

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 2805 Longbranch Road  
(If address is P.O. Box, also include street address.)

City Union State KY Zip Code+4 (9 digits total) 41091-8634

County KY

Telephone (859) 384-4500 Fax \_\_\_\_\_

Web site/URL https://www.boone.kyschools.us/17/Home E-mail stephanie.stambaugh@boone.kyschools.us

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Matthew Turner E-mail matthew.turner@boone.kyschools.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Boone County School District Tel. (859) 283-1003

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Dr. Maria Brown  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) 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):
- 14 Elementary schools (includes K-8)
  - 7 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 25 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, 2021 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 Males	# of Females	Grade Total
PreK	0	0	0
K	77	61	138
1	73	61	134
2	91	65	156
3	74	75	149
4	65	62	127
5	71	78	149
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
<b>Total Students</b>	451	402	853

\*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
  - 2.3 % Asian
  - 3.4 % Black or African American
  - 5.4 % Hispanic or Latino
  - 0.2 % Native Hawaiian or Other Pacific Islander
  - 81.2 % White
  - 7.5 % 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 2020 - 2021 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1, 2020	837
(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):

Spanish, Tagalog, Vietnamese, Arabic, Bosnian, Chinese, Chinese Mandarin, French, German, Portuguese, Gujarati, Hindi, Italian, Japanese, Pashto-Northern,

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

7. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 239

8. Students receiving special education services with an IEP or 504: 12 %  
101 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>28</u> Autism                 | <u>2</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>8</u> Other Health Impaired                 |
| <u>8</u> Developmental Delay     | <u>16</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>33</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>1</u> Traumatic Brain Injury                |
| <u>1</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: 4
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
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 23:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	100%	96%	97%	97%	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 2021.

<b>Post-Secondary Status</b>	
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.

To prepare and inspire all students to reach their potential through meaningful connections and rigorous learning opportunities. Vision: we empower students to achieve their greatest potential, lead with a growth mindset, and positively impact the community.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.boone.kyschools.us/lbes/News/29624#sthash.7zGico3C.dpbs>

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

## **PART III – SCHOOL OVERVIEW**

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Whether you get to Longbranch Elementary School from Camp Ernst Road which is a two lane winding road, driving past Central Park, or through neighborhoods, our school welcomes all and makes you feel immediately at home. Feeling at home is one of our most frequent compliments received from parents, community members, and guest teachers. It has been said several times that “something just feels good here,” when speaking about our schools' culture and climate. Longbranch Elementary School serves students in grades K-5. Our school welcomes 857 students each day as well as over 100 staff members. Longbranch is located in Union, Kentucky and serves the communities of Florence, Burlington, and Union. Boone County is located in Northern Kentucky close to the Cincinnati, Ohio border.

Unique to our building is our dual campus location with Randall K. Cooper High School. We are fortunate to have a sister school across our parking lot for collaboration. We have built some traditions with our sister high school such as participating in the homecoming pep rally and having the seniors back for a graduation walk around our halls so that our students see their end in mind. Our community continues to grow at a very rapid rate in Boone County. The district's newest middle school is Ballyshannon and all of our students transition from Longbranch to Ballyshannon.

In 2019, our learning community (staff, parents, and students) rewrote our vision and our mission statement. In August of 2021, it was updated as a staff.

**Mission:** The mission of Longbranch Elementary is to prepare and inspire all students to reach their potential through meaningful connections and rigorous learning opportunities.

**Vision:** Through professional learning communities, we will empower all students to achieve their greatest potential, lead with a growth mindset, and positively impact the community.

**Core Values:**

1. We commit to achieving high levels through collaborative efforts in which we take risks, are vulnerable, reflective and open minded educators that continuously learn and grow from one another. 2. We commit to using assessment data to drive research based instruction. 3. We commit to modeling and facilitating a positive, empowering culture in which all stakeholders have opportunities to use their genius to lead in various aspects of their lives. 4. We commit to building family and community partnerships to support student success. 5. We commit to developing the whole child with a focus on the social emotional learning of each child to build their resilience and growth mindset in order to access high levels of learning. 6. We commit to leading with the 8 habits to prepare students with college, career, and life readiness skills.

Our previous mission did not speak to our heartbeat. This mission statement categorically does. Every assignment, every service project, every assembly, every event, every moment of every day points back to achievement, leadership, or impact. The staff is careful to use this as their gauge when designing lessons, when taking on projects, when leading extracurricular activities, or when scheduling field trips. Longbranch Elementary is a Leader in Me School. We teach the 7 Habits of Highly Effective People by Steven Covey and we adhere to the paradigms of the Leader in Me school transformation model. We reached Lighthouse Status in April of 2018 and again in February of 2021. Lighthouse School status is achieved by scoring at the mature or sustaining level as scored by an onsite evaluation by Franklin Covey.

In establishing and maintaining a school culture and climate, Longbranch Elementary has worked diligently to build a strong Positive Behavior Intervention Supports (PBIS) for all students. When Longbranch opened we had staff members coming from ten different schools and students coming from two different sister schools in our district. It was crucial to develop a strong PBIS system that supports common language, teaching school and classroom expected behaviors, and instruction on social emotional skills. PBIS at its core is defined as a three pronged approach. School staff explicitly teaches what is expected, actively acknowledges students when they are following the expectations and instructionally corrects students when they are not following the expectations. At Longbranch, behavior MTSS encompasses PBIS, restorative



practices, as well as equity and care for all students. Each year during our PBIS district walkthroughs and our tiered fidelity checks, we continue to score at the level of a 3 for Tiers 1, 2, and 3. We have been named a gold level school for implementation and fidelity of our PBIS system.

The COVID pandemic posed numerous challenges to our educational system over the past two years, and the Longbranch school community as always not only rose to the challenge but truly exceeded expectations. Staff, students and families partnered in truly revolutionary ways to meet the needs of our students in this unprecedented era. Our school has always valued and enriched student learning with technology. During the pandemic the need to not only enrich but fully integrate our educational practices with technology was paramount. Teachers and staff took extraordinary efforts to ensure students were connected virtually and supported as we continued rigorous instruction. Our entire school community quickly adapted, learning best practices and transforming their instruction and resources to meet the demands of the ever changing circumstances of the pandemic. Our school community grew tremendously during this time as collaboration and connections were strengthened far beyond imagination. Through this unique experience, our school community collectively gained an incredible skill set that will positively impact their ability to overcome challenging circumstances in the future.

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

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

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

A rigorous engaging curriculum aligned to Kentucky Academic Standards is implemented at Longbranch Elementary to ensure proficiency for all students. We utilize evidence and research based programming that provides extensive opportunities for students and teachers to exercise foundational and critical thinking skills. Reading and Math series lay the foundation for our curriculum, but our school sees the value of people over programs and encourages teachers to support and adapt curricular resources with additional high yield and best practice techniques to address the ever changing needs of our students. This curricular approach mirrors our mission and vision. Thus creating an incredibly cohesive curriculum that is highly aligned vertically and horizontally. In addition our curriculum has been integrated into our technology tools. Each and every student has individual access to a Chromebook/ laptop computer as well as the Google Platform. Through extensive infrastructure and planning our students have digital access to all curricular resources as teachers utilize them in synchronous and asynchronous models. Our outlined approach to curriculum selection, planning and design ensures a focus on mastery of our state standards versus mere compliance.

Our instructional approach is rooted in the following overlapping philosophies; explicit instruction, gradual release and the guided/ workshop model. At the heart of these you will find the greatest value put on students being able to proficiently read, write and discuss in all contents. Our guided/ workshop model has great evidence to support its use. In both Math and Reading students receive guided small group time with their highly qualified teacher to address specific deficiencies. This dedicated time allows for students to have extensive differentiated practice of skills while quickly receiving actionable feedback. To ensure engagement across all instructional models our teachers utilize Kagan structures to exercise engaging collaborative learning experiences. “Rally Coach” is an incredibly impactful Kagan structure that is widely utilized in all content areas at our school. This collaborative structure empowers students to be both the teacher and the learner. Students are paired and as one works their way through a problem their collaborative partner coaches and praises their efforts, and then the roles are reversed for the next problem. This instructional approach truly exercises the reasoning skills of students while building empathy through a positive collaborative relationship.

Our system of assessment is based upon the “Backwards Design” model. The rationale is simple, “begin with the end in mind”. Planning educational experiences, instructional strategies, and formative/ summative assessments to achieve our rigorous expectations ensures a pathway to proficiency for all students. Highly trained data literate collaborative teaching teams operate in instructional cycles where formative and summative assessments are seamlessly integrated and analyzed to address the four key components of the Professional Learning Community (PLC) model; What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

As PLCs we “begin with the end in mind” analyzing and deconstructing our state standards, to identify prerequisite skills necessary for success, and identify learning targets specific to intended standard proficiencies. This process addresses “What do we want all students to know and be able to do?” in the PLC model. We then design with vetted resources formative and summative assessments to address our intended standard proficiencies. All summative unit assessments are paired with pre-tests to ensure our instruction is targeted to address the unique learning needs of all students. Through the utilization of Mastery Connect, a digital assessment management system, our students are provided multiple opportunities to demonstrate mastery. This allows our teachers to track growth, which is validated with multiple pieces of evidence so we can accurately answer, “How will you know if they have learned it”. We have prioritized the need to differentiate our instruction for students and have planned “What I Need” (WIN) time into our master schedule. During this time students are intentionally grouped based upon their proficiency of standards that

have been explicitly taught to the whole class. Therefore students that show they met expected proficiencies receive enrichment opportunities while other students are placed in small groups and receive corrective teaching experiences to ensure mastery. Along with our local assessments we feel norm referenced assessments are highly valuable. Thus intermediate students are assessed on Renaissance STAR, comprehensive norm referenced reading and math assessments each season in an effort to triangulate our data. Our primary students are assessed with the norm referenced curriculum based measure, FastBridge, to ensure progress of foundational learning and skills. With the checks and balances of the PLC process we are able to ensure the data gathered from our assessment system truly drives our instruction and in turn accurately communicates students' mastery of standards.

With tremendous grit and perseverance our teachers and support staff transformed our instructional practices to meet the ever changing needs of students during the COVID pandemic. Through the immediate transformative action of our school community, all students were paired with a Chromebook-laptop that traveled with them through each and every attendance model that was implemented during the pandemic. Teachers immediately engrossed themselves in training on technological platforms and tools to effectively connect and communicate with students and families. Utilizing the full extent of the Google Classroom platform, Longbranch teachers organized and delivered numerous components of instruction, from Live Google Meets, to recorded lessons, support videos and interactive assignments. As well, teachers provide engaging and interactive ways of addressing student proficiency of standards, for example many teachers utilize FlipGrip(video production and sharing tool) to allow students to create and share videos of their learning. Our teachers have also used a number of tech enhanced math manipulatives at each and every grade level to guarantee students have appropriate concrete models to support their conceptual mathematical practices. Each teacher operates their virtual classroom in synchronous and asynchronous models when needed, being incredibly adaptive and responsive to student and community needs.

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

Longbranch's Reading and Writing curriculum is a blended approach that truly incorporates the full spectrum of skills needed for students to be proficient readers and writers. The backbone of our curriculum is the Pearson ReadyGen series. One of the many reasons the program was chosen is its inclusion of rich authentic text with modeling and engaging activities that promote learning and inspire our readers. Students read authentic literary and high interest informational texts as teachers focus instruction on reading comprehension, writing, and speaking/ listening communication skills. As well, our teachers utilize NewsELA, ReadWorks, and Scholastic News to ensure relevant engaging text is incorporated into our curriculum. Our earliest learners have very unique needs, thus we have incorporated the Heggerty Phonemic Awareness program as well as the Phonics Dance program into the curriculum of our primary grades. This effort is to ensure proficiency in phonics and phonemic awareness, the foundational reading skills necessary for all learners. As part of our Reading and Writing Curriculum we follow the guided/ workshop model in which students receive further instruction in small groups specific to their instructional reading level. We utilize Jan Richardson's "Next Steps in Guided Reading" along with Literacy FootPrints books to mold this workshop/ small group time into an intense reading and writing experience with text that is at an instructional level for each student. This is an incredibly valuable part of our Reading and Writing curriculum as we are able to precisely differentiate comprehension, fluency and writing skills for all students. To further support the individual learning pathway for each student, teachers utilize Lexia and Reading Plus, both tech based adaptive learning programs that differentiate instruction and practice. With the use of local formative/ summative curricular aligned assessments, and nationally norm referenced assessments, we are able to gauge the effectiveness of our curriculum as well as inform our school community about the reading and writing growth and proficiency of our students.

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

Our math curriculum and instruction is rooted in the KY State Standards for Mathematics. Thus we directly teach and assess student mastery of these standards. At the primary level, content and instruction begins with concrete practices in counting and cardinality, progresses through the understanding of place value, and addition/ subtraction all in an effort to begin algebraic thinking. As well, students begin identification and comparison of shapes and their attributes as they are introduced to the concepts of geometry. Students have

enriching experiences as they receive instruction around data literacy, in its most foundational sense, students categorize in an effort to understand patterns found within data sets. As well our primary math instruction addresses the teaching of customary measurement, time and money. There is a tremendous amount of hands-on learning that takes place in our primary in an effort to grow and strengthen the number sense of our students. Students utilize math manipulatives, and three dimensional shapes for example to make sense of math concepts.

As students progress from primary to intermediate our instruction and content scaffolds to have greater practice in operations and algebraic thinking as we further strengthen our students' mathematical reasoning. We begin our multiplication instruction around concrete and real world models of equal groups and transition to arrays and area models, all in an effort to build a conceptual understanding of multiplication before fluency of math facts. In our intermediate grades instruction deepens students' understanding of the properties of multiplication and the relationship between multiplication and division. We go about teaching this relationship by providing a number of models while building increasingly sophisticated strategies students then flexibly choose from to solve a range of mathematical problems. Our beginning fraction instruction and content in our intermediate grades is focused on viewing fractions as parts of a whole. This understanding comes from sound instruction in understanding that the size of a fractional part is relative to the size of the whole. The "Rational Number Project" is a resource we utilize to ensure students have opportunities to have hands-on time to explore fractions with a mix of math manipulatives. We then progress to solving problems that involve comparing, reducing, multiplying and dividing fractions by using visual fraction models and multiple strategies based on noticing relationships between numerators and denominators, once again relating to our algebraic thinking in earlier grades. This fractional understanding is built upon as we relate our teaching and sense making of dividing and multiplying decimals. Instruction in geometry, and measurement are tightly integrated to develop a greater understanding around the relationship between area, perimeter and volume as an attribute of a three-dimensional shape. Much of the instruction within this content overlaps with our science curriculum and addresses solving real world problems as students apply mathematical and scientific understanding to the world around them.

Within our state standards there are eight Math Practices: Making Sense of problems and persevere in solving them, Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structure, Look for and express regularity in repeated reasoning.

These practices are universal and provide the lens in which we teach and practice mathematics . An incredibly important part of our math instruction across all grade levels is the exercising of Mathematical Practices to truly support growing number sense, and the mathematical thinking of our students.

Our math assessments from formative to summative are scaffolded to ensure students show mastery at appropriate levels of rigor per standard. This means students regularly complete grade level computation questions to ensure recall of procedure and process at the most foundational levels, and as the assessment scaffolds students are required to analyze real world mathematical situations. We jury assessment items from a number of standard aligned test banks, ex. CASE/ CERTICA, to compile formative and summative assessment questions that truly exercise the rigor of our state standards and mirror our state assessments. Another piece of our math assessment system is the KY State Standards aligned CASE Benchmark assessments that align to our pacing of instruction and are administered three times a year. Students also take Renaissance STAR norm referenced assessments 3 times a year. These seasonal common assessments aid in guiding our instruction as individual teachers, and horizontal/ vertical teams, all in an effort to improve our practice ensuring student mastery of standards.

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

Our science content and instruction is deeply focused on explaining phenomena and problem solving as we teach the KY Science Standards. In our primary grades the heart of our content is building an understanding around the relationships within energy, the structures and functions of plants, animals, and ecosystems, as well as understanding processes and patterns of climate and weather that shape the Earth. As students progress through intermediate grades, our content takes a deeper focus on the interdependence within the

natural world, as we delve into the transfer of energy in organisms, life cycles, and ecosystems, as well as the relationship between earth and space systems.

To deliver this content we utilize the “storyline” strategy as our instructional science practice, which truly values the role of student inquiry to ultimately construct meaning and solve problems. We utilize “Mystery Science” resources to develop storylines at each grade level that focus on state standards ensuring experiences with appropriate science and engineering practices. This instructional practice begins with students' questions, involves experiences in design, experimentation, analyzing data, engaging in arguments to ultimately communicate information and solve problems.

Our science assessment system is aligned to our state standards as many of our opportunities to assess come from student design/ engineering solutions, and experimentation. Recognizing the need for highly vetted rigorous assessment questions to support hands on problem based assessments we sought and utilize STEMScopes assessment banks to create formative and summative assessments. These assessments are rich with diagrams and scenarios where students must apply their learning to create and evaluate claims. This balancing of assessment ensures we reach the rigorous expectations of our state standards.

Our Science curriculum is deeply tied to honoring the innate curiosity and inquiry of our students. In Science, we utilize “Mystery Science” as our curricular base in Science, which is directly aligned to our state standards and honors the work of NGSS. This program is incredibly rich in offering opportunities for hands-on learning, video enrichment and paired readings. Throughout our numerous COVID instructional models we were able to offer ample opportunities for students to engage with science, as the program has wonderful videos that fully integrate into our Google Classroom platform. An additional part of our Science curriculum is our partnership with our local 4-H Cooperative Extension Service. Developed from this partnership students have been able to follow a storyline to learn about bioscience, hatch chicks and care for them. These great experiences ensure proficiency of our state’s science standards, and have truly brought science to life for our students.

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

Our Social Studies curriculum focuses on units integrated into much of our informational texts at each grade level. Along with this practice primary and secondary documents are incorporated and analyzed to ensure students are detectives of history, uncovering connections, and communicating conclusions to develop a greater understanding of history, civics, geography and economics. Students demonstrate their learning through project based learning experiences. For example: Second grade students took a virtual field trip to meet the Mayor of Rabbit Hash, KY. Our third and fifth grade students engage in research of historical figures. Third grade demonstrated their learning via a wax museum and fifth graders make a bobble head of their historical figure.

Our Social Studies assessment system balances project based assessments as described, along with formative and summative unit assessments all of which are directly tied to our KY Social Studies standards. Our assessments have a range of questions that mirror our state assessments, and are created with foundational recall questions in multi-choice and multiple select formats. Also included in our assessments, students are asked to analyze primary and secondary sources, in an effort to evaluate and create claims and pull needed supporting evidence from those sources. This requires a deep understanding of content as well as a flexible use of historical thinking skills to write short answers and extended responses in an effort to demonstrate an understanding of generalizations, continuity, and change over time. Through these assessments we can gauge mastery and needed support to ensure all students have a full grasp of our Social Studies standards. This balanced approach to Social Studies assessment speaks to the requirements of our state standards that are rooted in inquiry to ultimately communicate conclusions.

#### **1f. For secondary schools:**

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

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

The mission of Longbranch Elementary is to prepare and inspire all learners to reach their highest potential through meaningful connections and rigorous learning opportunities. Fulfilling our mission is accomplished by our students and staff synergizing.

Through Social Emotional learning, we make stronger connections with our students. During the first six weeks of school students in kindergarten through fifth grade learn the Zones of Regulation. This instruction is provided by our unified arts team in collaboration with our school counseling team. The Zones of Regulation is instruction targeted to teach children self regulation skills and emotional control. Each morning our students complete a daily zones check in. This gives staff an insight into the students' readiness to learn for the day and allows us to make meaningful connections with our students. Following the first six weeks, our schedule dedicates 40 minutes once per week to teach students lessons centered around the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. Students spend four weeks with a unified arts teacher exploring self awareness, self management, social awareness, relationship skills, and responsible decision making. Homeroom teachers facilitate weekly community circles to build trust and respect in the classroom.

Students have a rigorous unified arts curriculum that includes art, music, physical education, health, library, Spanish world cultures and technology class for 45 minutes per day on a six or seven day rotation. Technology class challenges students to use technology to communicate effectively, collaborate and become responsible digital citizens. Students learn how to create a digital portfolio, known as their digital leadership notebook, in order to showcase their learning. Each student in our school has been issued a Chromebook to use to enhance their learning. In Spanish World Cultures, students journey to Spanish speaking countries to be immersed in their culture and language. Physical Education and Health teach students how each body system functions to understand how to develop habits and make healthy life choices. Students learn about movement, hygiene and nutrition. Library empowers students to explore a variety of genres of texts, teaches research skills, and encourages a love of reading and students participate in the Accelerated Reader program. Art class develops creativity in students by helping them to understand and use the elements of art and principles of design to create works of art while developing students fine motor skills and encouraging students to take risks. Students build a portfolio of their artwork in Artome and sell their art through this online art show. In music class students can be found singing, dancing, playing recorders and a variety of other instruments as they compose, create and learn about the history of music. Our Unified Arts teachers collaborate with our curriculum coach and classroom teachers to integrate core content studies into their instruction. Unified Arts courses allow students to be inspired beyond the traditional curriculum.

## **3. Academic Supports**

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

Elementary School has a systematic, well planned Multi-Tiered System of Supports for students who are performing at, above or below grade level state standards. All students are provided with Tier 1 instruction at a protected time during the school day in order to receive grade level content. Our school also has intentional time built into the master schedule called WIN (What I Need) time in which all students receive Tier 2 instruction in reading and math based on their performance on classroom formative assessments. During WIN time students are grouped with other students in their grade level for Tier 2 support from a classroom teacher using research based materials. While most students receive remediation or extra practice of grade level skills during Tier 2, students who have already shown mastery of these standards receive enrichment. A portion of our population also qualifies for Tier 3 instruction because they are performing at or below the 20th percentile on their Star Reading or Math assessments as well as scoring in the high risk range on their FastBridge screeners. These students receive Tier 3 instruction in addition to WIN time since they are multiple years below grade level. Tier 3 interventions are provided by two teacher interventionists and one paraprofessional for a minimum of eight consecutive weeks to provide enough intense instruction to fill any gaps these students are experiencing in reading/math. Our Tier 3 interventionists use several

research based programs while working with students. These programs include, Orton Gillingham, Rise, Rise Up, and the Kentucky Numeracy Project (KNP) intervention guide. Tier 3 students are progress monitored weekly using a variety of FastBridge assessments.

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

Our school recognizes the need to academically challenge and support each and every student. During our “WIN” time our students that have shown mastery of previously taught standards are given unique enrichment opportunities. These experiences look different from grade to grade as these instructional plans are directly aligned to deepen the mastery of standards at that grade level, not simply to move onto the next grade level content. Many of these enrichment opportunities are problem based, mathematically challenging exercises. As well, many grade levels are able to offer numerous differentiated book studies and a number of reader’s theater lessons. This protected time truly allows for students to receive appropriate scaffolds and grow a passion for learning.

**3c. Special education:**

We have worked as a collaborative team to ensure that students in special education have access to solid grade level Tier 1 instruction as well as their specially designed instruction that is delivered through their individual education plan. In the past 4 years, we have implemented a co-teaching approach with systematic teacher assignment, master course scheduling, and master student scheduling at each grade level. General and special education teachers have a common planning time that allows collaboration and communication that only benefits the students. Our special education team collaborates seamlessly with each other to deliver Leveled Literacy Instruction to all students who receive services for reading.

**3d. English Language Learners, if a special program or intervention is offered:**

We recognize the unique circumstances of all English Language Learner (ELL) students, and capitalize on their strengths to create learning pathways for greater acquisition of language in all forms. With the use of initial and continuous assessment data students are paired with a highly trained ELL teacher that provides small groups, one on one, and tech enhanced instruction and intervention. SIOP, a research-based instructional model, is utilized by our ELL teachers. This model provides a framework for our ELL and classroom teachers to address the need to deliver content in a more comprehensible way. Our teachers understand academic support is needed beyond the school day for many of our ELL students and make incredible efforts to partner with families to ensure their success.

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

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

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

Longbranch Elementary does an excellent job promoting and building systems that support student engagement. Being a Leader In Me school since 2015, the philosophy of our school is centered around the Seven Habits of Healthy Kids. Prior to 2015, our former principal worked with the staff to identify the missing piece for our students. After her research, staff conversations, and needs assessments, it was determined that students had the academic abilities. We just needed to assist them in honing their personal skills. All students have opportunities to hold leadership jobs within the classroom as well as around the school. Some school-wide student leadership jobs include older students mentoring younger students; students running daily morning announcements over the intercom; students passing out breakfast to classmates; students monitoring hallways during morning arrival; cleaning in the cafeteria; and assisting with parent drop off in the morning. Our Student Lighthouse Team does a wonderful job of organizing various Habit 8 projects where students can show their voice through different projects that benefit the community, such as donating supplies to SAAP or raising money for leukemia research. The Student Lighthouse Team also organizes our Monday Morning Meeting each month which showcases our student leaders of the month and news occurring throughout the school year. Student leaders of the month receive certificates, have their picture taken and get a personalized postcard sent home letting their families know why they were chosen for this award. Along with the Monday Morning Meeting we hold a monthly Club Day where students are given time to focus on Habit 7, “Sharpen Your Saw”. Prior to Covid students traveled to different classrooms throughout the building to participate in their chosen Club Day. Since Covid, Longbranch has modified Club Day, allowing students to choose from an array of activities to do within their homeroom. We are hopeful that next year we can get back to students switching classrooms to Sharpen Their Saw.

Another huge focus of Longbranch is academic and personal WIGs (Wildly Important Goals). Students and teachers alike determine one personal and one academic WIG to focus on during the school year. The personal goals range from learning how to tie shoes by the end of the year to earning a position on the basketball team. Academic WIGs are based on our district benchmark CASE assessment (benchmarks to gauge students' progress at key points during the school year) creating a goal for our entire school to work on in unison. Students' individual academic WIGs contribute to the class WIG, which contributes to the grade level WIG and the school-wide WIG. Each week students use digital Lead Measure (a lead measure is a behavior or strategy that will move the lag measure) trackers to log their progress toward reaching their WIG. Digital trackers were implemented during remote learning and worked so well that we chose to continue using them when we returned to in person learning rather than reverting back to paper trackers. Teachers calculate and record the percentage of students meeting weekly individual Lead Measures on their classroom Lead Measures tracker. All WIG data is posted and tracked year round for students, teachers, and the community to see the growth made toward reaching the goal.

Weekly Leader In Me lessons as well as accountability partners keep everyone focused on our end in mind when it comes to WIGs. Anytime a student reaches a goal progressing toward their WIG they have the opportunity to ring the goal bell located in the school's main hallway. Students are also able to showcase their WIG growth by keeping a digital leadership notebook which they share with their families during Student Led Conferences each May.

Engagement is a priority at Longbranch Elementary. Whether students are pushing themselves to earn enough Accelerated Reader points to gain AR brag tags or become a member of the AR Millionaire Club, they are always looking for ways to reach goals. While students strive to reach individual goals such as leveling up in Lexia, Reading Plus and Dreambox they also work to reach class goals by earning class compliments and Bloomz points through our school-wide behavior system. All of these elements are supported through a top notch SEL program led by our school counselors who have created an online “Counselor Corner” for students to access for support during virtual or in person learning. SEL is ingrained in the daily life of Longbranch students. Daily check-ins focusing on the Zones of Regulation (many of which are done through a Google form) help students use their inner coach toolbox to maintain expected



behaviors throughout the day. One of our toolbox tools include a calm corner in every classroom where students can go to be alone. In the calm corner they can use fidgets, snuggle stuffed animals, read a book or color to get regulated and ready to learn again. Many students are also provided peer or adult mentors to assist in keeping themselves regulated throughout the day. Longbranch truly does whatever it takes to keep students engaged in their education.

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

Longbranch has worked hard to maintain a strong connection with our community as we have and continue to persevere through the challenges of the COVID 19 pandemic. We are committed to meeting the Social Emotional needs of our students and their families. We have several community partners that help our staff meet community needs that arise. We partner with Go Pantry, a non-profit community outreach program. We support them with food drives, and they support our families to ensure our students are not worried about food scarcity when school is not in session. We have partnered with Helping Hearts NKY, they help us meet various needs of our families. They help with clothing, household items, hygiene items and cleaning products. We have partnered with Hope Behavioral Health to meet our students emotional needs. We are fortunate to have a counselor that comes to school to offer counseling to our students helping them overcome depression, grief, and anxiety- giving them motivation and hope.

Longbranch is a Leader in Me Lighthouse school. We empower our students to lead, we encourage students to look for needs in our community and to come up with a plan to help. We do this through Student-Led Habit 8 Projects. In the past, we have raised money for the Leukemia and Lymphoma Society in honor of a Longhorn we lost to cancer. We have raised money and donated items to local animal shelters, and collected plastic lids to be recycled into benches just to name a few.

Longbranch has partnered with Junior Achievement since we opened in 2010. Junior Achievement is a non profit organization that both inspires and prepares our students for success. Junior Achievement is taught by a volunteer from our community/ through a virtual platform with Covid restrictions, lessons focus on community, financial literacy, work, career readiness, and entrepreneurship.

The Longbranch Elementary PTO also plays a vital role in the success of our school. Our parents are very active in our school and have high expectations for our school and partner with us to be certain that we are the best we can be for our students and school community. The PTO partners with the school leadership team on events such as Back to School Night, our annual Family Dance, support of The Leader in Me, and the coordination of fundraisers and volunteers to assist in anyway that they can.

Our community is very fortunate to partner with Children's Hospital in an on going multi-year study. The Concentration Study works with the school staff and parents to universally screen students concentration habits. During the process, teachers and families are compensated for their time and work. As students qualify for participation in the concentration study, Children's Hospital provides thorough multidisciplinary evaluations to support the student and parent with a plan of action. The students are followed through graduation of high school. This partnership has been a great support for school staff and parents in aiding us to equip students and families with tools to be successful.

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

Here at Longbranch Elementary our school creates an environment where our staff is supported by our administrators, parents and other staff members. Our administrators listen to the staff through various surveys, PLC meetings, Team Leader Meetings and faculty meetings. They provide a safe and valued space for employees to make decisions and express their thoughts on what is best for LBES.

For the past two years the Pandemic has been especially hard for educators across the country. Through the support of our instructional coach, administrators, and technology staff our teachers were able to seamlessly get 100% of our students online and onto Google Meets in just one long weekend. Once we were all virtual, teachers received peer support through Google Meets from our administrators, instructional coaches, and technology specialists. In addition, professional development opportunities were sent to the staff about

Google Classroom, Google Meets, and Google Certifications.

Longbranch Elementary values Leader in Me for not only our students but also our educators. All teachers working at Longbranch Elementary receive training in the Leader in Me program immediately as they become a part of the staff. Leader in Me is not just a practice that we value as a professional practice, but more importantly as a personal practice that spills over into our professional lives as it is implemented. When we live as a Leader, by using healthy habits our students have a role model for living their lives as a leader.

With leaders and professionals in our school we know that they too are a valuable resource for our staff. During the Pandemic one of our own staff members, the art teacher has provided us with training on Mindfulness and Tai/Chi. He shared strategies and ideas for how to create personal time, time for passions, and time for meditation in our lives. This was a crucial reminder to stay balanced when the change in our professional lives can begin to weigh us down.

The Pineapple Model was used at Longbranch up until the pandemic. This was a model to showcase teachers' talents and knowledge so that other staff members could sign up to observe these skills or programs in action right within our own school. Unfortunately, due to contact tracing we were unable to continue this model during that time frame.

Motivational speakers, such as Joel Katte were brought in during the heart of the Pandemic. This session reminded us, at a time when the staff needed it, that all of their hard work, extra hours, and energy is truly making a difference for our school and our students.

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

At Longbranch Elementary we strive to empower teachers and all staff members to be leaders within our school and community. One of core values is the The Leader in Me program that is based upon Steven Covey's 7 Habits of Highly Effective People. This program serves as a lighthouse or a guiding beacon for any and all of the decisions that we as a leadership team make and our teacher teams. At the heart of every decision, we take into account what is best for kids and how it operates within the 7 habits. The leadership team works in collaboration with the school's instructional coach to develop and guide meaningful Professional Learning Communities amongst grade level teacher teams. Through this process, meaningful and engaging lessons are created, formative and summative data is analyzed and students' areas of need and strength are identified for future teaching. The principal and assistant principal share in the responsibility and work with Action Teams, Team Leaders, Site Based Decision Making Council (SBDM), Parent Teacher Organizations (PTO) and all other stakeholders to consistently implement policies, practices and allot funds for the betterment of our students. Every staffing decision, every financial decision, every scheduling decision, every social emotional learning and academic decision are based around students' needs.

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

At Longbranch Elementary, although we do not have a large population of English Language Learners (ELL) students or an extremely diversified student and staff population, we do have students from sixteen different nationalities. We have one ELL teacher who services students individually and in a group setting, but our students spend most of their day immersed in the general education classroom. As a staff, this has become a priority and an area for professional growth. Our Unified Arts teachers, who teach Social Emotional Learning to all of our students, also incorporate teaching and learning about other cultures. We also have a World Language teacher who rotates amongst all of our classes and teaches but is not limited to words, phrases, numbers and cultural information.

As educators and leaders of the building, it is important that we begin with our own professional learning. We are currently exploring our own implicit bias and are involved in a book study. Our next steps will be centered around using the framework from the Leader in Me, to start the individual growth process of determining implicit biases for the rest of the staff. Once this is complete, we will begin to look more closely at our teaching practices and the impact that they have on our students. We are currently working towards

reviewing our programs, text books, etc to make sure that we are also addressing diversity and equity through this avenue.

Lastly, once these steps have been completed, we will be able to revise our Diversity, Equity and Inclusion policy with our Site Based Decision Making Council. We will use this policy in the future when any decisions are being made as a guide to help us better serve all of our students.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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We have many academic supports that lead to success for the students and staff at Longbranch Elementary. The strategy that has been most impactful is our work in Professional Learning Communities. Four years ago, our school district solicited The Solution Tree groups to train all staff on Professional Learning Communities at Work. Before this training, we were having meetings and data discussions, but this training and the support of a strong instructional coach has been a game changer for our students' success. Our teachers come together on a weekly basis to analyze data, plan future formative and summative assessments and then compare and exchange teaching strategies. The instructional coach, principal and assistant principal all attend PLC's and work collaboratively with teams of teachers to improve teaching and learning. Our school has shown improvement with not only our GAP group but with all students by focusing our time and attention on the creation of common formative and summative assessments during the PLC time and analyzing those results for further next steps in our teaching practices. While having PLC's it has also made conversations about MTSS and other supports for students a seamless transition.