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

[X] Public or [ ] Non-public

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

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

Official School Name Frankfort High School
(As it should appear in the official records)

School Mailing Address 328 Shelby Street
(If address is P.O. Box, also include street address.)

City Frankfort   State KY   Zip Code+4 (9 digits total) 40601-2892

County Franklin County

Telephone (502) 875-8655   Fax
Web site/URL
https://www.frankfort.kyschools.us/page/frankfort-high-school   E-mail tyler.reed@frankfort.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.

_____Date_____
(Principal's Signature)

Name of Superintendent* Mrs. Sheri Satterly_____E-mail sheri.satterly@frankfort.kyschools.us_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Frankfort Independent School District_____ Tel. (502) 875-8661_____

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

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

_____Date_____
(School Board President's/Chairperson's Signature)

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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

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   1 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
       1 High schools
       0 K-12 schools

       2 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")

   [X] 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	1	2	3
9	40	41	81
10	42	38	80
11	46	35	81
12 or higher	32	38	70
Total Students	161	154	315

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

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school (if unknown, estimate):   0 % Asian
                                          16.5 % Black or African American
                                          4.8 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          67.6 % White
                                          11.1 % 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 2020 - 2021 school year: 2%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred **to** the school after October 1, 2020 until the end of the 2020-2021 school year	6
(2) Number of students who transferred **from** the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2020	295
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

    Spanish, Portuguese, French, Arabic,

    English Language Learners (ELL) in the school: 2 %

                                                     5 Total number ELL

7. Students eligible for free/reduced-priced meals: 44 %

            Total number students who qualify: 140

8. Students receiving special education services   <u>17</u> %
    with an IEP or 504:   <u>55</u> 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>5</u> Autism   <u>0</u> Multiple Disabilities

    <u>0</u> Deafness   <u>0</u> Orthopedic Impairment

    <u>0</u> Deaf-Blindness   <u>40</u> Other Health Impaired

    <u>0</u> Developmental Delay   <u>4</u> Specific Learning Disability

    <u>2</u> Emotional Disturbance   <u>1</u> Speech or Language Impairment

    <u>0</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury

    <u>2</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: <u>2</u>

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.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	11
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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   <u>12:1</u>

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	93%	93%	95%	94%	93%
High school graduation rate	100%	93%	100%	93%	95%

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.

Post-Secondary Status	
Graduating class size	56
Enrolled in a 4-year college or university	55%
Enrolled in a community college	2%
Enrolled in career/technical training program	5%
Found employment	32%
Joined the military or other public service	2%
Other	4%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
   Yes _   No <u>X</u>

   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.

Frankfort Independent Schools is committed to academic excellence, personal achievement, and professional integrity. We provide a caring, safe, and healthy environment responsive to each student in collaboration with families and community.

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

https://docs.google.com/document/d/1ONmMNcrCQvLUQTa8AEFub8gLGNr1770j/edit?usp=sharing&ouid=100161221864688061157&rtpof=true&sd=true

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

Frankfort High School is a community public school with a global reach. The student makeup is extremely diverse and its representing body speaks 6 different languages from families spanning across the world. Being located in the heart of our state capital, our district is unique due to much of the land development being allocated for government controlled buildings (tax exempt) which significantly impacts our district revenue. The residential cross section of our district boundaries represents areas of lower socioeconomic status, a large government housing complex, a unique downtown area full of families living in historic homes both fully renovated and threats of being condemned. Our district boundaries include 3 fully operational crisis homes for families facing homelessness and a local homeless shelter that serves families from across our county. Regardless of the hardships our families face, the quality education we set out to provide all students at Frankfort High School draws many students from surrounding counties and districts. Our non-resident enrollment population allows for the unique opportunity for our impact to be larger than our district boundaries. This unique disparity allows for our students to experience life outside of their own context, build relationships across a wider community and create an understanding that many students miss in today's time, that the world exists outside of their purview and that they can positively impact it.

Frankfort High School grounds its academic belief in the growth of skills and the building of habits over the simple acquisition of knowledge. As an educational institution, we understand our first job is to expand students' minds. We are rooted in the mindset that teaching students to become self directed learners is essential to developing our future communities. Therefore, student academic work is scored on skill development and our unique grading scale grows as students progress through their grade levels. This is to ensure students never reach a level of complacency but are continually developing throughout their time at Frankfort High School. In addition to the growth of skills, we work daily to guide students in building habits of success that ensure they become lifelong learners and are prepared for any post-secondary setting they choose. These habits include but are not limited to students developing a sense of belonging, growth mindset, self-direction, curiosity, and academic tenacity. Frankfort High believes the development of these skills is so important that time is protected during each instructional day for the teaching, reinforcement, and generalization of these skills for all students. We also know that these goals cannot be met if students walk into our building carrying baggage from the outside world. Our wealth of student support services offer a variety of opportunities for barriers to be removed to optimize student learning. Our school houses 2 full time school counselors, a fully operational health clinic, a family/student resource center, access to a district social worker and two full time school-based mental health counselors, and free breakfast and lunch.

The beauty of Frankfort High doesn't end with its diverse population and robust social emotional and concrete supports; our ability to foster and integrate various partners to be able to offer multiple academic and career opportunities for our students sets us apart from other schools our size. For career opportunities, we partner with other local school districts for Career and Technical Services (CTE) for several pathways and industry certifications and Junior ROTC. Our main highlight for college preparation is our fully funded (free to students) dual credit opportunities through several local universities. Due to this conglomerate of services, Frankfort High also has recognized the coaching that's required to ensure appropriate placement and success in these programs. In addition to every student at FHS having a mentor staff member that they meet with weekly, we have built a senior internship program that provides a significant structure to preparation for workforce or continued education after graduation.

Just like most schools, FHS met the COVID-19 closures from a student need perspective. Frankfort High Schools was fortunate to be prepared and able to implement a system of remote instruction that mirrored our typical school day. We did not have to rely on alternative curricula or techniques because our focus remained on the development of student habits and skills that prepare students to learn, grow, and function in any environment. We did not have to focus on creating students who needed to be self-directed without being in a school building but students who know how to be learners anywhere.

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:

Approximately six years ago, after thoughtful consideration of major changes that needed to occur with our academic systems, Frankfort High School embarked on a journey to implement the Summit Learning curriculum in all of our core courses. The Summit Learning Platform is a fully built-out, yet adaptable project-based curriculum aligned with Common Core Standards, the C3 Framework, and Next Generation Science Standards that is focused on developing Habits of Success and student Cognitive Skills.

As defined in the Summit Learning Platform, Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits. These include the skills to become a self-directed learner. The Summit Learning Cognitive Skills are an outline of the continuum of skills that are necessary for college and career readiness. Cognitive Skills are interdisciplinary skills that require higher-order thinking and application, such as Making Connections and Inferences and Evaluating Arguments.

The Summit Learning Curriculum has allowed for our core classes to focus on differentiated, data-driven instruction with the goal of key college and career readiness outcomes in mind. All Science, English, and Social Studies courses consist of Projects and Focus Areas. Within each project, students work toward a Final Product allowing students to apply the skills and content they are learning in real-world contexts. Along the way students receive formative feedback and support to develop Cognitive Skills, which they will be scored on. This allows for continuous data analysis and fluid student groupings. The project curriculum is centered around 36 Cognitive Skills, such as oral presentation and interpreting data, which are the essential and transferable lifelong skills that all students need for success in college, career, and life. In Math courses, students complete units culminating in a unit assessment focused on targeted math concepts. Focus Areas consist of content presented in various formats and student assessments on this content. We have seen student growth in key areas since implementing this curriculum.

We have also partnered with Kentucky State University and the UK Next Generation Leadership Academy to offer dual credit courses in English, Math, Social Studies, Science, and various elective courses including an Associates Degree track.

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

Our core Reading/Language Arts pathway consists of English 9, 10, 11, and 12 taught through the Summit Learning Platform. We also offer English 101 and 102 and SPE 103 as dual credit courses through Kentucky State University. The Summit English curriculum contains Projects and Focus Areas at each level aligned with Common Core Standards as well as the Kentucky Academic Standards for Reading and Writing. Each level contains core Projects covering narratives, poetry, informational, and literary texts. This ensures a strong tracked progression of skills 9-12.

The core instructional approaches for our English courses are anchored in the project-based curriculum. Within each project, students work toward a summatively assessed Final Project by completing formatively assessed Checkpoints that help them build the skills and content necessary for the Final Product. Teachers utilize direct instruction and student-led small group and individual work depending on the nature of each Checkpoint and student needs. Teachers collect Checkpoint work digitally through the Summit Platform. Work is then assessed (both formative and summative) using criterion-referenced rubrics. This allows our teachers to differentiate instruction based on real-time data. Groupings within classes are fluid, teachers can make strong instructional decisions daily based on which skill a Checkpoint is focused on, what student historic formative and summative data tells them about needs, and how they can best support students moving forward. Checkpoints contain differentiated material to quickly and easily tier assignments so that

students receive the same content at the appropriate level. Within the Platform, a Specialists Hub allows student IEP and 504s to be integrated into the data teachers access daily. This ensures support from Special Educators whenever necessary. Rather than a static schedule, these professionals can push into classes based on daily plans and data to best support the needs and growth of our Special Education students.

Due to the importance of reading and writing skills across our curriculum, we also utilize MAP and CERT testing. English teachers use the results from these tests to differentiate on a more granular level while also providing targeted instruction in high-need areas. Workshops and bell-ringers are designed to help build test-taking skills and address any widespread gaps in knowledge. The results are analyzed with the Fall, Winter, and Spring assessments, and instruction is adjusted as needed.

The COVID-19 Pandemic posed challenges to our school, however, the nature of our curriculum allowed us to make minimal adjustments to continue providing high-quality instruction during online learning. Students already used an online Platform to receive and submit all assignments. We are lucky to be a 1-to-1 district as well, so students had devices to access content from home. We also provided hotspots to any students without internet access. We adjusted our schedule to have fewer class meetings in a day, with longer blocks of time to access teachers. Specific to English, novel projects were replaced for the year with shorter fiction texts to help improve support and equitable access.

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

Our core math curriculum consists of Algebra I, Geometry, and Algebra II on the Summit Learning Platform with the choice of either Math IV or a dual credit course senior year. Other dual credit courses can be taken over the course of a student's progression including Finance 101, College Algebra, and Calculus. Summit courses utilize the Illustrative Math curriculum which fosters the development of both conceptual understanding and procedural fluency to support grade-level instruction for all students. This curriculum aligns with Common Core and Kentucky Academic Standards for Mathematics.

Math teachers facilitate concept lessons with their students. These lessons utilize an instructional approach built around the following structures: warm-up, activities, lesson synthesis, and cool-down. classrooms are problem-based learning environments in which students collaboratively work to solve novel problems in order to learn important math concepts. These problems ask students to reason and think critically as opposed to practicing procedures repeatedly. They also support students in building their procedural fluency from a foundation of conceptual understanding. Problems are designed with a low floor and high ceiling, meaning they are accessible and extendable to a wide range of skill levels. Students submit Cool-downs at the end of each lesson. These are assessed by teachers with respect to the concept covered in that day's lesson to make instructional decisions in terms of support and grouping for future lessons. At the end of each week, teachers use the collective data of the week to lead a remediation day of concepts. These days are focused on targeted Exercise Sets relating to concepts from the week. Groups of students are assigned specific Exercise Sets based on their individual needs and the teacher leads workshops on key concepts with targeted groups of students. A summative unit assessment gives the teacher data on student growth and performance at the end of each unit. This data is analyzed to adjust instruction on future units and to adjust content and unit structure for the following year.

As with English, math teachers also utilize data from both MAP and CERT assessments. Math teachers and support staff use these results to lead workshops with students to address any foundational skills that may be lacking. Each math class builds on the content of the previous course. We believe that it is essential that teachers are using all available data to support individual student needs. Cool-down, Exercise Set, Unit Assessment, MAP, and CERT data provide a strong picture of our student strengths and support needs.

Math classes provided the greatest challenge in the online learning environment. Face time with the teacher, and supported practice is more essential in math courses than in others. We adapted math lessons during online learning to begin with the essential instruction for the day. Activities were then assigned based on need and targeted students remained in the meeting to work directly with the teacher while others were gradually released to work independently. Administrators prioritized helping get students on to math meetings and teachers provided "office hours" for additional support.

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

Our science progression includes NGSS Integrated Science, Biology, Physics, and Chemistry on the Summit Platform. Dual credit offerings include BIO 101 from Kentucky State University and EES 110 and BLS 103 from the University of Kentucky. The Summit Learning courses were developed in alignment with the Next Generation Science Standards as well as the Kentucky Academic Standards for Science.

Summit Learning's NGSS Science Courses offer all students interactive instruction through the use of phenomena-based learning and Cognitive Skills that are closely aligned to the Science and Engineering Practices. In projects, students ask questions, analyze and interpret data, use modeling to share their thinking, and state multiple claims supported by evidence and scientific reasoning. They also use the Crosscutting Concepts to make connections across multiple science domains and deepen their thinking about the Project's phenomenon and associated Disciplinary Core Ideas. Contrary to disciplinary science NGSS integrated science does not reserve certain "upper level" Science courses for a select group of students. Integrated pathways demonstrate that all students have the ability to be scientists.

Throughout each project, there are multiple opportunities for formative assessment. Since Checkpoints are completed individually, they can be used to formatively assess student progress. The checkpoints are set up as formative assessments that allow the teacher an important opportunity to deliver this kind of high-quality feedback. They provide data that will be used for daily instructional decisions. Each project's Final Product is summatively assessed using the Cognitive Skills rubric. Support decisions utilizing data, the Specialist Tab, and Special Education staff are similar to those used in our English courses described earlier. Covid-19 adjustments and instructional modifications also mirror those in English classes. This consistency across all core courses helped us continue to support all students with fewer major changes during an uncertain time.

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

The Social Studies course progression at our school consists of Modern World History, Government and Civics, and US History on the Summit Learning Platform. We also offer PSY 200, POS 101, and IGS 200 dual credit courses. Seniors complete two semester-long internships and present a capstone project. These courses are aligned with both Common Core Standards and the Kentucky Academic Standards for Social Studies through student project work. We believe that the structural consistency of utilizing Summit Learning for all core courses serves our students' educational needs.

Within the project-based courses, students work toward a final product (this could be a Socratic seminar, a debate, a written analysis with a claim, etc.) aligned to specific Cognitive Skills. The final product is shared with an audience, which could be their peers, families, a professional organization, or another audience. A single project consists of multiple lessons taught by teachers, with opportunities for small-group and independent work. Lessons include learning activities and linked resources to support students' learning of content and development of skills. Learning resources might include a graphic organizer for taking notes, a small group learning activity with written instructions, an educational article on a topic, or other related activities and support.

As with English courses, formative data from each checkpoint, summative data from Final Products along with MAP reading data are utilized by classroom teachers, Special Educators, and other support staff in order to make instructional grouping and content decisions. A consistent structure meant that similar support and adaptation decisions were made as with Science and English courses during online learning. We continued to deliver content and have students engage in project learning, with expanded support times.

1f. For secondary schools:

Access to college support and experience is vital for students in secondary settings and even more so for students from diverse backgrounds who do not always have close connections to post-secondary success.

At Frankfort High School we fully fund all dual credit classes and work to ensure all students experience and find success in at least one college course prior to graduating from Frankfort High. This allows for a

supported environment for students can conclude their high school graduation knowing they can be successful in the post-secondary setting. Through a partnership with surrounding districts, we also provide Career Technical Education courses to our students. These school based partnerships offer another path to post-secondary success, that enables students to achieve industry certification and graduate from FHS workforce ready.

To allow for a structured coaching system throughout this process of college and career readiness, all 12th-grade students participate in a senior internship program that places them in an interest-based community field placement. Throughout their 11th grade year, they are expected to research, plan, and then defend through a scored presentation that they have the skills needed to begin their internship project for their 12th grade year. Through this placement, we are focused on providing students the opportunity to generalize skills acquired in the secondary setting to the world outside the four walls of the classroom.

In parallel to our CTE, Dual Credit and Internship structures we offer another opportunity unique to FHS to build future community leaders through Frankfort Leads. Frankfort Leads is a student led, student focused leadership program that offers access to meeting local and national leaders through spring convening. This convening focuses explicitly on developing leadership skills, giving back to the community through service projects, and helping students understand what their impact can be on a local and global level.

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

2.   Other Curriculum Areas:

Through core content at Frankfort High School, the focus remains consistent on the foundation of skill development and the formation of habits of success. These skills and habits are derived through the delivery of content through project-based learning. With our other curricular areas, we promote the same inquiry-based model that allows students to explore content and curricula through guided facilitation of projects built around key themes of the content area. Being a small, public school we pride ourselves in being able to serve all student's interests and skill levels through creative scheduling. Within our art department, we employ two certified teachers; one visual and one performing arts. We are very proud of the fact that we are able to offer five unique styles of performing art and seven unique courses of visual art.

Despite having one district allocation for world languages, through partnerships and the leveraging of resources we have been able to bring out students with three unique foreign language offerings (Spanish, Chinese, American Sign Language), for a total of twelve unique course offerings, in the past year.

Being a Title-1 school we understand the role of our school in the development of healthy lifestyles for students. Too often students from low-socioeconomic backgrounds do not receive the support from home in the development of healthy habits. Therefore Frankfort High School requires all students take one course of Health and Physical Education, with most students receiving multiple courses over multiple years.

Frankfort High supports career and life-skill development by offering all students digital literacy and financial literacy courses. With each student having a school based mentor, that mentor can focus on career success through the goal setting, academic progress checks, and social and emotional well being. Building habits of success and teaching students to generalize these skills is fundamental to the educational approach of Frankfort High School, therefore all students participate in a study skills period within their schedule. Students in this course meet in our learning lab which is styled to looking like a modern post-secondary library/learning space. Through this course we strive to give students the understanding of when they see this space they understand what it is used for and how to use it, consistently teaching and reinforcing post-secondary skill development.

3.   Academic Supports

3a. Students performing below grade level:

The Summit Learning Program, utilized in all core subject areas, assists teachers in their efforts to identify students' Zone of Proximal Development (ZPD) by surfacing data. The curriculum helps teachers provide differentiated instruction to ensure students are working toward the right outcomes with the right level of challenge. The goal is to ensure students are engaged with rigorous, grade-level learning as often as possible. Curriculum-embedded differentiated resources help Summit Learning teachers assign the right resources to the right students at the right time. For example, in an English course, a student might use a graphic organizer like this Pre-Writing Tool or these Socratic Seminar Sentence Starters to help them work through the lesson materials all students are working on. These resources are assigned based on the formative data we have for that student's performance on a specific skill. We also utilize differentiated resources that are designed as multiple versions of the same resource. Teachers can use data to determine which version will meet specific students' learning needs. For example, some students may need a Support version that has built-in support [ie: this Debate Prep Outline (S) including modeling], while others can work with the Target version [ie: Debate Prep Outline (T)] without that built-in support. Structuring academic support in this way ensures that all students are able to access the same content at a level that will support their needs and development. All differentiated materials we utilize focus on foundations (Reading, Writing, Language, Math, and Self-Direction) or Cognitive Skills or Math Concepts. Classroom teachers and Special Educators also work together to analyze MAP and CERT data to design and provide more intensive foundational support where necessary. These could be workshops within a class period, testing skills and prep sessions, tailored lesson warm-ups, or cooldowns.

3b. Students performing above grade level:

Project-based learning also allows us to target instruction for those students performing above grade level. We do this in three key ways. First, the Cognitive Skills Rubric, which students are assessed on during projects, spans grades 4-12. Each grade level has a specific grading band, however, students can see work toward the next level on the Cognitive Skills rubric. Students still work on the same class content while producing work that demonstrates skill level moving toward college competencies. Within Checkpoints, differentiated "Extension" resources can be used with students who are ready to go deeper into or extend their learning allowing the classroom teacher to group and work with students needing "Targeted" or "Support" resources. Second, Challenge Focus Areas provide students the opportunity to earn honors credit for courses. Challenge Focus areas provide additional content that enables students to further explore a subject matter. They explore content that will be relevant precursors to college courses in the area. Students who complete all Power and Challenge Focus Areas in addition to Projects receive an honors credit for the course. Because all Summit courses can be self-paced, students also have the opportunity, in some cases, to complete a course early and move on to the next year. This is not a common occurrence, however, if the teacher of the course and student feel this is something the student would like to pursue, they are able to accelerate their learning. Finally, we offer dual credit courses and an Associate's Degree track. Students have the option to enroll in dual credit courses beginning the second semester of Freshman year. By Junior year all core courses could be dual credit for those students capable of this challenge. It is possible for students to graduate with a high school diploma and Associate's Degree from Kentucky State University.

3c. Special education:

Frankfort High School host a special education model that promotes full inclusion. We believe that all students learn to their fullest potential when learning with their peers. Therefore we work to insure specially designed instruction is embedded in each student's coursework to ensure each student is successful in learning alongside their peers. We work to keep caseloads small and manageable so that each student receiving services is met with the proper support to be successful while our teachers are able to work within a collaborative and consultative model to support students across all learning environments. Above the academic and behavioral support required by special educators within IDEA, we also employ a certified special educator as an employment specialist to ensure students' post-secondary transition goals are supported and met. This special education teacher focuses fully on transition plans, and goals and works to ensure all students are afforded achievable opportunities through support in career and technical education and dual credit courses. Historical data has not shown a significant gap in the achievement data of our special education students and students within the general population.

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

An increase in English Language Learners has occurred over the last two school years at Frankfort High School. We have worked diligently during this time to ensure these students receive the same high-level, skills-focused education that all students are receiving. Students receiving ELL services, in addition to their general education path receive English Language Instruction daily. Students with service plans are also supported through the development of positive study habits in the same manner as all students, by receiving direct instruction in habits of success daily from the ELL provider in addition to the language supports provided. This model ensures that students are receiving instruction at the same level as other students, but also provided the support needed to access and achieve the skills and habits we hope to instill in all Frankfort High School Graduates. Historical data has not shown a significant gap in the achievement data of our English Language Learners and students who are native speakers.

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

To ensure the needs of our students who are typically underserved and underrepresented are met, we work to ensure supports are in place not only during the school day to support academic achievement but also work to serve the whole child. We employ two certified school counselors that are able to serve our students at approximately a 160:1 ratio. In addition to our school counselors, we host on-site two mental health therapists employed by the district, one additional mental health therapist that is contracted through the district, a school-based social worker, and a family resource-youth service coordinator. Each of these individuals works closely with the school to ensure basic needs are met and social and emotional supports are in place so all students can achieve a high standard no matter their personal background. Frankfort High School also partners with outside organizations to serve students in various ways. For instance, the local Wanda Joyce Robinson Foundation works to serve students who are directly connected to incarceration.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement and motivation has been a source of strength at Frankfort High since a change in curriculum and administration in 2015. We offer a continuum of supporting learning environments to meet our students where they are. We also took a shift away from a substantial significance on extrinsic motivation (rewards) towards more intrinsic with a focus on developing self-directed learners.

As a result of the COVID-19 pandemic, we know our nation is facing a crisis in regard to student motivation. At Frankfort High School, we worked to prepare our students and staff for the transition back to in-person learning after spending a majority of the 20-21 school year learning virtually. Not only were we transitioning back in person, but in person would look much differently given the necessary COVID protocols to keep students and staff healthy/safe. Knowing that contacts, we decided to focus on student motivation with three primary principles:

1. A continued emphasis and priority on student learning and despite barriers with COVID protocols

2. A continued emphasis and priority on maintaining our deep-rooted, high school traditions that have been part of Frankfort High since its resurrection

3. A thoughtful and strong student voice

In order to maintain high levels of student engagement, we continued to make a warm and welcoming classroom environment a priority despite COVID protocols requiring social distancing and universal masking. This also helped us maintain consistent advocates to protect our incredibly important traditions that make our high school a place a students want to be. Our senior clap-in day, class lip sync battles, homecoming, Monday community meetings, and maintaining the integrity of a student cheering section at sporting events.

In addition to the positive, supporting environment within our classrooms and protecting our traditions, we also have maintained a high level of student engagement by allowing ample student voice. Through our active student council, we have built communication structures to allow for groups of students to be heard by district and school-level administration in order to have their voices heard on important topics. Specifically related to events impacted by Covid protocols, decisions on activities such as homecoming, graduation, participation in indoor sporting events, and other social aspects of school that has been significantly impacted by Covid having been a driving force in administrative decision making.

2. Engaging Families and Community:

Our attention to family engagement and community partnerships is built from the core belief that we need to remove as many barriers to learning and provide as much access to opportunities to our students as possible. Because of this belief we have integrated a variety of support partners within our school building to ensure student's concrete and basic needs are met prior to them being able to engage academically. Student physical health has become a huge emphasis with the introduction of our Healthy Kids Clinic. We have partnered with Cumberland Family Medical Practice to open and run a fully functional health clinic, accessible to all students and staff within our high school building. Having a full-time nurse and access to a nurse practitioner allows for onsite well or sick visits, sports physicals, immunization/vaccination updates, triaging low level medical needs and consistent medication administration. This partnership provides another layer to the psychological safety we are striving to provide our students at Frankfort High School. In addition to removing physical health barriers, we have a major focus on utilizing partners to protect and enhance social emotional and mental health wellness with our students. We partner with the Wanda Joyce Robinson Foundation to provide Kids Rising Up through Support and Healing (KRUSH) for our students impacted by incarceration at home (a close caregiver or family member), the Simon House and local housing authority to ensure our students/families facing homelessness are supported, local law enforcement

with a program called Handle with Care that allows for the school to be notified if any student faced a crisis situation outside of school hours, and the integration of a variety of school-based mental health programs.

In regards to other community partnerships, providing access to multiple opportunities for our students is another main priority. With the integration of free dual credit opportunities for ALL students, regardless of assessment benchmark scores, we have partnered with the University of Kentucky, Kentucky State University, Bluegrass Community and Technical College, and Somerset Community College. Not only do we offer a robust college preparation through dual credit, our partnerships also extend through workforce development. We offer 10 pathways through in house programming and 2 different area technology centers. We also partner with multiple local businesses and agencies through student placement in internship program, in hope of providing a pipeline of quality future employees in our community. In addition to college and career opportunities, we work with our state's capital building to provide several of our students with opportunities to page on the legislative floor and shadow state level elected officials. Access to opportunities has also been built with our local health department partnership through a program called Just Say Yes. The JSY program provides all of our 9th graders a $400 stipend to use for local student activities (pottery, wood working, sports training, music production, nature camps, etc.) in order to reduce the risk of early drug use.

3. Creating Professional Culture:

Creating a supportive culture of growth is not just limited to our student population. District wide and at the building level we have placed a huge emphasis on creating a safe, equitable work environment for our staff.

Our professional learning opportunities have been built specifically around how we can provide equitable and inclusive learning opportunities for all our students and staff. This action was taken as a result of several staff and administration from FHS being heavily involved in the local Black Lives Matter movement and the formation of a local initiative called Focus on Race Relations (FORR). This work allows for us to have a system of assurances and a team of people to ensure we are being held accountable for creating a work and school environment that diverse, equitable, and inclusive. Other professional learning opportunities come from our partnerships with University of Kentucky Next Generation Learners and Summit Learning. The foundations of both of these entities are rooted in the national student-centered learning movement. Next Gen partners with Frankfort High School to redesign learning, teaching, leadership, and research to create and sustain innovative school practices. The partnership connects Frankfort High with schools across the state as they navigate and implement next GEN nine, nine principles that continually move Frankfort High toward more student-centered, deeper learning practices. Summit learning offers continued support for lesson design, individual student engagement and support, and overall curriculum alignment.

As a district, we firmly believe in continuing education and "growing your own." Each year, every staff member is offered an opportunity to apply for a Rosen Scholarship. This scholarship allows for funds to be used on any professional learning that supports their work in the district (i.e. college courses, national boards, specific certificate training programs, etc.).

As an extension to the support services available to our students through school-based mental health services and our health clinic, these services are equally offered and utilized by our staff.

In addition to the professional growth opportunities, we offer to make Frankfort High a place where staff feels valued and supported, something unique to our school is our affordable, district-run childcare that operates on the same schedule as teacher work calendars. If staff utilize our childcare, this also offers access to free public preschool to all staff children. It has been shown to have a major impact on teacher recruitment and retention.

4. School Leadership:

The leadership team at Frankfort Independent task is clear: build empowering teams so the school can tackle the difficult tasks teachers face in their classrooms. The administrative team focuses on relational skills to create a strong, sustainable school community. Through PLCs with teachers working side-by-side, policies

created through site-based decision-making. and ongoing listening sessions with administrators, priorities, policies and programs are based on data around student learning outcomes. As learning leaders, the administrative team collectively embraced an understanding of pedagogy and curriculum; and a set of consulting skills that combine active listening, problem solving, and support.

As a school that serves high-poverty students, the administrative team adopted the philosophy to learn along with their faculty. The school's core belief is that a "brain is susceptible to adverse environmental effects." Through this belief, the staff has adopted a balanced learning environment to focus on establishing caring relationships that build students' resilience, self-esteem, and character. The administrative team joins the weekly PLC time when teachers gather to examine student data from assessments, practices, and learn new strategies. This philosophy of learning with and from teachers sends a double message: I value my role as an instructional leader, and I value you as my colleagues in this central endeavor.

Profile of a Graduate is an example of implementing a balanced learning curriculum. With a goal to "better equip students with the skills necessary to compete in the workforce post-graduation," Frankfort High School partnerships with local community colleges and universities, enable our students to enroll early college and dual credit programs. All students enter a career pathway based on various career interest inventories, aptitude assessments and shadowing opportunities that help them select a pathway that aligns with their career aspirations. The career awareness, exploration and preparation continuum leads our students to take advantage of both dual credit and Work Ready Scholarships to earn college credit while in high school. The focus on the senior year is career preparation with 100% of our students involved in a senior internship.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching practices and support services are one of the biggest areas of emphasis in the Frankfort Independent Schools over the past couple of years. In conjunction with the Black Lives Matter movement, we have been fortunate to be a part of the development and integration of a local organization whose core focus is to initiate and educate different parties on the conversations surrounding race and relationships. The FORR (Focus on Race Relations) group has been instrumental in the development of our District Equity and Inclusion (DEI) committee. Our DEI committee helps put a lens of equity on current burning topics within our school building and provides support to teachers to solve racially fueled issues. In conjunction with FORR, we've been able to provide implicit bias training, equity training, and develop a districtwide plan of addressing students who have been impacted by trauma.

FORR and DEI help Frankfort High educators, parents and community come together to ensure that every typically underrepresented/underserved student and educator can live, grow and thrive with support. We dedicate time for critical reflection and honest conversation on issues of racial justice. These conversations have assisted in the development of a data profile making sure every student at Frankfort High is connected with a mentor, is involved in at least one extra-curricular activity (inside or outside of school) and is signed up for any needed supports based on teacher/staff or family recommendations.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

One practice that is the most instrumental to our success, focuses on developing post secondary/transition readiness. As students walk across the stage at graduation and turn their tassels, all students are prepared for the workforce or college. We believe this is the most important contribution we can make for our community and society. With this goal in mind, we created the following three-prong system:

1. Life and Work Skill Development: through the Habits of Success curriculum and our Profile of the Graduate indicators, we focus on ensuring students are taught and held accountable for defending and demonstrating life and work skills. These skills are taught and nurtured through a comprehensive system of student support services (i.e. health clinic, social emotional supports, mental health supports). Providing these services during a time the critical adolescent time will, hopefully, equip students with the skills to access needed resources throughout the course of their lives.

2. Content Development: by offering a rigorous, aligned curriculum through Summit learning, coupled with cognitive skills, dual credit and CTE opportunities, our students are equipped with the knowledge needed to enter college, or have earned an industry credential and ready to work.

3. Synergy: being able to apply all of the skills learned up through their senior year through our senior internship program placements.

We pride ourselves in our data! The number of students that enter the workforce and maintain employment, and the college enrollment and retention rates, demonstrates that what we are doing is working.