

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

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

School Mailing Address 270 State Route 339 South
(If address is P.O. Box, also include street address.)

City Fancy Farm State KY Zip Code+4 (9 digits total) 42039-0189

County KY

Telephone (270) 674-4820 Fax (270) 623-6393

Web site/URL https://www.graves.kyschools.us/FancyFarm/home E-mail janet.throgmorton@graves.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 Madding E-mail matthew.madding@graves.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Graves County School District Tel. (270) 328-2656

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 Mrs. Kelly Thurman
(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

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 (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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	15	14	29
K	18	21	39
1	30	15	45
2	24	21	45
3	16	11	27
4	32	14	46
5	16	15	31
6	29	20	49
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	180	131	311

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.4 % Asian
 - 1.6 % Black or African American
 - 7.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82.3 % White
 - 8 % 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: 4%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2020	311
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Spanish

English Language Learners (ELL) in the school: 5 %
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 145

8. Students receiving special education services with an IEP or 504: 28 %
87 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>12</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>62</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</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: 12
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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
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 21:1

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	97%	96%	97%	97%	97%
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.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

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

We are creating CHAMPIONS: Students with Courage, Honor, Attitude, Motivation, Perseverance, Integrity, Optimistic, Never Give Up. Our district motto is Striving for Excellence, No Exceptions, No Excuses.

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

<https://www.graves.kyschools.us/Content2/non-discrimination>

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

Fancy Farm Elementary is a small school located in rural Western Kentucky. Many of our families work in our local hospital, school systems, chicken production plant, or other local industries. They are also farmers, laborers, or specialize in a trade for our immediate area. Many of our families have been a part of our community and school district for generations. While industry and job opportunities have become more scarce in the area, our families take great pride in their schools and expect their children to receive an excellent education and provide support at home to help us ensure that is what happens.

Our school prides itself in educating the whole child. We understand that meeting their physical and emotional needs will at times take precedence over meeting academic needs. Through our Family Resource Center and the dedication of our teachers, bus drivers, and all support staff we work together to identify those needs and meet them before it becomes a road block to their education. From bus drivers taking note that a house hasn't wood to burn for heat, to a teacher recognizing that a child hasn't slept well for days, we work to find solutions for the child and their family so that learning can take place without restrictions. We work diligently to get to know our families through phone calls, emails, and home visits. Our goal is that they are comfortable to come to us with their educational questions, but also to meet their immediate needs during difficult times.

We set high academic expectations for our students through reading and math programs and push them to accelerate within those. We expect that families will support those goals and work with their child to meet that goal. We reward students for meeting their goals and for exceeding them. Students grow and learn through practice and challenges.

Prior to Covid-19 we offered a quarterly program called Dream Big to all our 3rd - 6th grade students. Throughout a week each student was able to enroll in a class of their choice for the last hour of the school day. Staff and outside volunteers taught these classes and our PTA provided the funds needed to support them. Classes that were offered: Sewing, Cooking, Cake Decorating, Carpentry, Public Speaking, Animal Science, Lego Building, Computer Repair, Computer Coding, Robotics, Drama, Sports Skill, Cheerleading, Chemistry, and many more. This gave students an opportunity to explore interests and possibly future careers. We hope to once again offer this program in the upcoming school year.

Throughout Covid-19 our students were afforded many learning opportunities. We were fortunate in that we were able to have in-person instruction for a portion of the school year. We were also able to provide in-person instruction during NTI (Non Traditional Instruction) for those students that we knew needed additional instruction and/or social/emotional assistance and would benefit from that. We were able to provide every student with the technology to keep the learning moving through live online instruction. Staff worked diligently to ensure that the learning never stopped. They recorded their teaching sessions while doing those live with their class, provided one on one assistance when needed, met with parents during online evening office hours to answer questions. We delivered food to families during the day or went to their homes to take additional workbooks or deliver and repair technology. We opened our library up at assigned times so students could continue to check out books and meet their reading goals. Our families did a phenomenal job becoming the educational support system at home. It truly took a village to make it work, but by and large our students still excelled throughout this pandemic. That is a testament to the hard work of the staff at this school.

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:

At Fancy Farm Elementary we believe that all students can reach their highest academic potential through engaging instruction and proper supports. All teachers are Kagan trained to implement structures within their teaching that allow for student conversation and teamwork that make lessons more engaging for kids. This along with consistent rigor and ongoing assessment in all subject areas allows for student learning to excel. Kagan Coaches trained throughout the building support staff and each other in implementing these research based strategies even through virtual learning. High expectations for staff and students pushes everyone to excel while we are also fostering team building, positive talk, and support for each other. Ongoing assessment lets us know where there are student misconceptions or gaps that can be addressed immediately before students move forward. We utilize Kentucky Common Core Standards throughout all subject areas and vertically align and pace those to meet our student needs. Using strategies from PBIS and Mental Health providers, we work together to meet the needs of the whole child to foster emotional, social, and academic growth for all kids.

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

Reading/English Language Arts begins in our Kindergarten program with Tucker Signs, Sounds to Spelling, Visual Phonics, Son Day System, Orton Gillingham and online programs such as Lexia and Reading A to Z. Throughout Kindergarten we meet students where they are in their learning through whole and small group core instruction as well as Response to Intervention time and Enrichment for students that are meeting benchmarks quickly. We, along with an adult at home, work with students on Systematic Sight Word lists and others to help them meet word benchmarks throughout the school year. Our goal for Kindergarten is that students are reading and able to take Accelerated Reader comprehension tests by Christmas. Our First grade continues these same skill approaches adding more sight words and higher level books. There are several opportunities for re-teach and enrichment through our small group instruction. As students enter second grade they are becoming strong independent readers. Still continuing to use Sounds to Spelling to support students and working toward those multi-syllabic word attack skills. We use Simple Solutions workbooks to support Reading and English language arts skills throughout all grade levels. Students in third - sixth grades will also add articles and materials from Story Works and other resources to teach the standards for both areas. Students are also given reading goals through Accelerated Reader based on their ability to meet throughout each quarter. Staff closely monitor this practice and provide time throughout the day for students to read and expect that they read 20 minutes or more four nights a week at home. This additional practice supports fluency, comprehension, and practice throughout the school year. We use the Lucy Caulking writing program and other resources to help students become proficient writers across all subject areas and in different forms of writing. Reading assessments are ongoing and progress monitored using Renaissance STAR Reading as well as the CBM portion for monitoring fluency, accuracy, and rate. These tests are taken by all students 5 times per year and used for additional monitoring for Tier 2 and Tier 3 students biweekly or weekly. We also use the monitoring tools located in the computer program Lexia and Reading A to Z that we use with all kindergarten and first grade students and for Tier 2 and 3 and resource students in grades 2 - 6 that have deficiencies in phonemic awareness and sounds. These assessments drive our intervention and acceleration programs for our students as well as monitor core teaching in meeting grade level standards. All our reading programs also have a progress monitoring tool within them that we use to chart growth and discuss student progress within our PLC's.

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

In the area of Mathematics, students in grades Kindergarten through sixth grade implement the Illustrative Math curriculum that is driven by the Kentucky Academic Standards that directly align with Common Core Standards for Mathematics. This math curriculum is designed to have students think, talk and discuss

concepts about math and to have a better understanding of the skills. Students are often asked what they see, how they see it and what they wonder. These questions allow students to look at math in a new way and learn to discuss the things they see and the way they see it. Through meaningful discussion, students also learn that there are multiple ways to solve math problems. The program has lesson assessments as checkpoints and end of unit summative assessments that teachers use to assess the learning. Kagan strategies are implemented during these lessons to further contribute to students' discussions, ensuring that all students are actively engaged in the lesson. Along with Illustrative math lessons, Kindergarten implements small group instruction in the area of math, to reach each student where they are. Students are grouped based on their math abilities and given instruction based on the math concept/skill they are ready for. The small group setting continues on into first and second grade. During this small group instruction, students are able to use tools, such as, number lines, linking cubes and various other manipulatives to visualize the math concepts they are working on. Response to Intervention is used in grades 3rd through 6th to meet students where they are and push students to excel. During this time, students receive extra practice and instruction if needed. Students also receive enrichment in content that has not yet been covered in core math class. The daily use of Simple Solution math workbooks, in grades Kindergarten through Sixth, provides continuous reteaching of math skills needed to be successful. Math Seeds and IXL are two math computer programs that allow students to work on math skill and improve their own understanding of those skills. All students are progress monitored using STAR Math assessments five times per year. Students in Tier 2 and Tier 3 are progress monitored using additional tests in STAR Math and IXL teaching and assessments. Fact Fluency is monitored using a computer program called Reflex Math and Math Seeds.

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

Science content is based on the Kentucky Academic Standards driven by NGSS and taught to students in Kindergarten through sixth grade using the online program Mystery Science. Teachers make use of the science mysteries designed for the Next Generation Science Standards by focusing on a central mystery, discussion, readings and hands-on activities. Students in third through sixth grades use the online textbook HMH Science Dimensions. Teachers guide students to learn through exploration, analysis, application, and explanation. Sixth grade students' daily instruction comes from the OpenSciEd program. The units are phenomenon-based, three-dimensional and focus on student coherence and equitable science sense making. Extra science practice for grades second through sixth comes from IXL and grades Kindergarten through sixth use Simple Solutions. Teachers strive to not only teach science, but also develop math and problem-solving skills within their lessons. Students are encouraged to solve problems in a group setting, as well as on their own through research and discovery. Critical thinking skills are a large part of our science curriculum. Students are encouraged to ask questions and form a hypothesis before hands-on learning. This leads students to organize their thoughts and helps them begin to see how the world works. Teachers use many hands-on learning activities in their science lessons. Allowing students to participate in these learning activities instills confidence in themselves and their science skills, which increases participation and understanding. Intermediate students are moved toward more logical and abstract thinking skills by being given multiple variables which aids in understanding science concepts. Science notebooks are utilized to create short spans of intense work, which deters from boredom and keeps interest high. They also increase students' written communication skills and strengthen their understanding of science concepts. Assessments in Science are teacher created in the lower primary grades and assessed using a standards based checklist and the Simple Solutions end of unit assessments. HMH Science and Open Sci Ed have embedded written assessments after each unit as well as task and labs that are centered around the NGSS standards.

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

Members of local businesses and civic leaders are invited to speak with students about various aspects of their jobs and the role that community members play in our society. Students learn how the court system works and visit the local courthouse. Fifth grade students take a two day trip to Frankfort and visit the Capitol and historical sites like the Corvette Museum, Mammoth Cave, and Shaker Village. While we are in Frankfort, the students learn our state's history and about our state's branches of government. To learn about our city government, students visit city hall to meet with our mayor to discuss how the local executive and legislative branches work. To learn about the local judicial branch, we tour the courthouse, learn about court proceedings, and eventually tour the local jail. Kindergarten and second graders take a community walk and

visit the local post office, bank, church, fire department, and vineyard. Students have also participated in a “Flat Stanley” project in which students mail a flat likeness of themselves to family and friends who live or visit various parts of the world and send letters and postcards back providing information about the area. The school participates in stewardship activities such as food, toy, and clothing drives. We collect money for local and national disaster relief. Students report on weekly current events and have held debates on local or world issues. Second grade students researched symbols and historical landmarks of the United States and had a book published with the research collected. Those second grade students also research the first Thanksgiving and have an authentic Harvest Feast. They dress in period clothing, eat foods, and play games that would have been authentic to that time period. Our fifth and sixth grades are using a curriculum called The DBQ Project along with our district seventh - tenth grades to vertically align to state standards that promote writing using historical documents and literature. Assessments in the lower primary are teacher created and standards checklists that identify skills student have learned. HMH and the DBQ Project use rubrics and end of unit assessments to monitor student learning. We also use school district common assessments created by teachers around the grade level standards as summative and formative assessments for social studies content. Projects and presentations scored using rubrics are also an assessment tool used for social studies content.

1f. For secondary schools:

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

Our Preschool/Head Start program provides high-quality early education and child development services that promote children’s cognitive, social and emotional growth for later success in school. Researched-based curriculum, screening, and assessment procedures support individualization and growth, along with family engagement in children’s learning and development. The Creative Curriculum is implemented in classrooms to touch all areas of early childhood development. Through books, music, and movement three and four year old’s learn about all areas of core curriculum; reading, math, science, and social studies concepts. Students learn reading and math concepts through books and social centers. Students are able to use hands-on play to develop these skills. The Creative Curriculum is paired with Teaching Strategies GOLD to assess students in the areas of development in social-emotional, physical, language, cognitive, literacy, math, science and technology, social studies, and arts. This allows for each child to develop at their own pace and assist the teacher to know the areas of need for each child. These curriculum and assessment tools help ensure the preschool classroom provides a developmental scope and sequence that aligns with the transition to Kindergarten and primary grades academic standards. The Brigance given in Kindergarten shows school readiness of students. Based on the data, students who attend Preschool are ready to begin kindergarten.

2. Other Curriculum Areas:

Our students in grades kindergarten through sixth grade have physical education twice a week for fifty minutes. Students learn about sports, exercise, wellness, and goal setting. This allows them to develop an awareness of the importance of a healthy overall lifestyle. Health lessons are taught by all teachers in our school and they provide opportunities for students to practice the skills needed to maintain and improve their health. These skills include nutrition and healthy eating, physical activity, tobacco education and social-emotional health. Our school also has a running club that has 90 students in it and they meet once a week after school and they are given the opportunity to run a mile during their physical education class. Their goal is to get to 100 miles. Being a part of this club teaches them to set goals, prevents childhood inactivity and obesity by teaching them how to lead a healthy lifestyle. It also includes the family because several of the runners’ families often run with them either after school or at home.

Prior to Covid our students were offered an After School Language Club with the options of learning Spanish or French. There was a cost for the instructors for this program, but for those wanting to participate scholarships were available if needed.

At Fancy Farm, we offer a 4H afterschool program for students in grades 3-6. After school 4H, the students

explore one curriculum area of 4H each month. The students elect officers, learn to run meetings, and make decisions together as a team. This program is also held in the fourth and fifth grade classrooms. While in class 4H, the students learn to give demonstrations and speeches through various competitions, while gaining confidence in their public speaking skills.

We also offer an after school STLP (Student Technology Leadership Program) program for students in grades fourth through sixth. These students and their advisor meet throughout the school year preparing a technology project that they will present at the Regional STLP conference in our area.

All students in grades kindergarten through sixth receive fifty minutes of music each week. Using the comprehensive curriculum Musicplay-students are creating, performing, listening to, and learning to read music. During their time at Fancy Farm, students will learn to play violin, other instruments, bucket drums, and next year thanks to a generous grant- ukuleles. Students are also offered band and strings instruction once a week for grades fourth through sixth. These students are also offered an after school band and strings program at our middle school. Transportation from the elementary to the middle school in the afternoons is provided.

Art instruction takes place once a week using the KinderArt curriculum for grades kindergarten through sixth. Students explore artists, art periods, science, nature, history, cultures, and themes while using art as a creative outlet. Students also compete in several different art competitions sponsored by the state of Kentucky and the National Wildlife Federation. Twice a year there is an art show hosted at our districts high school performing arts facility where students chosen work is on display for family and public to view.

3. Academic Supports

3a. Students performing below grade level:

Teachers work to meet the needs of all students at Fancy Farm Elementary by identifying areas that need improvement and growth. When areas that require remediation are identified through STAR assessments, other summative assessments, formative assessments, and observations, plans are established and implemented for remediation. Students performing below grade level are provided remediation time in specified areas. In Primary grades, students are grouped by ability and receive direct instruction on skills in which they are struggling. These groups are incorporated into reading and math instruction to address the specific needs of students. In grades 3-6, daily Response to Intervention (RTI) time is a part of the schedule. Students are placed in RTI groups based on their needs as identified through assessments. Teachers spend time in focused groups working on skills for which students need extra support. Teachers use resources such as IXL, Lexia, Reflex Math, Sounds to Spelling, pull-out and Simple Solutions to offer extra practice and support during RTI. Teachers monitor students' progress through remediation with progress monitoring tools such as CBM math and reading through Renaissance. RTI groups are changed frequently throughout the school year as assessment results reveal areas in which students no longer need intervention or bring to light new areas in which students need support. All stakeholders at Fancy Farm Elementary understand the importance of a continual cycle of assessing, planning, teaching, and assessing. The constant monitoring of student learning and progress provides the best opportunity for students to be successful in learning. As teachers work with students, they also understand and incorporate practices that make students feel safe in their learning and confident in their successes.

3b. Students performing above grade level:

Prior to Covid our district offered after school opportunities for students identified as Gifted and Talented. Classes such as robotics, coding, art, music, drones, and academic opportunities were provided for one week each semester. The district provided transportation after school to a central location for the program. Also, during our RTI/Enrichment time each day, students that are excelling in the areas of Reading and Math are given opportunities to to advance their skills in those areas and work on group projects that foster growth academically and in problem solving. Currently our gifted and talented students meet with the school level coordinator to complete activities similar to those done at the district level.

3c. Special education:

Fancy Farm implements a variety of programs to enhance learning for students with special needs. These programs include IXL, Lexia, Reflex Math, Sounds to Spelling, Sonda Reading system, and Corrective Reading. These programs are used in addition to one-on-one, individualized instruction in areas of need. Students have their progress monitored weekly to adjust individualized instruction more frequently. Resource time is carefully scheduled in order for them to receive their accommodations and enhance learning in the least restrictive manner. Collaborative teaching is most often used to keep students in the regular classroom and still meet their individual educational needs. Resource teachers work closely with regular classroom teachers to meet the needs of their students and find ways to foster independence and coping skills to offset their learning difficulties. The guidance counselor and principal are actively involved in the monitoring of student progress and ensuring that the master schedule works in a way to meet the needs of all students, particularly those that require additional support.

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

Our English Language Learner teacher is available for students in our school three days a week and as needed for translation or support when communicating with their families. Students are offered one to one or small group instruction in English and their native language as well as support in the classroom through collaborative teaching. The ELL teacher supports the regular classroom teacher through reviewing lessons that may be difficult for ELL students and offering guidance in meeting their needs. The ELL teacher is also available for after school activities and events to assist in communicating with families.

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

Our Family Resource Center coordinator works to identify populations of students that have specific needs and meet those before they become a roadblock to furthering their children's education. Through programs assisting with paying bills, money management, parenting, job search, and other programs as needed. We offer families the chance to enrich their own lives by helping to ensure that the basic needs of food, clothing, and shelter are met. We have also partnered with an outside agency to assist families with mental health and social service needs through the request of parents or referral by the teacher, counselor, or principal. This agency has a full time licensed counselor in our building to meet with students and families during the school day and after school hours. This agency has a social worker that is shared among the other schools in our district to support the families in their homes.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students are motivated through many intrinsic and extrinsic rewards. Every student has an accelerated reading goal. Those who reach that goal participate in a movie/popcorn day and have the opportunity to earn “book bucks” that can be spent in our store or on particular activities. We celebrate all students who show academic improvement, whether they are distinguished or novice through a public awards program. Using the PBIS model classroom teachers acknowledge students with “good citizen” type behaviors and those that have improvement in their behaviors. Our guidance counselor provides lessons to all students using our CHAMPION motto as a guide for positive character traits. Guest speakers visit classrooms to discuss bullying, positive behavior, proper hygiene, and how to be successful in future careers. Our Mountain Comprehensive Counselor provides emotional support for both students and families dealing with mental health as well as volatile situations in their lives. We have monthly celebrations for birthdays and academic/extracurricular achievements and pep rallies for our competing students and their teams. Our Reading Buddy program provides not only an adult to read with a child but to mentor as well. We partner with our local 4H Extension Agent as well as the Department of Fish and Wildlife Conservation Officer to provide activities and lessons on various areas in their fields for our 4th - 6th graders. We even have an interest-drawing “wall of fame” for our students who hunt deer to display pictures of their trophy deer since that is a very important part of our local culture.

During COVID it was important to our staff to stay connected with our students and their families. All students were provided a Chromebook for use at home and a hotspot if the internet was not available. Teachers had scheduled class instruction times throughout the day and also recorded those lessons for those that could not attend. They had evening office hours to accommodate working parents and any questions they had. The principal made home visits and phone calls to those not attending zoom classes, needing technical assistance, or had other needs the school could meet. The library was opened once a week for a few hours during the day and in the evening for students to continue to check out books and work on their reading goals. We continued to have our assemblies online using Facebook Live celebrating birthdays and achievements. We even had Santa and our principal meet at the school one evening during the Pandemic and do a Facebook Live to name every child and adult on the naughty or nice list.

2. Engaging Families and Community:

Pre-covid, our school had an open-door policy in which parents and others within the community could visit their children’s classrooms and the school in general. Our second grade has a reading buddy volunteer program in which community volunteers are paired with a child for the school year. These volunteers meet with the child once a week and read with/mentor them. Lasting relationships are formed, and students can see how valuable their community members are. The local Rotary Club sends representatives each year to distribute dictionaries to all third-grade students. Family members/friends are invited to birthday and Student of the Month assemblies. Parents and community members serve as coaches for sports teams and coordinate our school blood drive. Community support from businesses and individuals has been vital to our backpack and Christmas store programs. Both supply food and toys to children in need. Business owners have spoken to many classes about their careers. Our local fire department works with students and the school on fire safety assisting us with a mock fire drill where the school is evacuated and fire staff secure the building. Our local police officers visit at various times, eat breakfast/lunch with students and share details about their jobs. Sixth grade students complete the DARE program with one of our district resource officers. Our local banks provide incentives for students to make good grades and often provide appreciation gifts for faculty and staff throughout the year. Our local Masonic Lodge has donated bikes for attendance awards. Our school welcomes our Veterans to breakfast and allows students to talk with veterans and learn valuable history lessons while our gifted and talented students present a schoolwide program about the importance of our Veterans and honor them there. The school is a powerful presence within our community even meeting basic needs during a recent tornado outbreak that ravaged our area. One of the few places with power, we were able to provide showers, clothing, supplies, and hot meals for victims using volunteers from our school.

and community and food from local restaurants that were without power. Our school has a positive impact on everyone that walks through our doors.

3. Creating Professional Culture:

Staff at Fancy Farm Elementary have the greatest impact on student learning and relationships. Certified and classified staff work closely together to meet the needs of students and their families. For many students there is no distinction between the teacher and the aide. We have a family type atmosphere here where all voices are heard and opinions valued. Teachers meet as grade level and content teams along with the classified staff and principal to discuss student growth, areas for intervention/enrichment, and any needs that they may have to enhance learning. There is great trust among staff to have a strong work ethic and high expectations. We honor one another through our interactions and support each other through issues at school and in our homes and families. Staff are recognized for their contributions to student learning and their own personal success. The principal allows staff the opportunity to assist in making decisions about instructional resources, calendar events, classroom student assignments, and other activities planned for the school. The principal stands behind the staff when there are parental concerns and mediates ensuring that all parties' voices are heard and the outcome is always what is best for the student. There is not a role in this building that the principal has not filled when needed in order to support staff and students. Staff support one another outside of school attending family weddings, funerals, or visits to the hospital. This school is a place of love and learning for all students and anyone that enters. One great indicator of that is there is no staff turnover. Prior to this school year when the need arose for additional staff, there were no employees here with less than eight years of experience and having taught here all that time. The majority of the staff have 10 + years experience.

When transitioning to distance learning, staff were already prepared as the principal had suggested from the start of that school year that we make sure all students knew how to join through Zoom and became proficient with Google Classroom and other online programs we would use. Teachers were asked to create schedules for their classes during the day and for office hours in the evening. The principal joined Zooms when teachers asked her to monitor behavior and also made phone calls or home visits when students had disruptive behavior during the Zoom class or did not complete work. We continued high expectations for students and staff in order to keep the learning moving forward.

Fancy Farm Elementary develops professional development plans based on the needs found in our Comprehensive School Improvement plan as well as the individual needs of a teacher. Within our district we offer professional development from district staff as well as consultants and other outside groups/agencies. Teachers are typically able to choose sessions that meet their needs for further development and as a school we tackle social/emotional needs of staff and students through Trauma Informed Care training provided by our local educational coop.

4. School Leadership:

There are three main philosophies that drive all programs and decisions at Fancy Farm Elementary. First, we have to reach their hearts before we can teach their minds. Secondly, every decision is about what's best for kids. Thirdly, never ask others to do something that you would not be willing to do yourself. These ideas are lived out not only by the principal, but by every person that works and volunteers in this school. Up until the 2021-22 school year, FFES consisted of one principal that also served as the guidance counselor with assistance from the district office as needed. This school year there is a part time guidance counselor shared with another school. There is one secretary and one nurse. There is a Site Based Decision Making council composed of three teachers, 2 parents, and the principal. This group makes and oversees school policies, budgets, programs, and instructional decisions. There have been efforts to also elect a minority parent member, but no one has accepted that role at this time. These meetings are open to the public. Parent and student surveys are given during the school year to gather feedback about activities, instruction, and other student needs.

Always putting students first has long been the deciding factor for all areas of the school. When staff meet about instructional resources they are evaluated based on student needs within the classroom, for

intervention and enrichment. Expectations are high within every classroom striving to meet proficiency on the standards to be taught that are outlined by our state. This takes additional support for many students utilizing instructional funds to hire those staff to assist kids. The school's daily schedule is based on uninterrupted instruction in the morning for primary students to ensure their focus is best for reading and math. Special programs and activities are planned at the end of the school day so as not to interfere with instructional time. Daily schedules are made with special needs students in mind to offer daily breaks as needed and to avoid noise and crowds with transitions. SBDM policies support student instruction and activities including things such as the Parent Involvement Policy that outlines the expectations for students and parents in our school. Field trips and assemblies center around the things that are being taught in the classroom and building relationships between students and staff. Evening activities such as Family Movie, Reading, Fitness nights for staff to interact with students and families while providing meaningful activities and experiences. Events such as the Fall Festival and PTA Money Supper allow opportunities for staff, parents, and the community to work together to provide funds that pay for technology and field trips for students. Students never pay for any local field trip admission or transportation. Things such as the Challenger Center, Carson Center (plays and musicals) are 30 miles away. For reward trips we visit places such as the bowling alley or park that are more local.

Throughout the Covid pandemic there were many needs to be met and people that needed additional support. The principal filled many of those roles to enable teachers more time to work one on one with kids and sometimes just to ensure we were able to get kids to schools. During the last two years she has served as bus driver, teacher, custodian, aide, cafeteria staff or delivery driver. Any role that needed to be filled was what she did. Following that example, other staff filled in roles and responsibilities as needed. Those seeing the efforts made by the principal and staff to ensure their child a quality education while also meeting their basic needs during such unprecedented times spoke volumes to the love and commitment they have to these kids.

5. Culturally Responsive Teaching and Learning:

The most diverse area of our population would be the socioeconomic gap. There are many families that after Covid and a recent tornado in our area that are experiencing job loss and financial hardship for the first time. Prior to these events, our Family Resource Center provided a gateway to information and resources to assist families with things such as food, clothing, shelter, job searches, childcare, and educational opportunities. The FRC coordinator and principal would make home visits to learn more about families and provide transportation for parents to attend meetings and events at the school. Our Hispanic population has grown over the past few years and the English Language Learner teacher has assisted in providing translation services during and after the school day. Working with the FRC coordinator and principal, the ESL teacher provides the communication needed to assist these families with all the services we were already providing other students. That teacher has also helped introduce students and staff to many of the cultural aspects of the Hispanic community and we plan to celebrate some of those things through a special event in the upcoming school year. Current or social events are addressed where it is age appropriate and with great care to the cultural and family backgrounds that we serve. Living in a rural community, many national social issues are not prevalent here and do not lend themselves to be discussed in a school setting. Some current events such as natural disasters or conflicts are discussed and many times prompt our staff, students, and families to have toy drives or other events to support those that have been affected.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Meeting the needs of the WHOLE CHILD has been most instrumental to our school's success. Previously we mentioned that "we must reach their hearts before we can teach their minds". This is truly the key to success for the students, staff, and families within our school. We understand that when people feel safe, valued, supported, and loved they can thrive. They will rise to the highest expectations you set for them because they know they will not travel that road alone. You must keep in mind that the WHOLE CHILD includes their family and all their basic needs. This challenge is not easy. Enabling staff to do their best work means that their needs are met and that they feel supported too in order to pour themselves into our students and families. When you enter our school, you have come home to a place where you can be yourself and reach your full potential. There are no preconceived notions, only opportunities to be better than you were the day before. Fancy Farm Elementary is the home of second, third, and many chances. There are no problems, only opportunities to make things better the next time. Our school has already gained national attention for our approach to life's difficulties, serving as an educational model. When pandemic-related staff shortages impacted our number of bus drivers, our principal picked up bus routes as a driver to ensure students arrived at school. This story was featured by The Drew Barrymore Show on national television. Additionally, a few months ago, areas of our school district were devastated by an EF4 tornado. Once again, an invitation was extended to speak with national news outlets. They were met with stories of positive outreach in a tragic situation. Both scenarios serve as examples of how we work to build (even extend) community by sharing our message of the importance of love and determination. There are no excuses at Fancy Farm Elementary, only ways to make things better. In our CHAMPION motto, repeated over and over is the phrase "giving up is never an option". When you create a school that lives by that idea and has established ways to meet a child's needs, your success cannot only be measured by test scores, but by the love and admiration that is found in every student and family that leaves this special place.