

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 520 East Mimulus
(If address is P.O. Box, also include street address.)

City Frederick State OK Zip Code+4 (9 digits total) 73542-0669

County Tillman County

Telephone (580) 335-3513 Fax (580) 335-5088

Web site/URL http://frederickbombers.net E-mail kcabaniss@frederickbombers.net

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Shannon Vanderburg E-mail svanderburg@frederickbombers.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Frederick Tel. (580) 335-5516

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. James Heap
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	7	10	17
K	38	38	76
1	34	31	65
2	30	34	64
3	31	33	64
4	33	31	64
5	24	26	50
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	197	203	400

*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
 - 0 % Asian
 - 2 % Black or African American
 - 50 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 46 % White
 - 1 % 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 2018 - 2019 school year: 23%

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

We have one of the largest Migrant population in the state of Oklahoma. We also have a high rate of homeless students that live with extended family.

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, 2018 until the end of the 2018-2019 school year	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	58
(3) Total of all transferred students [sum of rows (1) and (2)]	92
(4) Total number of students in the school as of October 1, 2018	400
(5) Total transferred students in row (3) divided by total students in row (4)	0.23
(6) Amount in row (5) multiplied by 100	23

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

Spanish

English Language Learners (ELL) in the school: 28 %

112 Total number ELL

7. Students eligible for free/reduced-priced meals: 93 %

Total number students who qualify: 370

8. Students receiving special education services: 15 %

60 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>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>14</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 12:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	95%	95%
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 2019.

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.

Creating an environment committed to the development of the total child.

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

Frederick is the county seat of Tillman County located in Southwest Oklahoma. The population was 3,940 at the 2010 census. It is an agriculture-based community that primarily produces wheat, cotton, and cattle. Frederick is also home to three commercial dairies. It is about 10 miles from the Texas line, 40 minutes from Lawton, which houses Fort Sill Army base and 30 minutes from Altus, which houses Altus Air Force Base. Frederick Elementary has approximately 400 students from diverse backgrounds. It has a high population of Hispanic, migrant, and low socioeconomic families. It has one of the largest migrant programs in the state and the only one in Southwest and West Central Oklahoma.

Several years ago, the school was a focus school with low scores in the area of Reading with a focus on Special Education. Frederick Elementary instituted a curriculum based on the Science of Reading. All of the teachers were trained in Language Essentials for Teachers of Reading and Spelling (LETRS), and the school purchased an intervention program that could be implemented from the primary grades through our middle school called the 95% Group. Staff believed that a multisensory intervention that started with Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency was needed. With the knowledge on how students learn to read and what can be done for struggling readers, the school began a plan of improvement for leaders, teachers, and students. Within the first year, simple changes were made in student relations, scheduling, and pacing guides. Student relations was a large part of the success. Building positive relationships produced love, discipline, and expectations. Frederick Elementary had all of these. Staff greeted each child everyday when they came in the door and called them by name. Staff put expectations in place and explained the expectations as well as consistently enforced them. Parents were held accountable by getting them to buy into their own child's success. Students were given a 90 min block of Reading and a 45 minute additional block of Tier two and three intervention called "Flex". Schedules were created so that all students in each grade had the same time for reading and Flex, and teachers had the same time for planning. Data walls were kept for each grade with cards for each student. Students were given a benchmark assessment and anyone scoring below 40% was in turn given a phonological awareness assessment and/or phonics assessment. Each child was then placed into a flex group that could meet his/her needs. As students progressed through the stages of learning, they were moved within flex groups depending on the needs of the students. Pacing guides made sure that all teachers were teaching the same standards.

Over the past couple of years, Robotics, Art, and Ag related activities have been introduced in our school. A robotics club meets throughout the year. Students must write an essay to be a member of the club. The essay is not based on how smart they are, but it's about the characteristics they withhold as a great team player. Art is provided through a local grant that we receive, and it helps pay for an artist in residence for all of the students. An end of the year art show is held for students to showcase their pieces and for all parents and family to attend and view. Music is provided for all students, and they have the opportunity to perform in musicals as well as contests depending on the age. Times for music and P.E. were increased everyday for each student. The leadership provided Frederick Elementary with a P.E. teacher for boys and one for girls, as well as two gyms for use. One gym is on campus and one is off campus. Ag is a major part of the community. Frederick Elementary has a local AG day at the school where parents, businesses, the dairies, and farmers come and teach the students. All of these things help encompass all students in many areas of their lives. The more expected from the students, the more they rise up and learn. The students make no excuses and everyone works together. When students find that deep inner pride in their own success, they know they can accomplish anything that comes their way. Frederick Elementary has succeeded in creating an environment committed to the development of the total child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Frederick Elementary teachers meet and design a curriculum guide for each school year. The guide is based on the Oklahoma State Standards. The school calendar is followed and the guide is built in to ensure all standards are taught.

1b. Reading/English language arts

The Pacing Calendar is the basis for our Tier One in reading. Teachers and staff use textbooks and other resources based on sound research. All students receive Tier One instruction on grade level. It is an uninterrupted 90 minute block of reading. Tier Two instruction is an intervention based on benchmark assessments given three or more times per year. All students who test below 40% are given a phonemic awareness/phonics assessment, and then are placed in groups called “Flex”. These students are given direct instruction to fill in holes or gaps that they have. The flex groups are scheduled from highest to lowest and are set 45 minutes per day outside of the 90 min block of reading. Students are progress monitored every 2 to 3 weeks. They follow the phonics continuum in the intervention program. Flexible temporary grouping of students allows teachers to meet individual instruction needs. Sometimes students only have a few holes to fill and are moved quickly. The goal is to move them into comprehension. Most ESL children move quickly through phonics, and the difficulty is vocabulary and comprehension. Students are given direct instruction in phonics using the 95% Group. When students have successfully learned those skills, they are moved into a class that immerses them in vocabulary, comprehension and writing. The librarian helps with the largest group of kids who are on or above level. These students have more rigor with the standards. “Bubble Kids” who are on level but seem to fall through cracks in comprehension are given more reinforcement in basic comprehension skills. There are usually five to six groups of intervention from the highest to the lowest of learners. The top group has two teachers, a classroom teacher and the librarian. The next group is smaller with one teacher on basic comprehension skills, and the following group is a combination of students that are ESL and beginning comprehension. The next two groups engage solely on phonics and the last group is a Tier 3 group of phonological awareness, letters, and very basic skills of reading. All reading intervention teachers stay up to date on each student’s stage of learning. This data is placed where all the teachers have access to it and it is reviewed almost daily. Our reading program is very structured, very direct, and everyone understands the importance of being on the same page. However, there are times when teachers can adjust it. The librarian does a research boot camp for each grade third through fifth and it incorporates weekly classes to review standards.

As a result, standardized test scores have increased for students. For example, in 2018 20% of 3rd grade students on Free/Reduced Lunch, 84% of class population, scored proficient or higher. In 2019, with those same students in 4th grade, 28% scored proficient or higher. In 2018, 32% of 4th grade students on Free/Reduced Lunch, 79% of class population, scored proficient or higher. In 2019, with those same students in 5th grade 57% scored proficient or higher.

1c. Mathematics

The Pacing Calendar is the basis for our Tier One in Math. Teachers use textbooks and other resources based on sound research. Direct instruction is the guiding focus. All students receive Tier One instruction on grade level. Math textbooks are used with manipulatives for a hands on approach. After Tier One, Accelerated Math is used as an additional intervention in which students attend for 45 minutes. Accelerated Math is an individualized program that allows students to work at their own pace and master each standard. It gives them review and new information as they progress at their own pace. This program is designed to be taught with direct instruction. Most ESL children move quickly through math because the language is common. This also helps with their success in reading. The principal has a “Math Masters” club in which she gives the students a weekly timed test. They begin with one hundred problems in addition and progress

through subtraction, multiplication, and division. When students score a one hundred in five minutes, they are rewarded.

Frederick Elementary has seen a continual growth in standardized test scores for students. In 2017 36% of 3rd grade students receiving Free/Reduced lunch, 88% of class population, scored proficient or higher on the state standardized test. In 2018 as 4th graders, 45% of students receiving Free/Reduced lunch, 80% of class population, scored proficient or higher. In 2019 as 5th graders, 80% students receiving Free/Reduced lunch, 76% of class population, scored proficient or higher on the state standardized test.

1d. Science

Science is taught in a variety of different approaches. Teachers base lessons on the Oklahoma Academic Science Standards in many ways. Stem days are implemented for students to learn more in the areas of science, technology, engineering, and math. During Halloween, pumpkin catapults are created. Testing car designs in crashes using pocket labs to measure data allows students to witness why vehicles are built a certain way. A hydroponic system was built in a homemade system. A lesson taught by one of the teachers was picked by the Oklahoma City Thunder during a contest, and a third grade teacher was awarded a \$500 grant for her classroom. She used this money to buy Lego robotic kits to use in the classroom and share with other teachers. The teacher presented this experience to the school board and was awarded funding to buy enough for a class set of two students working with a kit. She then received another donation from the community to purchase a larger kit. She received a grant for \$2,500 at the end of the year to start up robotics in elementary school. Due to the chain of events, Frederick Elementary now has an Elementary Robotics program because of the teacher's creativity and support from donors. Another teacher has created an environment of natural discovery. She has incorporated a grow tower into lessons for all ages and the students are growing their own vegetables and enjoy eating them. This teacher has been an Oklahoma state Ag in the Classroom Finalist for the past two years. At the end of the year, many lessons are geared toward agriculture in the classroom.

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

Teachers take a hands on approach to teach the Oklahoma Standards of Social Studies to students at Frederick Elementary. Students are immersed in local and state history through activities. Frederick, Oklahoma has a unique history of its own. The story of the Abernathy boys is a part of our community. The book, Bud and Me, is based on their adventures. Students participate in reading the book and then visiting the local museum. Oklahoma is the only state that had a land run, and students learn about it by participating in a staged land run of their own. Learning about the Native American tribes in the state is highly valued, and students learn how the settling of the state was formed by all groups of people. Agriculture is the largest industry, and participation in local, county, state and national livestock shows are high. Frederick Elementary has a large map of the United States painted on the playground, and teachers use it for teaching states, locations, as well as capitals, and large cities. This map also allows teachers to incorporate lessons for United States history so students can visualize the movement of early colonization and the Westward Expansion.

1f. For secondary schools:

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

The Pre-Kindergarten (Pre-K) program at Frederick Elementary School flows seamlessly in alignment with the curriculum for Kindergarten through Grade 3. Pre-K uses Wonders curriculum that supports the early learning years. It is cross-curricular and incorporates science, social studies, math, and social-emotional development into reading. It has differentiated instruction to meet each student's learning level, including English Language Learners and special needs learners. The curriculum overlaps with early kindergarten skills to help transition the students from Pre-K to Kindergarten. The Pre-K program also uses Heggerty, a phonological awareness curriculum used to enhance reading readiness.

To promote social-emotional development, Pre-K students select centers. Centers allow students to take

ownership in their learning and they choose the activities they are interested in. Centers allow for individual or small group learning opportunities. Small group centers teach students to play and collaborate with others. During this time, they are learning and using social skills.

2. Other Curriculum Areas:

Arts: Music- In Grades 1 and 2, students attend music class the opposite Tuesdays of Art. In Grades 3-5, students attend a music class daily. During music class, they explore the elements of music, including the following: melody, rhythm, harmony, form, tone, color, pitch, tempo and dynamics. Students learn to identify instrument ensembles: brass, strings, woodwinds, and percussion. They also are able to identify music and instruments from different cultures. The music teacher provides lessons that allow students to recognize and practice for appropriate audiences or performer behavior appropriate for the context and style of music performed. In addition to the classroom work, students in grades 3 and 4 present a program for their peers, friends and families. In Grade 5, students have the opportunity to audition for Circle of the State with Song, complete a unit on instruments and learn to play the recorder to help them decide if they might be interested in instrumental music at the middle school level. They also present a non-juried talent show showcasing their individual and group talents.

Art- All teachers provide art education in the classroom, but our district has hired an Artist in Residence to come throughout the school year to work with students. In grades 1 and 2, the Artist in Residence works with students every other Tuesday. In grades 3-5, the Artist in Residence works with students 3 times per semester. Students learn about various famous artists and their styles of art. Students create individual art pieces as well as collaborate on group projects. They work with several different mediums: pastels, watercolors, oils, etc.

Physical Education/Health/Nutrition: Students attend a Physical Education class every day. During this time, certified coaches work with students on fundamental skills. Physical Education classes at Frederick Elementary School meet daily. Pre-Kindergarten through grade 2 students attend for 30 minutes and grades 3-5 have a 45 minute class. During each of these classes, students learn about the importance of an active lifestyle and the benefits it provides.

The students know that PE teaches life skills that can be used forever. It teaches positive people skills and teamwork. Physical Education provides stress relief and students have discussed the stressors in their young lives and how exercise can help them handle the stress. Coaches also discuss the health benefits from researched based articles and how PE can improve students' grades in the classroom.

Students start most days with some dynamic stretching, 30 meter drills, followed by static stretching. During this time, they try to hit all the major muscle groups. Students name the muscle that is being stretched. They are doing a great job at remembering the names and are ready to find new muscles to stretch. Coaches' weekly PE lesson plans look like this: Moving Monday, Tag Tuesday, Workout Wednesday, Team Thursday, and Fun Day Friday. Students know this schedule, so they know what to expect in class.

Technology/Library/Media: Both libraries have certified librarians that are immersed in the school. Students are encouraged to read on a daily basis and share their love of books. Reading becomes a culture, because our teachers and librarians work together to promote a love for reading.

The librarian meets with classes daily for book talks, and also teaches library curriculum. Students are learning to read for information in order to be lifelong learners. The librarian teaches a research skills class to students in grades 3-5 with teachers assisting.

A week of activities has been developed to celebrate Read Across America. A children's author visit encourages students to read and write. A book fair is held with a local book club donating money to help every child to be able to take home a new book.

Career/Life-skills: Robotics is being introduced and offered to students in kindergarten through grade 8. It

has opened our students' abilities in creative thinking and also public speaking. Students are given a problem to solve, must research a solution, and then create a robotic system to help make the lives of others better. They must present their ideas and learning that have taken place to members of the community. Robotics has improved self-esteem and critical thinking skills in our students.

3. Academic Supports:

3a. Students performing below grade level

All students that perform below 40% on a benchmark assessment are placed into Tier 2 and Tier 3 interventions. Both Reading and Math are structured in the same way. Children are given a more in depth assessment to find the needs of each individual student. This includes phonemic awareness, phonics, comprehension, etc. Students are then placed into intervention groups based on their assessment results. Students receive direct instruction in the area of need. Progress monitoring is continual and students are moved in and out of "Flex" intervention groups as needed. Data is consistently monitored and updated and all teachers have access to the data.

3b. Students performing above grade level

Students who are performing above grade level are given an additional 45 minutes of daily instruction in Reading, Science, Social Studies and Math. They are using programs such as Study Island and Accelerated Math. These programs place them in individual paths based on their own level and they are moved along accordingly. We provide a TAG program for students who qualify for Gifted and Talented. This program is based more on experiences than instruction. Students are given the opportunity to attend field trips related to STEM or cultural activities.

3c. Special education

Special Education students receive all tiers of instruction. Individualized Education Plans (IEPs) are written according to the needs of each child and the parent plays a major role in the writing process. Parents are met as often as needed, and adjustments are made as their student makes progress throughout the year. One of the most important questions we ask is "How will this benefit or affect this child now and in the long run?" We believe ALL students can learn. Our special education classes consist of students who have learning disabilities that extend from dyslexia to autism. Our students, parents, teachers, and staff treat everyone as family and nurture everyone. We mainstream each student as much as possible. For example, a student came to Frederick Elementary in Kindergarten still drinking from a bottle. Today, she eats solid food. It wasn't what she learned academically, but what she learned physically. It is very satisfying to dismiss a student from services because they no longer need the support.

3d. ELLs, if a special program or intervention is offered

All students that qualify for English Language Learner (ELL) classes receive a benchmark assessment. If they score below 40%, they are given a phonemic and/or phonics test to place them into intervention that is focused mainly on the area needed. Most ELL students learn sounds and phonics quickly. The vocabulary and the comprehension is where they have a difficult time because of figurative language. They also have a difficult time speaking English because another language is primarily spoken at home. Frederick Elementary has implemented an English class for parents and other adults who want to learn to speak and write in English. Parents are encouraged to speak as much English at school as possible when checking students out and calling to leave messages for them. It is important that staff make parents as comfortable speaking English as they make it for students.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

The migrant program at Frederick Elementary is one of the largest and best in the state of Oklahoma. The program provides tutoring, a migrant reading center, and parent involvement meetings to ensure needs are met for students and their families to be successful in the community. Students can receive tutoring assistance from certified teachers three days a week. The reading center is held two Saturdays a month for

three hours. If needed, transportation is provided. Staff members assist with health check ups and dental exams as well as eye exams.

Many of these students do not have the needed resources at home to complete assignments. Therefore, Frederick Elementary provides them with books, computers and internet access to help them be successful without additional barriers. Students also take educational field trips to help them become more culturally rounded. Museum field trips offer students a hands on learning experience. For most of these students, it is their first time to experience a museum.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Frederick Elementary School engages, motivates and provides students with a positive environment by offering exciting opportunities to learn in a classroom that is clean, colorful and conducive to learning. Every person in the building plays a contributing role by knowing all of the students. Staff members develop a relationship with students and know their parents and home life. The staff ensures that personal needs are met by supplying clothing, shoes, personal hygiene products, school supplies, and food. Students feel safe, secure and worry free. This enables the student to focus on their academic, social, and emotional growth.

The school has an energy that gets students excited about learning. As students enter the buildings, they are greeted every morning by the principals. This shows the students they are important, wanted, and loved at this school. Motivational signs and posters are displayed around the school. Teachers praise students making good choices and use positive reinforcement to encourage everyone to do their best. Kindness is a word and action modeled by teachers and expected by all.

In the primary grades, a life principle/character quality is selected for the week. The Great Expectations program is utilized to help with students' social and emotional growth. Teachers discuss with students the meaning and how the word affects everyday life. Each month, a Rise and Shine Celebration is held to commend students' work and effort in the classroom. Teachers will send students to the office to meet with the principal to receive awards for attendance, behavior, increased reading goals, and other accomplishments.

In the upper grades, a morning meeting is held to recognize achievements. On Fridays, students are recognized for Math Masters, Student of the Week, or good behavior. They receive charms that are added to a bracelet. On early release days, students engage in STEM activities, where they work collaboratively in small groups with hands on experiments. For Reading and Math, small groups are created for one on one individualized learning. Since many of the students are at different levels of learning, this gives them the opportunity to be successful and grow academically and emotionally.

2. Engaging Families and Community:

Families and community play a vital role in the success of Frederick Elementary School. In addition to parent-teacher conferences, teachers work with parents by contacting them via phone or additional face to face meetings to keep parents aware of the successes or needs of the students. Parents are involved by serving on the following committees for our school: Safe School, Title I, and Migrant.

Frederick Elementary uses social media as an avenue of communicating the amazing accomplishments of our students. The Remind app is used to keep parents up to date on early release dates and times, as well to share information about school closings for inclement weather. The Facebook page is utilized to inform parents, families, and community members of events, awards, and accomplishments of students and staff members.

The community is very involved. Some community leaders volunteer to read to classes in the primary grades. The Rotary Club donates dictionaries to the third grade students. Several churches donate throughout the year to help supply the needs of students. The First Christian Church donates all school supplies to every student, and the United Methodist Church fulfills wish lists created by teachers. The United Methodist Church and First Baptist Church team up at Christmas to make stockings and supply gifts for every student. A local sorority, Xi Alpha Chi, volunteers during Fall Fest, an annual event of activities and games for students and families during the fall. The Frederick Enrichment Foundation grants money to all of the school sites to supplement additional needs for classrooms. Families also support our Grandparents Breakfast to subsidize our Art program.

3. Creating Professional Culture:

There is nothing more important to a teacher than feeling valued. At Frederick Elementary School, teachers are not only valued but also supported by the administration and families. The district meets the professional development needs of all teachers and provides feedback and encouragement. The administration is very resourceful in helping teachers find curriculum and programs to help students who are struggling. Teachers are also encouraged to request professional development opportunities they believe will be a beneficial asset to their teaching.

The district has an early release day for students one day a month. During this time, teachers receive professional development. Teachers have received training in Reading and Math curriculum, data collection and utilization, character education, technology integration, or a topic that was selected by the teachers. Time is taken to analyze student testing data and effectively work to find the best ways to bridge learning gaps.

Coming to work feels like going to see family every day at Frederick Elementary School. The atmosphere is warm, loving and positive. Teachers know they are heard and respected. As a result, this makes them want to excel in their efforts at school. A teacher can approach an administrator with questions or concerns and they know they are always willing to listen and offer whatever assistance is needed. Everyone is working together to achieve the greatest success for each student and staff member. Administrators value teachers by asking their opinion and expertise about students and curriculum. Teachers work as a team to ensure that all students are receiving the best education. They work collaboratively on lesson plans and activities.

The families support the teachers. Open communication between the school and families is a key component to success at Frederick Elementary. Families are willing to meet with teachers about students when needed. Parents are supportive of the decisions made by the staff. They know the teachers have the best interest of every student. Parents also impact the staff by volunteering time or supplies needed for classroom activities.

4. School Leadership:

The leadership team at Frederick Elementary takes a servant leader approach. A phrase often used is “It takes a village”. Students are the number one priority. The principals take the time to teach teachers how to manage classrooms better, build literacy skills, and use data from assessments to find and fill in the learning of students. The principals show respect to the teachers and treat them like highly-motivated professional educators. By viewing teachers in this fashion, the principals hold the teachers to a higher standard than is required. In return, the teachers work to maintain that higher standard.

The principals have an open door policy for teachers. By being open and helpful, they welcome teachers to brainstorm ideas and encourage them to be as innovative as possible while meeting the needs of students academically, socially, and emotionally. The leaders provide supplies for classrooms so teachers run a positive and effective learning environment by incorporating additional learning resources.

Principals are constantly working with teachers to improve the school. They continually find new and inventive ways to motivate and drive determination in the hearts of the students. Teachers also take a leadership role within grade levels. A lead teacher is responsible for sharing information between the team and principals as well as leads the grade level meetings. The principal and teachers work together to provide clarity and structure within the school. Students are tracked and placed within the best learning environment to meet their needs.

The leaders of the community are deeply invested in the school and programs. The school utilizes graduates and community members that are artists, musicians, physicians, bankers, electricians, soldiers and writers to mentor and invest in students. This opens doorways to new worlds for them. These stakeholders help bring and encourage a level of “Bomber Pride” that motivates the students and leads them into new experiences.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The most instrumental strategy at Frederick Elementary is the belief that “All Students Can Learn”. Every child can learn every day, regardless of money, color of skin, or where they live. It is expected and encouraged. Nothing but the best is accepted from students, teachers, administrators, and parents. The school must make sure that the school provides a caring and creative environment that promotes excellence, fosters integrity, and empowers, inspires, and encourages each student to reach his or her full academic, extracurricular, and social potential. The only way to do that is to KNOW the students. Everyone is involved in knowing them, their families, and what goes on in each of their lives. Yes, there are kids with no coats, shoes, food, and love. Therefore, the school provides those things for them. Each year, the local churches provided supplies for all the students and the extra are given to new students as they come. Organizations give socks, Christmas gifts, coats, shoes, or whatever is asked of them within 24 hours of the request. Taking care of the physical needs of a child and having a relationship with them will open their minds and they will grow in areas indefinitely. Each day, staff stands at the door and say good morning to students as they enter the school. The staff knows them so well that they can immediately recognize a problem, and are able to help the child solve their problem. The teachers work together as a team. Frederick Elementary is a school that ultimately encompasses an environment where all students feel safe, loved, and empowered. A school that supports, encourages, and challenges every student to be the best version of themselves, will foster creative and independent thinkers who strive to reach his/her full potential.