

U.S. Department of Education
2019 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 Mr. John Seger

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

Official School Name Holland Elementary School

(As it should appear in the official records)

School Mailing Address 408 N. Meridian Street

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

Holland IN 47541-9999
City State Zip Code+4 (9 digits total)

County Dubois County

Telephone (812) 536-2441

Fax (812) 536-2282

Web site/URL
http://www.swdubois.k12.in.us/4/ho
me

E-mail segerj0@swdubois.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. Tim LaGrange

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail lagranget@swdubois.k12.in.us

District Name Southwest Dubois County School Corporation Tel. (812) 683-3971

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 Mr. Jon Menke

(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. 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 2019 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 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.
4. The school has been in existence for five full years, that is, from at least September 2013 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: 2014, 2015, 2016, 2017, or 2018.
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. 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 (2018-2019) 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	19	12	31
K	16	19	35
1	22	16	38
2	23	14	37
3	14	13	27
4	21	11	32
5	13	16	29
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	128	101	229

*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 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 2 % 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 2017 – 2018 school year: 3%

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, 2017 until the end of the 2017-2018 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2017	192
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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):
Spanish

7. Students eligible for free/reduced-priced meals: 27%
Total number students who qualify: 62

8. Students receiving special education services: 26 %
60 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.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>19</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>4</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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, e.g., third grade teacher, history teacher, algebra teacher.	10
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	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 2018.

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.

The mission of Holland Elementary School is to provide a positive learning environment which promotes success in the home, school, and community.

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

Holland Elementary School is located in the town of Holland, Indiana in the county of Dubois in Cass Township. The population of the town of Holland is approximately 700 with 300 families. Holland is largely a farming community. The largest employer in Holland is Prairie Farms Dairy. Other main industries in our area are poultry and woodworking factories. Holland Elementary is the central focus of the community. The population within the community is predominantly white. In the past, Holland Elementary School was a relatively stable, predominantly Dutch German community. We are proud of our work ethic that was instilled and accomplished by two of our famous graduates, NBA All Stars: Don Buse and Gene Tormohlen.

Over the years the community has undergone change. The changing ownership of Holland's main industry (dairy) created a change in the makeup of the town's population. Qualifying students for free/reduce rates increase each year. To assist families in need, we offer a “Backpack Buddies” program. This program enables students who have the highest need to receive healthy food before weekends or holiday breaks. Clothing is provided to students quarterly. These donations are provided by community members.

Holland Elementary has parents who actively advocate a positive learning environment for our children with a very supportive Parent Teacher Organization (PTO). One of the goals of our PTO is to provide students, staff, parents, and community members a chance to share in fun and fellowship. They host various social events including an annual Fall Festival, Holiday Party, Accelerated Reader quarterly celebrations, school-wide themed T-shirts for staff and students, field trips, End of the Year Carnival and provide a wealth of resources that help to make our school a vital focal point of the community.

Holland is actively involved in a Junior Achievement program that fosters work-readiness, entrepreneurship, and financial literacy skills. It supplements the school's Social Studies program in the area of economics for all students in grades K through 5. This program is entirely funded and presented through donations and volunteers of the Holland Community and is sponsored by the Holland Kiwanis Club.

Our direction statement reads as follows: The staff of Holland Elementary School, in partnership with parents and community, sets high expectations for students, while focusing on a solid core curriculum in a safe, supportive learning environment. We prepare students to reach their full potential as lifelong learners and to thrive in an ever-changing society, both academically and socially. The purpose and direction statements are posted throughout the building and the purpose statement is recited by students and staff on a daily basis. This helps our students to be mindful and focused on the expectations of the school. Holland Elementary has maintained a high standard of school achievement according to AYP. Holland Elementary was given an A rating (exemplary) in 2012-2015, and 2017-2019. In 2018 and 2019, Holland Elementary received a Four Star School award by the state of Indiana, and was also given an “A” rating by the federal government.

The use of technology is available to both students and staff. All classrooms have an ELMO and/or ViewSonic to use for instruction. We are a 1:1 school with technology. Student iPads are utilized in grades preschool - second. Chromebooks are utilized in grades third-fifth. Chromebooks and iPads are utilized by certified and support staff for assessments and interventions.

Our corporation has implemented Raider PRIDE that fosters Persistence, Resourcefulness, Integrity, Dependability, and Empathy. These character traits are modeled for the students and they are expected to embody them within our school and community.

We are applying The Fundamental Five components to reflect best practices within our classrooms. These components include: Framing the lesson, Teach in the Power Zone, Small Group Purposeful Talk about the Learning, Recognize and Reinforce, and Write Critically. This is designed to reinforce learning.

We maintain a RTI (Response to Intervention) team who meets on a regular basis and discusses ways to assist teachers who have concerns about meeting the needs of their students. Holland Elementary works

with LifeSpring to provide a program that supports not only students and the school, but also the family as a whole. Holland Elementary staff utilizes professional development days to broaden knowledge of their teaching subjects and implement chosen strategies to improve students' performance. PBIS is implemented school-wide to address behavior concerns and to promote positive social, emotional, and academic growth. We employ a school counselor who addresses our students' emotional and social needs. The counselor visits every classroom quarterly as well as meet with individual students on an 'as needed' basis. Crisis Connection is a corporation that is utilized to work with students to enhance and educate on the primary prevention of abuse.

Holland Elementary is participating in Rachel's Challenge, a program providing a sustainable evidence based framework for positive climate and culture in our school. It exists to empower, inspire, and equip every person to create a permanent and positive change not only in themselves, but in their home, school, and community.

Holland Elementary was awarded an UPWARDS grant. With this initiative we have formed a wellness committee that plans and oversees the various programs for our students, families, and staff. This program enhances health education and provides wellness challenges.

Opportunities are offered for students to interact and belong to the school environment, such as Spell Bowl, Math Bowl, STEM, Project Lead the Way, Robotics, PBL, Girls on the Run, Basketball, Cheerleading, Cross Country, Swimming, and Southridge Singers.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Reading/English Language Arts curriculum at Holland Elementary is based on Indiana’s Department of Education Standards. As a corporation we review these standards and create our curriculum maps focusing on Power Standards. These standards are addressed and assessed daily. All grade levels combine traditional reading textbooks, leveled readers, and online resources to develop a toolbox for learners. Our curriculum emphasizes a hands-on and minds-on approach to learning.

Teachers analyze and use test results from mClass DIBELS (Dynamic Indicators of Basic Early Literacy Skills), mClass TRC (Total Reading Comprehension), Pivot, ILearn, i-Ready tests to drive instruction. The data from assessments and the Indiana College and Career Readiness standards help teachers set expectations for their students in every classroom.

We utilize instructional approaches such as tiered instruction, differentiated instruction, problem-based learning, explicit instruction, and technology-based support. Tiered instructional approaches that we incorporate include whole group, small group, partner instruction, individualized learning, and ability grouping. We integrate small group instruction within our reading literacy centers. Individualized learning is also utilized daily for our students who are struggling on specific skills. DIBELS, is a period of time that students are placed into leveled small groups to ascertain literacy skills through hands-on applications.

In every classroom differentiated instructional approaches are incorporated. These include literacy centers, leveled readers, and higher order thinking activities. Within guided reading stations, we use leveled readers, A to Z readers, and passages from ReadWorks along with reader response sheets. We use a variety of technology based supports in our classroom to aid in differentiation such as: Smarty Ants, Achieve 3000, i-Ready, and Amplify. Smarty Ants and Achieve 3000 explore literacy components such as phonics, phonemic awareness, and comprehension. This provides an engaging, interactive, online learning environment that is a research-driven solution differentiating instruction in foundational reading skills and accelerating student achievement. I-Ready develops sound skills and strategies for reading comprehension. This programs supports a balance of on-grade level and differentiated instruction. Amplify is a technology based component of DIBELS. Following the universal screening, this program integrates early literacy solutions with personalized learning designed to immerse students in early reading skills.

1b. Mathematics:

Math curriculum at Holland Elementary is based on Indiana’s Department of Education standards. Through reviewing the standards, we as a corporation, create our curriculum maps focusing on Power Standards. These standards are addressed and assessed daily. All grade levels combine traditional math textbooks, manipulatives, and online resources to develop a toolbox for learners. Our curriculum emphasizes a hands-on and minds-on approach to learning.

We believe students learn effectively when they are actively engaged in the instructional process. We utilize instructional approaches such as tiered instruction, differentiated instruction, problem-based learning, explicit instruction, and technology-based support. Tiered instructional approaches that we incorporate include whole group/small group instruction, individualized learning, and ability grouping. In every classroom differentiated instructional approaches are incorporated. These include learning centers, manipulatives, and higher order thinking activities. Throughout the lessons we focus on the four main learning styles: auditory, visual, kinesthetic, and verbal. We integrate problem-based learning in our lessons by incorporating STEM projects, Project Lead the Way, MAGNIFY learning, BreakOut EDU, and various research projects. During our explicit instruction, concepts and skills are broken down into critical features including modeling, guided, and autonomous practice. We break into small groups during the lesson for collaboration and think/pair/share. This allows for students to work as a team by sharing ideas and concepts.

Technology resources that we utilize within our daily math lessons may include iReady, IXL, coding, SumDog, and Xtra Math. Teachers utilize data received from iReady, lesson unit assessments, ISTEP results, and formative assessments such as exit tickets, thumbs up/ thumbs down, cold calling, hand thermometer, and give me three. This data helps drive instruction and set expectations for students in the classroom.

1c. Science:

Our science program emphasizes a hands-on and minds-on approach to learning. We believe students learn effectively when they are actively engaged in the engineering and discovery process. Project-based learning is utilized to engage students through small-group discovery. We believe experiences should provide students opportunities to interact with real-world practices. It is our goal to embrace students' curiosity and foster their desire to experience and explore the natural world.

At the primary grade levels, science is embedded in the curriculum through readings of non-fiction text. Upper grades combine traditional science textbooks with online resources to develop a toolbox for learners. Grade level content standards from Indiana's Department of Education aide teachers in the content chosen. Recently, computer science standards have also been added to the curriculum.

All grades emphasize the importance of developing problem-solving and interpersonal skills through STEM and Project Lead the Way activities. Classroom teachers implement STEM exercises into their classroom in various ways. Some classes take advantage of Crane Naval Base's STEM lending library. These kits allow students to manipulate and build with a variety of materials including legos, circuits boards, and simple robotics. Grades 3, 4, and 5 host periodic STEM challenges. Students are grouped across grade levels to compete in challenges that utilize the engineering and design process to build and solve problems. Recently, six teachers have been trained as Project Lead the Way educators, and grant funds were used to purchase module kits for each grade level. In addition to these programs, grades 4 and 5 offer an after-school robotics club. Students have an opportunity to build and compete in the VEX IQ challenges.

As part of a family engagement night, we host a science fair and engineering night. Students in the 4th and 5th grade can enter science fair projects that demonstrate the steps of the scientific method. Students are excited to share their findings and explain the process used in the experiment with younger children and adults. Our robotics club provides demonstrations and allows younger students to try driving the robots.

1d. Social studies/history/civic learning and engagement

Social Studies curriculum at Holland Elementary is based on Indiana's Department of Education standards. Primary grades use non-fiction texts embedded in the reading curriculum, as well as supplemental texts such as Scholastic New Magazine to introduce topics and meet state standards. Upper grades combine non-fiction texts in the reading curriculum, traditional Social Studies textbooks, and online resources to enhance the materials and standards taught.

Creating opportunities for students to engage in experience is a top priority at Holland Elementary. Field trips to places such as the county museum and local fire station among others give students the chance to interact with community members and learn about their local history. Hands-on projects such as creating dioramas of Native American societies, video reenactments of historical events, and combining problem-solving skills with historical and geographical knowledge to complete breakout games also add to our social studies curriculum.

Our school participates in the Junior Achievement program which pairs local community members with classrooms. The goal of this program is to foster work-readiness, entrepreneurship, and financial literacy skills and use experiential learning to inspire students to dream big and reach their potential. Students enjoy the visits and learning from their Junior Achievement sponsor.

Fourth grade focuses on Indiana state history. Resources from the Indiana Historical Society. Indianapolis
NBRS 2019

Speedway, Senator Mark Messmer, and the Buffalo Trace Council are used to engage students in learning about the history and culture of the state.

1e. For secondary schools:

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

The preschool at Holland Elementary uses the Indiana Early Learning Foundations to build curriculum which consists of mathematics, English Language Arts, gross motor, fine motor, science, social studies, and social/emotional development. These standards are taught throughout the year beginning with the basic skills and increasing the complexity as the year progresses. The Indiana Early Learning Foundations used by the preschool directly correlates to the state standards that kindergarten uses. Each standard in the Early Learning Foundations is aligned with the kindergarten standard that corresponds to listed next to it. This ensures that our program is preparing students for content that they will need in kindergarten. Students who attend preschool increase social and fine motor skills as oppose to those who do not attend preschool. Students are introduced to school rules and routines in preschool making the transition to kindergarten smoother.

2. Other Curriculum Areas:

Art

All students receive 40 minute visual art instruction once a week. The curriculum is designed to nurture the development of all students. This allows for development of basic skills and acquirement of working knowledge of the fundamentals and history of art. Both facets lead to engaging art experiences, incorporating satisfaction of achievement and the understanding of the creativity of others. Art cumulatively provides opportunities for learners to develop knowledge, skills, and attributes they need to express their ideas, understandings, and feelings through art.

Learning in art is focused on creativity and artistry. This provides a creative process as a method for students to learn about other curriculum subjects. Providing an exposure to the arts, allows students to enhance their self-esteem, allowing an outlet for creative expression and increasing parent participation within the school. Art education fosters bright, creative, and socially engaged students.

Music

All students receive 40 minute music and movement lessons once a week from a certified music educator. Each lesson incorporates listening discrimination and ear training, rhythmic reading and performance, spatial awareness activities, fine/gross motor activities, and social awareness activities. Thus, enhancing their education by building a better foundation for reading skills and musicianship. All lessons are differentiated and adapted to meet all student's needs.

All students participate in the school Holiday Musical program. This opportunity allows for a better understanding of story structure (beginning, middle, end), plot, character, climax, conflict and resolution. The performance aspect allows students to understand emotion through empathy of characters. This, too, enhances the foundation for better reading skills and musicianship.

Physical Education

All students receive 40 minute of physical education once a week taught by a certified educator. Curriculum is designed around IDOE State Standards. Physical Education teaches our students essential body management skills. The curriculum engages students to become physically fit by developing muscle strength, endurance, flexibility, and agility. Through Physical Education students develop character through teamwork, sportsmanship, and cooperation. Students learn self-control by adhering to the boundaries and rules of the activity. Responsibility is taught through proper care and storage of equipment while learning and practicing safety rules of all activities. Physical education creates well-rounded students.

Library

Students in grades K-5 visit weekly for 40 minutes to checkout new books, as well as for an information literacy lesson. Our teaching focus is the AASL (American Association of School Librarians) Standards Framework, including these key components: Inquire, Include, Collaborate, Curate, Explore, and Engage. We also focus on enhancing technology skills and developing responsible digital citizens and leaders. Through makerspace stations and STEM projects we encourage communication, collaboration, and real-world problem solving skills. Students are encouraged to read through our successful Accelerated Reader program, book fairs, Young Hoosier Book challenges, reading contests, and our selection of high interest reading materials. The goal of our library media program is to instill a love of reading and to create lifelong readers.

Technology

Kindergarten through fifth grade students receive 40 minutes weekly of computer lab along with opportunities to use technology in the general education classroom. Computer skills and literacy are enhanced by a variety of educational programs. It is our vision is to develop college and career readiness through excellence, innovation, and opportunity. Student learning focuses on student-centered opportunities that are rigorous and challenging, empowering all learners to take accountability of their learning. Our 1:1 technology platform creates a personalized learning environment that prepares graduating students with essential 21st century skills, including enhanced skills in communication, collaboration, creativity, and critical thinking.

3. Special Populations:

At Holland Elementary School, we believe in meeting the unique and diverse needs of every learner, regardless of whether or not they are an English Language Learner, a child who is currently living in the foster care system, a student who has been exposed to trauma, or a student who receives special education services. In order to meet the diverse needs of all students, each general education teacher has received training and takes into consideration each of their students social, emotional, and academic areas of strengths and weaknesses. If a teacher believes that a student's needs go beyond the scopes of practice of the general education teacher then the teacher seeks assistance through means of collaboration with the specialized school committees or specialized education departments, in order to meet the needs of the learner. The specialized committees include the Positive Behavioral Intervention and Supports committee for behavior and social skills needs, the Response to Intervention committee for academic concerns, the school's social worker for trauma-informed care and emotional well-being of students, the English Language coordinator for language needs, and special education department for occupational therapy, physical therapy, speech-language therapy, and individualized educational plans.

For each of these sub-categories, the student's individual strengths and weaknesses are considered and a plan is put into place in order to facilitate the student to experience success at school. The PBIS and RTI committees collaborate with the general education teacher to determine the skill deficit. They determine whether the student's deficit to be in the area of social, emotional, or academic. The committee then creates a specific intervention goal and determines how differentiated instruction will take place within the general education classroom. They also address how the goal will be progress monitored. Every six weeks the committee reconvenes to discuss the student and progress that has been made. Changes to the student's plan are made based on this collected data.

Teachers and staff members also provide special education services according to each student's Individual Education Plan (IEP) and 504 Plan as outlined by the federal law, IDEA, and Indiana's special education law, Article 7. General education and special education teachers collaborate together in order to plan and differentiate lessons to meet all students learning needs. Accommodations, modifications, and specially designed instruction are based on the Universal Designs for Learning (UDL) guidelines. When the case conference committee meets at the annual case review, present levels of academic and functional performance of the student are discussed. The data collected throughout the year drives the collaboration and creation of individualized goals that are aligned with UDL guidelines. The committee then creates and outlines how the student will meet their learning goals through specially designed instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Holland Elementary engages and motivates by providing students with a positive environment that supports their academic, social, and emotional growth. We do this by implementing Raider PRIDE, Rachel's Challenge, PBIS (Positive Behavioral Interventions and Support), Accelerated Reader parties, End of the Year party, and Christmas Party. We also celebrate students who have limited absences, good behavior, and have turned in all homework by awarding them as a Nine Week Superstar. We implement Student of the Month where one student is chosen from each class to be celebrated for showing exemplary behavior. Within individual classrooms there is implementation of Student of the Week or Friend of the Week. Each classroom utilizes incentive charts for homework and good behavior.

As a corporation and school RAIDER PRIDE is utilized. PRIDE stands for Perseverance, Resourcefulness, Integrity, Dependability, Empathy. Raider PRIDE expectations are posted throughout the classrooms and hallways of the school. Staff members received shirts that emphasizes Raider PRIDE. Students seen exhibiting any of the characteristics of Raider PRIDE have a chance to earn Raider bucks. Raider Bucks may be turned in for classroom or school incentives.

Rachel's Challenge is implemented district wide. Through this implementation, acts of kindness is promoted within our school. The objective is to create a school climate less susceptible to harassment, bullying, and violence. We implement this program to inspire and equip every student to make a permanent, positive change in themselves, in schools and within community. We promote and engage students heart, head, and hands in a continuum improvement process.

Positive Behavioral Interventions and Supports is a framework that we have put in place within the school for maximizing the selection and use of evidence-based prevention and intervention practices. This follows a multi-tiered continuum that supports the social, academic, behavioral and emotional competence of all students. Through implementation of explicit modeling, prompting, and practicing positive expected social skills across settings and individuals, positive student behavior increases. This results in a positive school climate where student-educator relationships are more respectful and learning environments are safer.

The school motivates and rewards students academic achievement and behavior through celebrations. One celebration is the Accelerated Reader parties. This is for students who have met their quarterly goals. Those students who go above and beyond receive an opportunity to take a field trip to Barnes & Noble to pick out a free book. Students who exhibit positive behavior attend semester celebrations. For instance at the end of the year the Parent Teacher Organization sponsors a carnival consisting of dunking booth, bounce houses, snow cones, and other fun activities. The school rewards stand out students for academic, behavioral and attendance with Nine Week Superstars and Student of the Month.

Administration and Parent Teacher Organization shows appreciation for the teachers through donation of classroom money, teacher appreciation gifts, meals, adult Christmas Party and praise. Every teacher receives money for classroom use through PTO. Teachers also receive teacher appreciation gifts such as meals and massages through the year by PTO. Administration supports the teachers through praise, rewards, and meals.

2. Engaging Families and Community:

Holland Elementary has a strong and successful working relationship with its families and community members. We feel that communication with our families and community members is paramount to student success. Each week families receive a newsletter by email stating classroom objectives for the following week. This newsletter also contains information regarding upcoming school events and activities. Community wide activities and information fliers are included with the weekly newsletter too. Having families informed about the school's learning objectives and school events promotes parental involvement with each child. Classroom teachers use SeeSaw and Google Classroom to communicate with parents,

other involved family members, and students. Through these means, teachers can provide details regarding classroom activities, individual student concerns or successes, and changes to the classroom schedule. Following teacher approval, students are able to share individual work and projects with their family who can then respond. A marquee outside of the school displays important school events and student accomplishments such as Student of the Month names or Spelling Bee winners. Social media is used to communicate with families and community members. Important dates, upcoming events, and pictures of student activities and successes are posted regularly.

Along with communication, Holland Elementary feels that parental involvement is important for student success. Parent volunteer opportunities such as mystery readers within the classroom are offered throughout the school year. Our active Parent Teacher Organization (PTO) also provides opportunities for families to volunteer at the annual fall fest which raises money for needed school items and to volunteer for positive student behavior celebrations. Through the UPWARDS Health Committee parents have taken leadership roles to bring a health fair to our school and to form a playground committee whose goal is to improve the safety and functionality of our playground. Community members and businesses also have volunteered their time and expertise to aide with playground improvements. The Holland Kiwanis organization is a valued supporter of Holland Elementary. This group of community members implements the Junior Achievement program for our kindergarten through fifth grade students. Members of the community come into the classroom to educate the students on business and economic principles. The Holland Kiwanis also invest time and resources in the aesthetics of our school through landscaping around the school. Holland Elementary utilizes the lending library from Crane to borrow STEM kits for group work. The Toyota grant was also attained to implement training for Project Lead the Way and to purchase classroom kits.

3. Professional Development:

Holland Elementary approaches professional development utilizing these components: integrated goals, assessments, planning, embeddedness of standards/goals, and ongoing cycle of learning and culture. Our school has formed goals for professional development that drives our school improvement plan. Holland's focus this year includes STEM through Project Lead the Way, Project Based Learning, and vertical/horizontal alignment of the curriculum.

Professional Learning Communities are implemented to enhance our alignment of standards district wide. Within our professional learning communities we discuss objectives, targets, standards, assessments, reteaching strategies for the following week. For students that are having difficulty meeting the target, we then discuss strategies to utilize so that they may reach mastery in that skill. To better align our curriculum both vertically and horizontally district wide, we meet monthly by grade level. This enhances teacher effectiveness and ensures continuity throughout our district.

Professional development aligned with school goals is offered to promote student growth through education of the staff via conferences, workshops, in-house training, and webinars. One example is AdvancED Workshops. This conference offers break-out sessions on the latest research on school improvement and promotes best practices in education. The educators that attend this workshop return to then share information gleaned with fellow educators.

Another example of professional development that's offered is the Focus on Inclusion Conference hosted by Indiana IEP Resource Center. This conference is attended by our district resource educators. From this conference the educators learn ways to encourage student growth and achievement for all students within the general education classroom. Following last year's Focus on Inclusion Conference, resource teachers returned and shared strategies for team teaching, which was then implemented in the classroom.

Project Lead the Way is a resource that is being applied within the classrooms to promote STEM. This pathway engages students with relevant hands-on learning. The majority of our certified staff has attended conferences to become certified in teaching the material and navigating the online resources within Project Lead the Way. With these certifications and knowledge, teachers are able to administer a variety of activities that align with our STEM implementation and math improvement goals.

The Magnify Learning conference was attended to deepen the educator's understanding of quality Project Based Learning within the classroom. At this conference educators developed a project that could be brought back to school and completed by students. This captivating workshop enabled the educators to share their projects with fellow teachers and administrators through county-wide professional development break-out sessions. Magnify's project based learning offers students an engaging, collaborative, and relevant learning experience.

Teachers have attended professional development that aligns with our math goals. In-house training is conducted by our I-Ready Math Curriculum Specialist twice a year. This training focuses on effective data analysis and implementation of curriculum and grouping within the classrooms. The educators take this knowledge and apply it within their classrooms.

4. School Leadership:

Holland Elementary relies on shared responsibility and leadership. All certified staff have important leadership roles within our school committees. Each educator plays an integral part in the success of our school, not only in the daily classroom instruction, but also in helping to make decisions, supplying input, and then collaborating to make those decisions a reality. This shared leadership philosophy fosters an ownership by both certified and support staff of truly being invested in the success of Holland Elementary.

Many of the committees we have at Holland Elementary focus on instruction and behavior. Our school corporation recently completed an AdvancEd visitation and certification. One of the key components is aligning our corporation curriculum both horizontally and vertically. Through the efforts of our Building Level Team, this alignment has a very positive effect on instruction for all students in our school corporation. This year we have been integrating and discussing basic practices of quality instruction outlined in a book by Cain and Laird, *The Fundamental 5*. The book is committee led and presented to other faculty members and has a positive impact on student learning. Holland Elementary has an active Response to Intervention team. This program is designed to aid students academically and give guidance to teachers. Educators collaborate to outline different strategies and approaches to help struggling students become successful. Being a professional learning community is a key ingredient at Holland Elementary. We implement professional learning communities to discuss instruction, share outcomes, and plan for the upcoming weeks.

Behavior is another important factor in student learning. Raider PRIDE is established to reward students for good behavior and provides our school a clear outline of expected behaviors. These expected behaviors not only benefit students but staff as well. Educators lead various elements of Raider PRIDE. Holland's PBIS team, Positive Behavioral Intervention and Supports, allows our educators to collaborate and share suggestions and strategies for behavioral issues within classrooms.

All stakeholders at Holland Elementary are united toward the success for our students. The data collected through parent and student surveys guides the implementation of programs that provides leadership opportunities for all educators. This leads to the students overall success. Holland Elementary's shared leadership philosophy fosters success due to the ownership felt by all stakeholders.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that has been the most instrumental to the school's success is our school culture. Our school culture is impactful due to our stellar administrator, school beliefs, effective teachers, and community involvement. Our administrator is one who respects the staff's thoughts and opinions. He allows every teacher an opportunity at leadership positions that accentuate upon their expertise. He has high regard of the professionalism of the staff and demands a positive, empowered atmosphere.

Our school beliefs are embedded within our school culture. Our beliefs encompass that every child can learn. Children learn at different rates and to various degrees based upon their individual abilities. When provided with high learning expectations students produce a higher level of learning. We provide higher level thinking through utilizing depth of knowledge and Bloom's Taxonomy within our pedagogy. We believe that all children have various learning styles and are able to display their knowledge in individual and creative methods.

Another embedded belief within our culture is that all children need both a physically and emotionally safe environment in order to learn to their individual potential. Children need to feel safe and cared for along with basic needs being met in order for optimal learning to occur. When there is cooperation and communication between the home and school children will excel. Education must be on-going and continue after the school day for children to achieve optimum success. Through these beliefs we hope to instill in our children that education is a lifelong experience.

Educators and staff play an integral role within our school culture. Teachers model lifelong learning through continuing education and staying current with Best Practices. The staff at Holland Elementary shows compassion and vested interest in the development of the whole child. Teachers impact the lives of their students' by forming strong relationships with them and to show that they care about them. They are warm, accessible, enthusiastic, and caring. Teachers make themselves available to students, parents, and families when they are needed. They show passion for teaching and a willingness to work collaboratively for success of students.

Parent and community involvement also supports our school culture. Through volunteer opportunities the students are shown that collaboration in education is a key component to future success in life. Holland encourages active parent participation in student learning. We welcome parents as advocates for their children as well as the school's other students. We invite parents to act as full partners in making school decisions that affect children and families. One way of doing so is through participation in surveys. We reach out to the community for resources to strengthen our school. Some of these resources are clothes and food for Backpack Buddies.