to the needs of the students. Gifted Services and Career Exploration are professional development sessions that representatives from the Franklin staff have attended at the Allen County Educational Service Center.

Professional development at Franklin Elementary is characterized by collaboration, both internally and externally. It is supported by evidence-based research. Best practices are shared, implemented, monitored, and embedded into the culture and activities of each classroom and lead to student achievement.

4. School Leadership:

The Franklin Elementary Staff is focused on building positive, trusting relationships with the students, parents, community and each other. These positive relationships lead to trust from both the students and their parents and then to positive student achievement. Approximately ninety-five percent of our parents attend conferences and are advised of ways to help their students at home. The principal models this attitude by example, remaining calm and positive with the staff, students, and community, visiting classrooms and greeting students and parents by name. Research shows that a positive environment increases student achievement. This is the culture of the Franklin Elementary Building.

The principal of Franklin Elementary, with the input of the staff, researches materials and programs that are

as affordable as possible, allocating funds efficiently. With a limited budget, it is crucial that the leaders of the building, administrative and teacher leaders, ensure that the resources are used to the students' best advantage.

The leadership of the school also finds programs to enhance students' learning with funding from local businesses and organizations, including the COSI on Wheels and SESA (Science Enhancement for Science Advancement) programs. Students are able to relate their classroom lessons to real life people and careers and learn valuable lessons doing hands-on activities working with local professionals.

The district leadership continues to be supportive of programs and resources that create a positive impact for both the academic, arts, 21st century skills, and the social/emotional needs of our students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Franklin Elementary uses the Assess, Plan, Teach Cycle as the foundational strategy driving instruction and classroom activities. Fidelity to this process has led to increased student success and as our data indicates, the closing of the gap between student groups. This structure is a key factor in the growth and achievement of our students especially our students with disabilities.

The pattern we follow starts with assessment of the child's skills at their current grade level with the appropriate assessment tools. We are using approved state vendors, AIMSWeb for grades kindergarten through grade three and the Kindergarten Readiness Assessment for kindergarten, for benchmark and progress monitoring data. The educational team then develops an effective plan to deliver instruction based on the appropriate grade level Ohio Learning Standards with evidence-based materials and engaging activities. As the teacher teaches, formative assessments and progress monitoring tools are used throughout instruction to continually determine which students need revision to the instructional plan, to be retaught some concepts and skills, or are ready to move forward with the current plan, including enrichment activities. This process repeats throughout the learning.

The same process is followed with each topic in mathematics, science, and social studies. Teachers use pretests, plan instruction based on the Ohio Learning Standards which address the topic, deliver high quality instruction, and use formative assessments to provide data allowing them to plan and deliver specific, targeted lessons toward mastery of the content and skills.

All of our staff, general education teachers, intervention specialists, and Title I teachers are vested in using this assess, plan, teach cycle to develop and implement the best educational pathway to achievement for every child in the school.