

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Susan Wise

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

Official School Name White Lick Elementary School

(As it should appear in the official records)

School Mailing Address 1400 South Odell Street

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

City Brownsburg State IN Zip Code+4 (9 digits total) 46112-1932

County Hendricks County

Telephone (317) 852-3126 Fax (317) 858-4120

Web site/URL http://www.brownsburg.k12.in.us E-mail swise@brownsburg.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*Dr. James Snapp E-mail jsnapp@brownsburg.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brownsburg Community School Corporation Tel. (317) 852-5726

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. Adam Brower
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. 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

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):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 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	57	50	107
1	49	60	109
2	55	56	111
3	54	46	100
4	57	41	98
5	58	43	101
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	330	296	626

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 15 % Black or African American
 - 5 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 71 % White
 - 4 % 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: 5%

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, 2015 until the end of the 2015-2016 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2015	581
(5) Total transferred students in row (3) divided by total students in row (4)	0.046
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 3 %
16 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Amharic, Arabic, Dan(Gio), French, Fulani, Gujarati, Hindi, Mandarin, Marathi, Punjabi, Russian, Spanish, Tagalog, Urdu, Vietnamese, Yoruba

7. Students eligible for free/reduced-priced meals: 23 %
Total number students who qualify: 145
8. Students receiving special education services: 11 %
70 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.

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

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	29
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 22:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	98%	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.

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.
Provide a secure and enriching learning environment where all students will grow so that all future learning experiences will be met with confidence and success.
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

White Lick Elementary is one of six elementary schools located in Brownsburg, Indiana, a rapidly growing suburb of Indianapolis. Originally built in 1978, White Lick closed for the 2001-2002 school year for renovations and additions, reopening in the fall of 2002. Students in Brownsburg were redistricted at this time, but the staff of Lincoln Elementary, a school that was closed, moved over together to staff the school. Because of town growth, White Lick has also experienced rapid growth and change in the past fifteen years. In 2002, Brownsburg's population was 16,000. Currently, in 2017, Brownsburg's population sits at 25,000. In 2016, Brownsburg was the fastest growing school district in Indiana.

White Lick Elementary serves a diverse student group. White Lick has students of different race, religion, and income level. A positive outcome of a growing town is a more diverse student population. The percentage of white students went from 80% in 2005 to 71.8% in 2016, resulting in a more culturally diverse group of students and their families. White Lick has 23% of its students that qualify for free or reduced lunch.

White Lick's special education program adds to its diversity and teaches inclusiveness to our students. White Lick used to have an Emotional Disabilities program. Students on the Autism Spectrum were included in this program, but staff and administrators noticed that the students on the Autism Spectrum were not progressing as they should be. After reflecting on past data and current program goals, a new program was put into place. The ED program was moved to a neighboring school, and the Bridge program emerged at White Lick. The Bridge program services students on the Autism Spectrum. The curriculum is designed to provide behavior, sensory, and language support to students, with the goal of bridging students successfully back into the general education setting based on individual student progress. This program not only benefits students on the Autism Spectrum, but all students at White Lick. Every single child at White Lick Elementary is an important part of the White Lick community. Because of the inclusiveness of the Bridge program, general education students embrace peers that may be different from them. Parents and teachers comment about the bond that forms between students in the Bridge program and their grade level peers.

White Lick prides itself on the diverse opportunities we offer our students. We kick off each fall with our annual "Step-a-thon" PTO fundraiser where students participate in a physical challenge to help raise funds for various school programs. All students receive a school t-shirt for the event that they will wear throughout the school year. These shirts help build culture and pride for our school. We conclude each year with a twist on the typical field day called Team Survivor Challenge. Students work collaboratively as a class to complete various obstacles and challenges. The classes that successfully communicate, collaborate, and encourage each other are awarded the torch for their grade level. We know these are skills they need to help them be successful in all they will do.

We also offer after school opportunities. Students in grades K-2 can choose to participate in Kidz Art and Lego Club, while students in grades 3-5 can participate in Juggling Masters, choir, Go Green Club, and Kidz Art as well. White Lick is known throughout the corporation for our juggling club. For the past sixteen years, we have had close to 200 students participate in a before and after school juggling program, which is facilitated by our kinesiology teacher. Research shows that juggling is not only good for hand eye coordination, but also posture, brain health, and stress relief. This is a great addition to our school that has grown over the years from juggling scarves and balls to cup stacking, stilts, diablos, and more.

Brownsburg Community School Corporation has developed a character education plan for use with all of our students. This plan incorporates the use of district-wide PK-13 character traits and components of cultural competency training to provide a well-rounded program. Academics are important, but character is a big part of what will make our students successful. Our school counselor does monthly meetings with each classroom to provide resources and teach the traits to our students.

White Lick Elementary is a family-friendly environment. The Parent Teacher Organization (PTO) is very active, both with fundraising to help support student initiatives as well as providing parent volunteers and

encouragement to the staff. Our PTO helps contribute to the positive culture of our school. Parents seek neighborhoods that send students to White Lick not only for the strong academic program but also for the positive, welcoming environment which is evident through personal daily interactions with students, staff, and parents.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Brownsburg Community School Corporation has developed a core curriculum that is followed by all of the elementary schools in the district. Teachers have worked on committees to adopt materials, create common assessments, and develop curriculum calendars that would best meet the needs of students. One representative from each grade level team across the district meets quarterly to discuss any changes needed to the curriculum. No single person or building team can make changes to the curriculum on their own. This allows us to be able to collaborate district-wide and share best practices.

Reading/Language Arts: Teachers at White Lick Elementary use a balanced literacy approach during our uninterrupted, 90 minute reading blocks. They utilize the scope and sequence of the skills provided by our basal series and then expand on the concepts through whole group instruction, small group instruction, literacy stations, book clubs, and guided reading groups. The literacy stations allow us to differentiate our instruction based on needs and levels while providing time for the teacher to work closely with small groups of students. Students needing more help will receive an additional thirty minutes of instruction in the Learning Lab each day. In addition to the 90 minute reading block, students also receive an average of 40 minutes of writing instruction per day. Grade level teams have worked together to develop a curriculum calendar that spirals the three modes of writing: narrative, persuasive, and expository. For common language purposes, all teachers use the 6 Traits of writing with a focus on ideas, organization, and conventions.

Math: White Lick Elementary utilizes the program Everyday Math with fidelity. Brownsburg Community School Corporation is proud to have the leading math scores in the state for both 2015 and 2016. Last year, we finished our first adoption of this program and teachers unanimously decided to re-adopt Everyday Math's fourth edition. Teachers have grown to appreciate how Everyday Math has spiraled the skills and standards from kindergarten through sixth grade. Teachers use a mix of whole group, small group, and stations to meet the needs of all learners. Students needing more help will get an additional thirty minutes of math instruction in the Learning Lab.

Science: Teachers use a hands-on, inquiry based approach to science at White Lick Elementary that follows the Indiana Academic Standards. Although we have a science textbook, teachers often use this time to allow students to think creatively to solve real world problems in a project-based format. We have an annual Invention Convention and Animal Fair. Teachers use science time to help students understand and put to use nonfiction text. In addition to the science curriculum, White Lick also has a Go Green Club. This is a large group of students that encourages our students and staff to make environmentally conscious decisions. They make us aware of new ways to take care of the Earth, lead the recycling of paper and Crayola in the building, and find interesting ways to reuse trash to share with the staff.

Social Studies: Teachers use a variety of nonfiction text that correlates to the Indiana Academic standards during our social studies instruction. We use this time to increase the rigor of our nonfiction comprehension skills by reading about current events. Teachers also use this time for civic learning. Students have reached out to local nursing homes by creating hundreds of Valentines, they've filled care boxes for our troops through the Salvation Army, and are always doing more fundraisers to benefit Relay for Life. We also connect our service learning with the middle schools and high school. The athletic ambassadors that visit our 3rd graders once a month have taught our students about having good character. Most recently, our students learned that the ambassadors would be reaching out to the homeless, so teachers and students donated money to put together care bags that the high school students could take with them to distribute.

2. Other Curriculum Areas:

All students at White Lick Elementary receive forty-five minutes of non-core instruction daily in the form of physical education, music education, technology, media, and visual arts classes. We currently do not instruct in foreign language. Students are also instructed on Character Education.

The White Lick Elementary physical education class focuses on teaching students all about their bodies, how it moves, and how to stay healthy. It's even known around our school as Kinesiology class. Students use math and language skills during activities as they try to work together to accomplish a goal. Some of the activities included throughout the year are an obstacle course that mimics the human body, roller skating instruction in the older grades, noodle games, and juggling materials beginning with scarves and then advancing to balls and finally pins. We were honored that our physical education teacher was named this year's Indiana P.E. Teacher of the Year.

During the visual arts program at White Lick Elementary, students study various artist's work and how it impacted the world. There is a direct correlation between the skills in analyzing art and the skills used in writing. Children talk about the details they notice in the artwork and then have to prove what they were thinking through evidence. The students then get to apply what they learned to their own artwork through a variety of 2-D, 3-D, and clay projects.

Our Media Center is always buzzing with activity. Students not only check out books, but they also learn literacy and research skills that they will continue to use as they grow. For the younger grades, students listen to dynamic books read aloud and practice literacy skills such as main idea, cause and effect, sequencing events, and theme. The older students learn how to use different reference sources such as encyclopedias (online and in print), almanacs, and atlases. Our Media Specialist also does a competition with the Fourth and Fifth grade students called Battle of the Books. Students are broken up into teams and read fifteen of the Young Hoosier Nominated books. This friendly competition encourages students to read books of different genres.

While visiting the technology lab each week, all students learn important skills such as typing, internet safety, and how to navigate and create documents with all Microsoft products. Our technology teacher also instructs all grade levels on the basics of writing computer code. Using the website Code.org, students learn how to write computer code through a game like format. These skills will be invaluable as they continue their education and begin to look for careers that are technology focused.

The White Lick music curriculum offers a well-planned sequence of learning experiences utilizing Orff Schulwerk and Kodaly methods to teach aural skills, music literacy, music performance, and music composition consistent with national standards. Students regularly utilize xylophones, recorders, drums, guitars, ukuleles, and voice in the classroom. Instrumental techniques, along with elaborate theatre and choral programs, provide a disciplined approach to learning as well as a way to strive for excellence in a group setting.

White Lick offers many exciting music experiences outside of the normal curriculum: Fifth grade original historical musical theatre performances, White Lick Choir, Fifth Grade Guitar Classes, and costumed musical performances for almost every grade level. With each engaging music lesson or performance, the students synthesize math with rhythms, language with lyrics, history through script, and creative inspiration through the incredible power of the music language.

In addition to these non-core subjects, students receive instruction in Character Education. Teachers in all grades conduct a weekly character lesson with their class based on the needs of the students. Our school counselor provides a resource table in our teacher's lounge that is full of picture books, articles, DVD's, and posters that teachers can use to help create a positive classroom culture. Some topics include anti-bullying, friendship, and organizational skills. Furthermore, our school counselor conducts a monthly character lesson with each classroom. These lessons always correlate with our character trait of the month. Students can earn tokens for a special prize when they utilize the strategies from these character lessons throughout the school.

3. Instructional Methods, Interventions, and Assessments:

Teachers at White Lick Elementary work hard to meet the diverse and individual needs of students. They begin with an effective lesson design that includes a clear learning objective, anticipatory set, teaching and

modeling, guided practice, checking for understanding followed by adjustments, and finally independent practice. In addition to a solid lesson plan, our teachers instruct using the “I do, we do, you do” method. This works in all subject areas. They begin by modeling what they want the students to learn. Then move to students trying out the skill in small groups or partners. This stage is critical so the teachers can assess the level of adjustment needed to the lesson. Finally, students are given an independent task. This allows teachers to adjust their instruction based on student need. They can speed up their instruction for some students and reteach it for others.

A critical piece to our intervention process is our Learning Lab. The Learning Lab services eleven student groups a day: a reading and a math group for grades one through five and a reading group for kindergarten. Entrance to the Reading Learning Lab is based off of DIBELS Benchmark Data. Students whose data indicates a need for intervention will receive an additional thirty minutes of Reading instruction in the Learning Lab. My Sidewalks follows the Reading Street curriculum and provides phonics, word work, and comprehension instruction for each grade level. Groups are no larger than six students per teacher and there are no more than three groups in the Lab at a time. Entrance to the Math Learning Lab is based off of pretest data. Students whose data indicates a need for intervention will receive an additional thirty minutes of math instruction in the Learning Lab. Students will be instructed using Everyday Math materials and curriculum based off of the current unit. Groups are no larger than 6 students per teacher and there are no more than three groups in the Lab at a time. Our reading groups tend to be a little more stagnant while our math groups change frequently based off the skills needed for each unit.

We have several assessments that help us make the best instructional decisions for our students. At the beginning, middle, and end of the year, all students are benchmarked with the DIBELS fluency assessment. Students who score either Strategic or Intensive are progress monitored bi-weekly for the remainder of the year, or until they become Core. In addition to this fluency assessment, students in grades one through five take several SRI (Scholastic Reading Inventory) tests throughout the year to monitor their comprehension development. Reading A to Z Assessments are used in kindergarten and the beginning of first grade to track student’s reading progression. Students in grades 3-5 take Acuity tests in language arts and math three times per year to ensure they are prepared for standardized testing. Additionally, teachers use math pretest and posttest data to be sure students are retaining math material. Our school district has a Coordinator of Data Analysis who creates various spreadsheets and roster reports to help teachers track and analyze this data.

Teachers analyze this data and discuss their spreadsheets during their weekly grade level team during our Professional Learning Community (PLC) time. It’s during this time that teachers examine their data and make instructional decisions for students with the help of their colleagues that best meet the needs of students. Teachers are following the same curriculum calendar and administering identical assessments which allows for a rich discussion of teaching methods.

Another process that makes our school highly successful is our RTI (Response to Intervention) team. This group consists of our principal, school counselor, school psychologist, instructional coach, speech and language teacher, and special education teacher. These individuals meet weekly to review the progress of our Tier 2 and Tier 3 students to ensure that all of our students continue to make progress towards their goals. If students are improving after eight weeks, a new goal is set. However, if we find students are not making progress, that is when they are screened for a learning disability. This process allows us to smoothly transition students from grade level to grade level because the team remains the same. It also helps with an efficient transition to the middle school because we have documentation of each student’s interventions.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Parents, students, teachers, and auxiliary staff work hand-in-hand to create a welcoming environment where learning is the ultimate goal. As teachers are working in our weekly Professional Learning Communities to analyze data, instructions, and lesson plans based on specific student needs, it is not uncommon for teachers from different grade levels that have had the same child come together for a discussion about the way that child learns best. All teachers celebrate when a teacher shares student growth no matter what the grade level. Staff members celebrate each other along with students during all meetings whether it be the School Leadership Team, PLCs, staff meetings, or monthly check-in meetings with the principal. Staff is celebrated by other staff in the weekly staff notes “Brag Section.” White Lick Elementary School has a culture of high standards and expectations where everyone takes ownership of all students reaching their goals.

Students at White Lick are rewarded for both academic and personal growth. Students and teachers are readily aware of data. Students have data sheets in their binders to record Lexile levels, fluency scores, math test scores, Dibels assessments, spelling tests, and Acuity scores. Students know what their goals are and can keep parents involved as well with this data sheet. Students want to help each other reach their goals. Parents know how to help their child and feel informed of growth and progress throughout the school year. In fact, there are Bulldog Brag Tags. Teachers fill one out and students celebrate by taking it to the office where the principal calls home to share the great news. Students are also rewarded for their social and emotional growth. We have a school-wide discipline program titled “Targeting Good Behavior.” Students are given tickets in the younger grades and Bulldog Bucks in the upper grades. Students spend their earnings at a monthly Bulldog Store where they shop for prizes. In addition to the bucks and tickets, students who are caught going above and beyond can receive a token. In our front office, we have a special token machine that students can redeem for a small prize.

White Lick is an amazing school. Former students talk about missing programs that only White Lick has such as Juggling Masters or the Team Survivor Challenges. They always say everyone goes above and beyond to help each other out and their children or they themselves felt so loved. White Lick Elementary leaves a lasting impression on parents, students, and staff alike.

2. Engaging Families and Community:

Parent participation is vital to our social and academic success at White Lick. First of all, our school has a remarkable Parent Teacher Organization. This organization is key to parent involvement. They host numerous opportunities for our students and parents to get to know each other such as Mornings with Mom, Breakfast with Dads, Movie Nights, skating events, and organizing classroom parties.

The balance of social and academic support is a key role in the success of White Lick. To kick off the year, parents are invited to Back to School Night/Open House so parents can meet their child’s teachers and learn classroom expectations, remediation opportunities, and other important classroom information. Parents support our teachers instructionally by volunteering in the media center, chaperoning field trips, and helping in the copy room. Throughout the year, parents are often invited to school for special activities such as Animal Fair, Famous Hoosier Wax Museum, Invention Conventions, Art Fair, Juggling Show, class plays, Kindergarten Graduation and End of the Year Awards programs.

Parents and students at White Lick are always looking for ways to help our community. The student council is very active in building school spirit and bringing families together. This group hosts spirit days to encourage students to dress up using fun themes, they make cards for soldiers as well as care packages for the less fortunate, and work with Salvation Army to provide stockings for soldiers. One of their yearly biggest events is Family Fun Night. The families get to enjoy a night of free fun and games to show appreciation for their support throughout the year. We also have a Go Green Beautification Team of students that meets each quarter to recycle paper and used markers. They work together with the local Boy

Scouts and parents each spring to keep the school grounds looking good. School pride is a team effort at White Lick.

Sometimes we have students in unfortunate situations and our staff does not hesitate to jump in and help. It is not uncommon for teachers to buy clothes, shoes, or supplies for students in need. The counselor works with local churches that provide grants when a family's washing machine or dryer is broken, or when students are in need of a basic necessity. These efforts help our students get to school clean and dressed in appropriate clothing and strengthened our school attendance rate. White Lick has an amazing balance of social and instructional support. We have dedicated parents and teachers that support their children's learning and the school.

3. Professional Development:

Our staff is engaged in ongoing, job-embedded professional development. Teachers are always learning and growing with each other. For starters, each elementary school in Brownsburg is staffed with one full-time instructional coach. Their role is to provide on-going support and professional development to all teachers. New teachers are expected to work the instructional coaches more consistently through weekly planning meetings and model lessons. This ongoing support throughout the year allows these teachers to get the support they need.

Coaches work hand-in-hand with all teachers and the principal to gather instructional feedback and analyze data. Teachers are always responding to the varied learning needs of the students. This information drives the focus for staff meetings. Material presented at staff meetings is then followed up by model lessons with the instructional coach. Principals will also give feedback during walkthroughs and evaluations with this focus in mind.

This environment of continuous growth is carried to each grade level during our Professional Learning Communities. Teachers will track their classroom data and discuss instructional strategies to meet the needs of our learners. Each time a new assessment is given, teachers analyze their weakest areas and they push each other to grow and change. Many grade level teams even designate one person as the "strategist." Their job is to bring a new idea, an article to share, or possibly even a video clip that will enhance the learning of the group.

Not only do teachers grow within their grade level team, but the entire school district grows together. Teachers have three different half day trainings throughout the year. These trainings are delivered by the six instructional coaches from each building and are based on the common needs shared by the district. Past topics have been small group instruction, delivering effective writing lessons, exploring the updated version of our math series, and how to push rigor with reading. During these professional development sessions, the information is tailored to the specific grade level. Often time, teachers will get work time during these days to plan how they are going to apply what they just learned. These ideas are shared among the six elementary buildings so teachers walk away with several new ideas. This sharing of ideas creates a consistency in practice across the district and creates a collaborative environment that is always working to grow and get stronger.

4. School Leadership:

The leadership philosophy is based on collaboration and providing students with the best opportunity to grow academically, socially, and behaviorally. White Lick consists of many layers of leadership which serve under the principal. The RTI (Response to Intervention) Team consists of the Instructional Coach, School Counselor, School Psychologist, and Principal. The team meets weekly to discuss intervention plans for struggling students, review our RTI process, and share important updates from corporation meetings. School-wide data is reviewed throughout the year to ensure that students are growing and interventions plans are being implemented with fidelity.

Our school's leadership team consists of grade level representatives, special education staff, special area staff, Instructional Coach, School Counselor, and Principal. The team meets monthly to provide feedback

on professional development, share professional resources, discuss building concerns, and discuss best practices for developing our professional learning communities. The grade level representatives also meet with the superintendent and assistant superintendent on a quarterly basis to provide feedback at the district level. Teachers review curriculum maps and make recommendations to adjust instruction to best meet the needs of students. Staff have buy-in because they are actively engaged in the decision-making process from curriculum decisions to school events to making adjustments to our school-wide discipline program. Staff know their input and suggestions are valued and have a direct impact on decisions made at the building and corporation level.

Our continued focus is helping students achieve at a high level. This starts with making sure that basic needs are met and students are connected with a caring adult to encourage and motivate them. Our school counselor works to provide basic needs to our students through Gleaner's food donations distributed weekly, working with community-based organizations to provide basic needs such as a rent payment, glasses, etc., or connecting families with our school corporation food pantry. White Lick utilizes a variety of community members and staff to support our students with academics or building strong relationships. Oasis tutors, church volunteers, special area teachers, and the school principal work weekly with individual students or small groups to provide support in reading or math skills. Celebrations help encourage and motivate our students. Each meeting starts with celebrations where staff share success stories about students as well as the steps that were taken to help the child grow and be successful. Students are celebrated on a regular basis through our "Bulldog Brag Tags" in the office and positive postcards mailed to the students' residence.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The staff of White Lick Elementary School, with the support of the students, parents and the community work together to provide a secure and enriching learning environment. We want all students to grow physically, emotionally, socially, and intellectually so that future learning experiences will be met with confidence and success. We believe much of our academic success can be attributed to our Professional Learning Communities. There is an incredible amount of power these meetings hold.

First of all, these meetings hold all teachers accountable. They know that each Wednesday at 7:40am they are going to meet with their team and discuss the progress of students. We start every meeting with celebrations then we get to work discussing and analyzing student data. This is mostly academic data but can also include behavioral data, especially in our special education department. There is a natural push between teachers to help each other and make each other better. The consistency and rigor of these meetings we believe is the most influential practice in the school's success.

Another reason PLC is so powerful, is the idea that the students in a grade level are no longer "your kids" or "my kids," but they become "our kids." An entire grade level team takes on the responsibility for their group of students. Their goals are set based on how their class can contribute to the success of the grade level team meeting their goal.

PLC is also a safe place to brainstorm instruction. Teachers know that not all lessons will always go as planned. PLC provides time for teachers to have honest conversations and come up with ways to try something different. The physical make-up of PLCs contributes to this influence. All departments meet in the cafeteria so teachers can use the counselor, special education teachers, instructional coach, principal, speech pathologist, school psychologist, and each other as resources. We have the time and the resources available to ensure our students succeed. The power of everyone being in the same room can be seen when a second grade teacher can get ideas from kindergarten or first grade teachers to help a student that needs more support.

Furthermore, teachers utilize this time to check on students who are receiving interventions. They can discuss their progress monitoring data with their colleagues and determine Teachers will discuss students that they feel will benefit from spending time in the Learning Lab, they will brainstorm ways to adjust their own instruction, and they will take time to reflect on their day to day teaching to be sure they are not only remediating but also enriching our students. The overall success of White Lick Elementary is largely contributed to the invaluable time spent in these Professional Learning Communities.