

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Dena Lengacher

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

Official School Name Barr-Reeve Elementary School

(As it should appear in the official records)

School Mailing Address 627 North 3rd Street

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

City Montgomery    State IN    Zip Code+4 (9 digits total) 47558-0129

County Daviess County

Telephone (812) 486-3224    Fax (812) 486-2336

Web site/URL http://www.barr.k12.in.us.com    E-mail dlengacher@barr.k12.in.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\*Mr. Travis Madison    E-mail tmadison@barr.k12.in.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Barr-Reeve Community School District    Tel. (812) 486-3220

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 Dr. Lana Helms  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

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

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	39	38	77
3	31	45	76
4	39	31	70
5	36	31	67
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	145	145	290

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 99 % White
  - 0 % 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 2015 – 2016 school year: 6%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2015	270
(5) Total transferred students in row (3) divided by total students in row (4)	0.063
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

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

German

7. Students eligible for free/reduced-priced meals: 31 %  
Total number students who qualify: 83

8. Students receiving special education services: 13 %  
39 Total number of students served

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

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 3 Mental Retardation
- 1 Multiple Disabilities
- 0 Orthopedic Impairment
- 3 Other Health Impaired
- 17 Specific Learning Disability
- 14 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects	14
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	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 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No   
If yes, select the year in which your school received the award.

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

The mission of Barr-Reeve Elementary, with the combined support of families and the community, is to provide a safe environment where students will achieve excellence.

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

## **PART III – SUMMARY**

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Barr-Reeve Elementary is located in the small town of Montgomery which is nestled in Daviess County, Indiana. Montgomery has a population of 343 people according to the 2017 Suburban Stats. Barr-Reeve is located in a rural community that has deep roots in the Amish, Mennonite and Catholic faiths. Many of our 297 students live outside of the town limits on family farms. We are beginning to see some demographic changes as families from neighboring districts transfer their students to Barr-Reeve. Barr-Reeve Elementary is comprised of grades 2-5. Our school building is connected to Barr-Reeve Middle School/High School. Barr-Reeve Elementary has one K-1 feeder school located a few blocks away. Our student population is 99% white and 31% free/reduced. We do not have any ELL students, although many of our Amish students speak German at home.

Our school was originally known as Montgomery School. It began in 1910 with 20 students. In August of 1964, Alfordsville Community School merged with Montgomery School. The school name changed to Barr-Reeve Community Schools. Our unique name is from the combination of the schools' two townships, Barr and Reeve.

Barr-Reeve Elementary believes that it takes everyone working together to meet the needs of our students. We serve families who are supportive of their children and our school. Family involvement is a key to our success. Parents communicate with us, ensure their children are ready to learn and volunteer whenever needed. Parents are involved as coaches, classroom volunteers, guest speakers, and members of our Parent Teacher Organization (PTO). Our small town provides a solid beginning for our students, but it also presents the challenge of educating students who have limited exposure to diverse experiences outside of our community. We continue to search for ways to show our students the world beyond Daviess County.

In 2016-17, every student in grades 2-12 received a Chromebook. This tool provides a resource for our students to see beyond our small community. This technology allows our students to learn and grow in different ways and at various speeds. Students and teachers are supported through monthly professional development activities that focus on effectively implementing blended learning into classrooms. Our corporation recently received a \$75,000 IDOE Digital Learning Grant which we plan to use for more professional development.

In order to identify student growth, strengths and needs, we implemented NWEA (Northwest Evaluation Association) testing in grades K-8 this school year. Teachers collaborate during weekly grade level meetings and monthly meetings with Title 1 staff to discuss data and develop strategies to help students grow. When deficiencies are discovered, teachers tutor before/after school and during recess times. High school students and parent volunteers provide free after-school tutoring. Our low student/teacher ratio allows teachers to have more opportunities to focus on individual student needs. Cadet teachers (high school students) and grade-level teaching assistants also work with students.

Even though we are a small school, we try to provide diverse learning opportunities for our students. Fourth and fifth grade students participate in academic competitions with area schools. Title I classes help identified students overcome academic deficiencies and our High Ability program challenges learners. Lego robotics programs are part of our High Ability classes. We plan to include a Lego Robotics team in the future. Many teachers have been in contact with the Naval Surface Warfare Center located in Crane, Indiana, for professional development. Crane has a lending library for STEM (Science, Technology, Engineering, and Math) materials. Barr-Reeve Elementary is also offering Camp Invention for the first time this summer since many of our students have traveled to larger cities for academic camps in the past.

Character matters at Barr-Reeve Elementary. Character Matters is sponsored by the Character Council of Daviess County. This program focuses on helping students develop their social skills as well as their character. Each month, a new social skill is taught and modeled throughout the whole school. Students receive incentives such as bracelets and bookmarks reminding them of important social life skills. Our newly formed student council also helps to promote positive character and leadership skills. Student council members started a tutoring program at lunch recess. They also recognize positive behavior in other students

by handing out WOW cards. These cards are used by staff members to recognize students for outstanding behavior and choices.

Our school supports our students emotionally and physically. Our school counselor provides emotional support to students as needed. She also teaches monthly character lessons to each classroom. Students attend a weekly physical education class and have 60 minutes of recess daily. The elementary school and PTO recently purchased new playground equipment. Students have access to a climbing wall, several slides, and gymnastics equipment. Our small school corporation employs two full-time nurses for grades K-12. Our cooks provide a balanced and healthy breakfast and lunch. Students may choose, without limits, from a wide variety of fresh fruits and vegetables.

Dedicated staff, engaged students, involved parents and devoted community are the factors of our success. We are a team working together for our students. Barr-Reeve Elementary is fortunate to have maintained many of the small community traditional values while also providing opportunities for students to learn beyond our school walls.

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

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### **1. Core Curriculum:**

At Barr-Reeve Elementary, students in grades kindergarten through fifth grade are exposed to a core curriculum based on Indiana’s Academic Standards 2014 (IAS 2014). Our district has placed great emphasis on aligning classroom content to the state’s blueprint and correlation guides for the state’s spring assessment, ISTEP. Teachers have collaborated within a curriculum consortium to identify priority standards, unwrap these standards to clarify their purpose, and map the standards into units, ensuring that standards are taught in a rigorous and relevant manner versus in isolation. Each unit includes essential questions to provide a big picture for the purpose of learning. This approach was chosen to clearly indicate what students need to know and be able to do. The curriculum determines what to teach, while the teacher determines how to teach.

Barr-Reeve teachers, despite the pride we take in our test results, also realize that there is more to the equation for success for our students. We work diligently to master the art of merging curriculum, pedagogy, and technology. We create relevant instructional experiences that emphasize curricular standards and effectively utilize our 1:1 technology. We meet individual students’ needs and interests, while providing authentic learning involvement, ultimately making them competent in global collaboration and competitive in a global market.

Reading is a foundational skill that plays a role in the success of all students. Teachers provide multiple means of exposing students to reading through various sources. Teachers have access to implement the Common Core reading series known as Reading Street (K-5). This series encompasses resources for Language Arts, reading, spelling, and writing. Teachers in grades K-2 are also incorporating a teacher created Writing Workshop Curriculum aligned to Common Core Standards which correlates with IAS 2014. Many teachers use the Edmentum resource of Study Island while also becoming proficient at utilizing the Open Educational Resource movement that has the ability to provide their students with numerous means of digitally engaging with the content with on an individual level.

At Barr-Reeve, Language Arts is not a separate curriculum, but rather infused throughout all subject areas. Students are taught to research, analyze, and express written thoughts, fostered through direct instruction focusing on the reading and writing, which are then applied within the science, social studies, and math curriculum as well.

Mathematics instruction at Barr-Reeve is primarily reliant on the curriculum map created within the grade-level team. Teachers are confident in moving beyond the memorization and computation previously associated with math to explore Indiana’s math process standards with focus on relevance and rigor, deepening the students’ understanding. Some teachers choose to implement their curriculum with the help of the Indiana math series Curriculum Associates, while others rely on a blended approach through websites such as Khan Academy, IXL, and other curated digital content.

Science and Social Studies curriculum are also based on the IAS 2014. Teachers have created specific units of study aligned with these standards. In social studies, students engage in the inquiry process in their study of civics, history, geography, and economics. Content study focuses on their place in the world, from the classroom community to neighborhood, community, state, and regions. The science curriculum is in transition. It is based on content and inquiry standards that focus on earth, life, and physical sciences. Specific topics include properties of matter, energy transfer, forces and motion, ecosystems, life cycles, earth’s systems, and science and technology. The new standards are shifting to include computer science as well.

School curriculum is a complicated puzzle that when all of the pieces come together will prove to have a very positive impact on all students. Standards are the glue that hold together and influence decisions on instructional methods, materials, additional resources, and assessment practices. Our goal at Barr-Reeve is to ensure all students are achieving at the highest level of success with a well-rounded curriculum.

## 2. Other Curriculum Areas:

### Arts

Students at Barr-Reeve are given a 45 minute class period to receive instruction and practice from their homeroom teacher in visual art content. Teachers make connections to various holidays and cultures throughout their visual art instruction. Students are able to creatively implement learned strategies when generating their own pieces of work.

### Music

Barr-Reeve offers all students in grades K-5 a 45 minute block each week of specialized musical instruction. This music teacher provides students with the opportunity to interact with musical instruments and songs. The teacher engages students with various cultures and their music. Programs are planned for students to showcase their learning to the community.

Fifth grade students are also given the chance to enroll in band and are able to receive instruction from the middle/high school band director. These students are given multiple opportunities to learn and express their learning. Students compete in musical competition as individuals, small groups, and whole groups. Students also exhibit their growth by performing at various functions within the community and even traveling to a theme park for a culminating performance.

### Physical Education

The physical education program at Barr-Reeve engages students in a curriculum of activities focused on fitness, body image, skills development, and team play. The physical education instructor leads students through units built around various activities. He provides the chance to earn a Presidential Award in physical fitness by administering the physical tests necessary to earn the award. He organizes a fundraiser in connection with the American Heart Association entitled, Jump Rope for Heart where students learn different forms of jumping rope and in finality put together a jump rope routine to share with their class. Students are also given a chance to compete in their choice of event at the Winter FunFest, a competition organized by the physical education teacher to allow the students to showcase their abilities and teamwork to staff and students outside of their class.

### Technology

Students in grades 2-5 have daily access to a Chromebook. This technology is used in each of their classes. These students have also been exposed to coding curriculum in their weekly computer/keyboarding classes. Smaller student groups are also participating in Lego Robotics, designing and creating robots and tasks for them to master.

### LEAD

Legal Education to Arrest Delinquency is a program offered to our fifth grade students to support the habit of making good choices. Various presenters, such as our local district attorney, a probation officer, a prison corrections agent, an engineer, and many others have come to speak to the students about what they do, the education required to do a job such as theirs, and the daily choices students can make that help build and define their character.

### Just Say No

Barr-Reeve Elementary has partnered with the Indiana State Police to provide a program once a month to any student in grades 3-5. This curriculum is presented by the same state police officer, helping to build positive relationships with our students and authority, all while reinforcing quality character traits and making good choices.

### Junior Achievement

Students in fourth grade participate in Junior Achievement once a week for six weeks. This program has been sponsored by one of our parents. Students discover how the education they are receiving today will help them in the future.

### Character Matters

The Character Council of Daviess county has developed a curriculum encourage positive character traits that

we want to see in our students. The partnership with the council has provided our teachers a character curriculum with the focus on one trait each month. Students receive reinforcement on the trait in their classroom, banners are hung throughout the school, and each student receives a bracelet to support the importance of one's character.

#### Keyboarding

Students in grades 2-4 participate in a keyboarding mini-class for nine weeks. Students learn and practice keyboarding. Students are also introduced to Google docs.

### **3. Instructional Methods, Interventions, and Assessments:**

While Barr-Reeve's proficiency scores on ISTEP+, our state's annual assessment, are consistently high and above the state average in most areas, we constantly strive to be better and do more for our students. Barr-Reeve Elementary uses many different assessments in all areas of the school curriculum to improve academic success, enhance data driven decisions, and provide increased learning opportunities for all students.

Our teachers currently implement data drawn from the NWEA test, administered three times each year, to better service our students. This data is used to help identify students for small group instruction.

As mentioned, Barr-Reeve Elementary takes pride in high expectations and high achievement. Not only are teachers using the data from NWEA to help inform instruction, teachers employ standard driven unit assessments, as well as less formal homework, quizzes, and quick checks throughout their day. Our teachers consistently monitor progress and mastery to drive their decision making when forming groups and creating instruction.

Based on the student achievement, classroom teachers use countless techniques to differentiate instruction for all students. At the beginning of the year, the Title 1 staff examines data to determine which students are eligible and would benefit from additional instruction from licensed Title 1 teachers and/or Title 1 teaching assistants. We have approximately 33 students identified for accommodations through individualized education plans (IEP) including Speech and 504 plans. These students spend the majority of their time in the general classroom setting with help from a special education teacher or paraprofessional. They also have access to a resource room to meet their academic, as well as physical and emotional needs, throughout the day. Barr-Reeve has also identified 12 high ability students and works to provide them with enrichment opportunities above and beyond the standard curriculum. Students in fourth and fifth grade receive two class periods a week of specific high ability instruction from a licensed high-ability instructor.

While some students are pulled from class time throughout the day to receive instruction specifically for what they need, teachers at Barr-Reeve Elementary believe in differentiating for all students. Teachers utilize tiered group instruction during their reading block and differentiated stations during math. Our district has implemented a 1:1 initiative. All of our students in grades 2-5 are provided with an individual Chromebook. Students in grades K-1 share classroom sets of iPads. These devices have allowed teachers to incorporate not only differentiated instruction, but are now able to go so far as to individualizing their instruction for each student's need. Teachers are incorporating programs such as Study Island and Khan Academy, both of which have links to the NWEA data, providing students with content that they need. Teachers also use Skills Navigator, a component of NWEA to check for skills mastery and provide individual resources designed to help each student grow. Among our instruction, you will also find many other digital resources that allow teachers to teach what they have identified as a priority in the way that best fits their class.

Barr-Reeve Elementary has a history of success. Our staff is dedicated to continuing that pattern of excellence. While past success doesn't guarantee future progress, we believe that Barr-Reeve has established a road map, through instruction, assessment, and intervention, to realizing our full potential.

## **PART V – SCHOOL SUPPORTS**

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### **1. School Climate/Culture:**

During the last several years, education in Indiana has thrown numerous changes in our direction. Although the changes have been overwhelming at times, collectively, we have been able to pull together to overcome obstacles. Barr-Reeve Elementary has been recognized for numerous academic achievements throughout the years. With a joint effort from the parents, students, and staff, Barr-Reeve Elementary has continued to maintain that high level of success. Anyone that has ever experienced success can tell you that with success come great expectations. At Barr-Reeve Elementary, not only the staff, but also the students have very high expectations. They recognize that the bar has been set very high by those that have come before them. Everyone works together to maintain those high standards and achievement.

School-wide data is a key component in ensuring the academic growth of our school. Barr-Reeve Elementary utilizes NWEA testing to track student progress throughout the school year. Students receive a report after each testing session. This allows students to compare their score, not only with a national average, but also with the school district average. Because of this, students are always pushing each other to reach new levels. Students play an active role in setting personal goals and developing strategies to reach these goals. This allows students to take responsibility and pride in their learning.

Faculty members and student council members are given WOW cards to distribute to any student who is demonstrating positive behavior. The WOW cards contain the student's name and why he is being recognized. The cards are posted on a public bulletin board, and at the end of each semester a random drawing is held to recognize 10 students with a larger prize. Teachers also email the principal with positive comments about students. Then the principal calls the student's family to brag on the student.

Staff members are given an opportunity in our monthly meetings to share or celebrate anything that is going on in their classrooms. We also utilize weekly team meetings to discuss data, any curriculum challenges and share ideas with each other. The administration shares a Friday Spotlight that includes encouraging quotes and draws attention to exciting activities that are happening throughout the week. Positive notes of encouragement are given to staff members by the administration. Staff members are invited to yearly staff events such as cookouts, miniature golf, and game nights. Faculty members receive many special treats during Teacher Appreciation Week from the administration and PTO. When someone is absent, other staff members are willing to help with lesson plans or recess responsibilities. Staff members are invited to be part of a private Facebook account where school pictures, classroom videos, memes, educational articles and quotes are shared to encourage each other.

Staff members are not the only ones that get excited about things going on at our school. Parents and community members have also shared about the success that Barr-Reeve Elementary has seen. One parent recently commented, "The teachers have a profound interest in my children's success, which is evident in their grades and character. When there is a problem, I am informed." He also stated, "If I lived 50 miles from Barr-Reeve, I'd strongly consider commuting my children to school every day, just so they had the opportunity to gain that collective character coupled with their education."

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

At Barr-Reeve, parent participation is an essential element in the academic and social success of our school. Each year, we begin the year with a Meet the Teacher Night. Parents and students are given an opportunity to meet their teacher and explore their classroom before school starts. Each grade level meets with parents to discuss expectations and procedures for the upcoming year.

Harmony is a key component in parent involvement and communication. This student management system allows parents to have daily access to student grades, assignments, lunch balances, and other important information. Newsletters are sent home by the teachers and principal on a regular basis. Our website, school app, School Messenger, Twitter and Facebook page help us to stay connected with our families and

community. We have recently been awarded a counseling grant from the Lilly Foundation, and we are working with several community members to strengthen our K-12 counseling programs.

Not only does Barr-Reeve strive to have an open line of communication between parents, students, and teachers, we also provide occasions for other family members and community members to be a part of our school environment. During the school year, staff members and volunteers organize Grandparents' Day, Awards Day, Title One Night, and parent/teacher conferences. Grandparents' Day is a way to include other important family members in the educational success of the students. Students invite their family members to Barr-Reeve to give them a glimpse into their daily learning. On Awards Day students are recognized for their academic and social achievements. Parents and family members are encouraged to attend to support their student. Title One Night involves parents in their student's education by offering games and educational resources that parents can utilize at home to continue to enhance their student's educational growth. Parent/teacher conferences give parents and teachers the opportunity to discuss student academic challenges and successes. Teachers also share suggestions for the continued academic growth of the student.

Our school also teaches students the importance of giving back to the community through programs such as canned food drives for the local food pantry, collecting pop tabs for Riley Children's Hospital, partnering with AngelWorx Build-A-Basket and Hoops for Heart. These activities and programs help students to understand what it means to help others.

Parents also have opportunities for school involvement by helping with PTO (Parent/Teacher Organization), field trips, school improvement team and student support at home. The PTO works with classroom teachers to provide supplies and resources. The PTO also provides snacks for the after school program, Just Say No, and monthly birthday parties in each classroom. Each grade level takes a yearly field trip in which parents may volunteer to chaperone. Our students receive a great deal of academic and social support from their families. Parents are encouraged to work with their students at home to build on the skills taught at school.

Everyone working together has helped Barr-Reeve grow into a school where students and families can be successful.

### **3. Professional Development:**

Barr-Reeve Community Schools realizes that teachers are its best resource. Through professional development, we want to inspire teachers to design curriculum that promotes student success. It is our goal to provide opportunities for teachers to take ownership of their own professional learning networks, making their learning meaningful to them.

Barr-Reeve teachers were given the opportunity to partner with SIEC, the Southern Indiana Education Center, to design a curriculum map that would ensure each grade level would meet the Indiana Academic Standards. Through this process, teachers were given autonomy to choose "priority" or "focus" standards. They subsequently then filled in the missing pieces with "supporting" and "additional" standards. Teachers grouped these standards into units, creating formative and summative assessments and then utilize backward planning through weekly grade-level meetings to collaborate on planning lessons that will effectively engage students in the curriculum.

The district's administration provides eight early release days each year for staff to grow professionally. The recent focus of these sessions has been on finding ways to create authentic learning experiences for our students through our 1:1 technology initiative. Teachers and administrators were given opportunities to lead sessions based on their professional knowledge and classroom experience. More than one session is offered each day with tiered sessions being arranged in a way that would allow staff opportunities to choose a learning path most relevant to their content focus.

These early release days have also been used to collaboratively review testing data, focusing on student growth and areas in need of growth. Teams are given time to collaborate with current strategies that are proving successful and ask questions regarding those that aren't yielding desired results.

Teachers and administrators are also provided with opportunities to learn from professionals outside of the district. Staff members have taken advantage of workshops hosted by Indiana's Department of Education and eLearning. Staff members have participated in digital content curation as well as exploring more technology opportunities that can provide students with authentic learning opportunities, making them more connected and competitive in a global community. Our corporation recently received a \$75,000 IDOE Digital Learning Grant which we plan to use for future professional development opportunities.

To make professional growth most effective, sincere feedback must be given in a meaningful manner. The principal and curriculum coach frequently observe teachers in classrooms, then meet with the teacher to discuss strengths of the lessons and find ways to assist in optimizing the connection between curriculum, technology, and pedagogy that best promotes student success and growth.

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

The leadership team at Barr-Reeve Elementary begins with students. Every decision that is made is based on the question, "Is this best for kids?" Leadership also begins with students because they are encouraged to show leadership skills by being good citizens and demonstrating positive character. Our fifth grade student council provides an avenue for students to voice their concerns and ideas about school improvements. Leadership continues with teachers. Every teacher is the leader in his/her classroom. Each grade level/area has a team leader who helps communicate information among their cohorts. Teachers are encouraged to lead professional development activities and share information at staff/board meetings. The principal, assistant principal/K-12 curriculum director, counselor, school resource officer, teaching assistants, school nurses, secretaries, cooks, and custodians work together to lead in their assigned roles and positively impact everyone they encounter. The principal and assistant principal collaborate to coordinate information, organize the educational structure, encourage staff and students, evaluate staff members, implement professional development and make a positive difference. The principal, assistant principal, counselor and school resource officer provide leadership to Barr-Reeve Elementary (2-5) and Barr-Reeve Primary (K-1) which is located a few blocks away. The superintendent and three member school board oversee the educational policies, facilities, and resources of our corporation. In order to be successful, we need EVERYONE to step up and lead where they are assigned. Of course, there needs to be a "chain of command"; but when everyone is accountable and holds themselves to high expectations then we excel.

As the building leader, the principal makes decisions regarding staff members, staff placement, and scheduling. During the past four years, difficult decisions have been made to move staff members to positions that better fit their strengths. Three years ago, teachers and administration worked together to create a schedule for departmentalization in fourth and fifth grades. This schedule allowed teachers to become an "expert" in fewer subjects. Scheduling adjustments also provided more time for instruction. Special classes such as band, music, library, art and physical education were scheduled to provide teachers with a common planning/collaboration time. Our schedule changes have allowed us to provide a few High Ability classes and nine-week keyboarding classes. These changes have helped our students and staff members to continue to grow. We have found ways to adapt to the immense changes which have occurred with our state standards and the ISTEP, and we have continued to score well on state testing and to earn 4 Star School ratings since 2013-14.

Leadership is often referred to as "top down", but at Barr-Reeve Elementary our students call the shots. If it is best for kids, then it is best for Barr-Reeve.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Academic success and growth have become the expectations at Barr-Reeve Elementary. Setting measurable and ambitious academic goals is the strategy for our success. Because of the accomplishments that we have become accustomed to at our school, we continue to set higher goals year after year. To continue setting the bar higher, we collaborate within and across grade levels on effective techniques used in the classroom, we monitor academic data to drive instruction, we adjust curriculum maps to increase classroom productivity throughout the year, and we expect the best from all students. These techniques allow teachers and administrators to consistently reach for the next achievement level. Students also have opportunities to set and meet personal academic goals. Students are aware of the successful history of our school. Many of their parents attended Barr-Reeve. Because of our successful history, our school has an atmosphere of pride that resonates throughout our entire building and community. Positive attitudes at our school can be sensed and observed on a daily basis and those attitudes are reflected in the behavior of our students and our academic success.

Our school sets high expectations, but some students struggle to meet grade-level proficiency. Our high expectations focus on proficiency and growth. We expect all students to learn even if it is at different levels and speeds. When a child has academics challenges, the teachers, staff and parents work together to develop strategies to help each student persevere. Many of our students' families are willing to provide resources and work with their children to help them grow. By facing and overcoming challenges, our students build a resilient nature needed for continued academic success. Remediation and reteaching are important components of high expectations. Students are provided with the necessary time, resources and assistance needed to show academic growth. Students attend W.I.N (What I Need) sessions to receive small group instruction based on their academic levels (High Ability, Title 1, Special Education, classroom remediation). All students are provided with additional technology resources which challenge their thinking. Teachers work with students during their lunch times and breaks to help students understand and master material. Teachers often arrive early or stay after school to tutor. Our families, staff members and students work hard to meet high expectations.

The history of our success has helped us to motivate our current students by setting high expectations. However, we realize that our past success doesn't guarantee future success. Our staff and administration recognize that the adults at school and home must continue to learn and grow if we are going to experience success and meet the needs of all of our learners.