

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Richard Allan Karas Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lucy N. Holman Elementary School
(As it should appear in the official records)

School Mailing Address 125 Manhattan Street
(If address is P.O. Box, also include street address.)

City Jackson State NJ Zip Code+4 (9 digits total) 08527-3497

County Ocean County

Telephone (732) 833-4620 Fax (732) 833-4789

Web site/URL https://www.jacksonsd.org/Domain/10 E-mail rkaras@jacksonsd.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Nicole Pormilli E-mail jabarbour@jacksonsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jackson School District Tel. (732) 833-4600

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 Mrs. Tara Rivera
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	38	32	70
1	37	38	75
2	42	44	86
3	38	33	71
4	43	48	91
5	50	40	90
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	248	235	483

*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):
- 0.4 % American Indian or Alaska Native
 - 1.7 % Asian
 - 4.6 % Black or African American
 - 33.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 5.5 % 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 2019 - 2020 school year: 7%

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, 2019 until the end of the 2019-2020 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2019	557
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Arabic, French, Georgian, Hindi, Italian, Lithuanian, Polish, Portuguese, Russian, Spanish, Turkish, Ukrainian

English Language Learners (ELL) in the school: 12 %
59 Total number ELL

7. Students eligible for free/reduced-priced meals: 27 %

Total number students who qualify: 132

8. Students receiving special education services: 17 %

82 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>32</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

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 20:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	95%	95%	95%	95%
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 2020.

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 Holman Elementary School is committed to its comprehensive, engaging, and technology-enriched programs that inspire, educate, and motivate students to become independent, creative, and critical thinkers who will thrive in a diverse, evolving global society.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

During the COVID-19 Pandemic, the Jackson School District quickly transitioned to a full remote model in March 2020 requiring the Holman School teachers to act fast and quickly pivot to a full digital model. Every student and teacher were given a Chromebook device to access and implement online learning. Over the summer, curriculum committees worked on compacting the ELA and Math frameworks to identify the most impactful standards to focus on the first 12-weeks of school. In August 2020, parents were given the choice to have their children attend school on a hybrid model or remain on full remote instruction. The hybrid model rotated two groups based on last names. Groups attended either Monday and Wednesday or Tuesday and Thursday and also attended every other Friday. Prior to leaving for winter break in December, the Jackson School District informed all hybrid teachers and the community that the district was moving to synchronous instruction. Students, in the hybrid model, would continue to come to school as originally assigned; however, they would also log in synchronously on the days that they were home. After monitoring the COVID numbers and carefully planning a safe return for the combination of the two hybrid groups, the Holman School welcomed back all hybrid students to in-school learning five days per week on March 1, 2021.

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

PART III - SUMMARY

Lucy N. Holman School is located in Jackson, New Jersey (NJ) which is a suburban district in Ocean County that borders Monmouth County. Considered part of Central NJ, Jackson is the largest municipality by area in Ocean County. It is 100.4 square miles. Established in 1844, Jackson, consisted mainly of agricultural farmlands, especially cranberry production. The Holman family, which our school is named after, was instrumental in providing harvested cranberries to major surrounding cities. The Holman Elementary School was established in 1969 and was named after the first principal of Switlik Elementary, the first elementary school in Jackson, NJ.

Once considered a rural community, Jackson began to develop and grow into a suburban area consisting primarily of middle-class income families. Over the last few years at Holman Elementary, there has been an increase of lower income and transient populations as well as an increase in our Hispanic population. These were factors that contributed to Holman's acquisition of Schoolwide Title I status.

The hallmark of the Lucy Holman Elementary School is the unique variety of learning experiences provided to all of our students. We have a community of diverse learners from many different socioeconomic and cultural backgrounds. Through strong communication, the Holman School prides itself on involving the community as an integral part of its educational program and views this as the key to our success .

Many key strategies are used within the Holman School to help our students reach their full academic and emotional potential. The Holman School has a very strong Social Emotional Learning Program (SEL) where wellness strategies are practiced through discussion, activities, and games. Students start each day with a Morning Meeting adapted from the Responsive Classroom Model.

Academically, the Holman School utilizes a balanced literacy model and blends the scientific principles of learning to read with a comprehensive reading and writing workshop curriculum that instills the love of reading and supports comprehension. Our program incorporates best practices and current research about curriculum, cross-curricular instruction, technology, and assessment. The Holman School adopted the Wilson Foundations Program four years ago which has greatly enhanced our kindergarten through third grade phonics acquisition. In Math, the Envision 2.0 curriculum encompasses hands-on lessons and the use of manipulatives to assist learners as they increase their application of skills, higher order thinking and problem-based learning. The Holman School has a strong multi-tiered system of support framework and instituted a program called What I Need (WIN) five years ago. The bulk of our Tier II intervention services are provided for K-5 students during this thirty-minute instructional block. The focus of WIN is to provide students and teachers time to work together on areas of academic and social need. Data teams progress monitor and evaluate student performance on a twelve week cycle. Students are then placed in small groups during WIN periods to best meet their needs. Students are rotated through groups as their skills reach higher levels of proficiency. During this time, students also have the opportunity to enrich their skills in the areas of art, music, and physical education. To enhance the effectiveness of our intervention programs, Family Learning Nights are offered several times throughout the year. During these events, parents and students work with their teachers to learn various strategies that support literacy and math skill development.

The Holman School has implemented a variety of supplemental programs that contribute to the success of our students. As a designated Title I Schoolwide school, Holman has a well-established English Language Learner (ELL) program. Students in this program are immersed in the general education classroom and meet with a certified English as a Second Language (ESL) trained teacher during Social Studies or Science daily.

The National Geographic curriculum is a gold-standard curriculum that submerges ESL students in cultures from various regions around the world to build receptive and expressive language skills. The Holman School hosts family cultural nights in the fall and spring each year. During this well attended event, students and families share foods and customs from their culture while learning about the many other cultures present in our school.

In addition to excellent Tier I core instruction from classroom teachers, and Tier II WIN instruction,

students in need of further academic support attend our Tier III Brain Boosters program. Brain Boosters is held outside of the school day and offers extra help in literacy and math. The Holman School also has a robust Gifted and Talented Program (Enrichment) to support students who exceed grade level expectations. Students are invited to participate in our Enrichment program which utilizes the Odyssey of the Mind curriculum. Furthermore, the Holman School appreciates Science, Technology, Engineering, and Math (STEM) education and has built a high-tech STEM lab where all K-5 students have access to project-based learning activities on a weekly basis. To complement the Holman School's focus on STEM education, a WeatherSTEM weather station was installed two years ago. This WeatherSTEM station uses the WeatherBug app to track and monitor daily weather patterns in our community. This program provides weather related learning opportunities that are incorporated into teachers' weekly lesson planning. To the Holman School community's surprise, one of our former students Dan Zarrow, Chief Meteorologist for the Town Square New Jersey Weather Network, was a guest speaker at our school assembly to launch the opening of the weather station. Another program unique to the Holman School is the Family Literacy Program entitled, One School One Book. This is a schoolwide reading program where every student, parent, faculty member, and administrator reads the same book at the same time. One School One Book highlights the importance of family literacy, strengthens our home-school connection, and unites our school community in a month-long reading experience. The Holman school is proud to offer all of these unique learning experiences and programs to the school community and celebrates their excellence in student achievement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The Holman School has a rigorous, standards-based curriculum across all content areas to support high levels of student achievement and acquisition of the College and Career Readiness Standards needed to be successful. The Holman School is recognized as a Schoolwide Title I School with a large population of economically disadvantaged and English Language Learners (ELL) and prides itself in its delivery of a culturally responsive curriculum to help bridge student achievement gaps.

The Holman School utilizes a balanced literacy model and blends the scientific principles of learning to read with a comprehensive reading and writing workshop curriculum that instills the love of reading and supports comprehension. Our program incorporates best practices and current research about curriculum, cross-curricular instruction, technology, and assessment. The Holman School adopted the Wilson Foundations Program four years ago which has greatly enhanced our kindergarten through third grade phonics acquisition. Students are then able to apply the skills and strategies learned through Foundations to the Reader's and Writer's Workshop model of instruction. These skills help to develop fluency in both reading and writing across all grade levels. For example, in grades kindergarten through second grade, students apply phonetic and comprehension strategies taught to leveled reading materials. Students learn and develop various reading strategies at their own pace while reading text material appropriate to their individual reading level. In grades three through five students take a deeper dive into these same skills and strategies and further develop their knowledge of literacy. As students delve into the many different genres of reading and writing, they are exposed to a variety of literary styles that help them to fully understand the literary skills necessary to enhance their learning across all subject areas.

Envision Math 2.0 supports student centered learning, reasoning, and problem solving. Students in kindergarten through second grade learn number sense, basic geometry, problem solving strategies, time, and money. They also learn addition and subtraction facts through twenty as well as regrouping with two and three digit numbers. Students in grades three through five are then able to expound upon the basics taught in the primary grades with topics such as multiplication, division, fractions, pre-algebra type problem solving. Envision's online platform provides adaptable practice opportunities for students and interactive lessons. For example, lessons open with a Solve and Share question that activates prior knowledge to solve a problem in collaboration with other students. Reteaching practice pages are available for learners that need extra practice to grasp the skill. Further, on-line videos are available for students and parents to review and practice skills taught during the lesson each day.

The Science curriculum is highly engaging and offered on a twelve week rotational basis across the three trimesters of the school year. Both content areas utilize a standards-based curriculum and provide students with authentic learning experiences grounded in the principles of Project Based Learning. In grades K-5, Holman School students develop an appreciation for Science, Technology, Engineering, and Math (STEM) and visit a high-tech STEM lab where they have access to project-based learning activities on a weekly basis. Students work collaboratively and have the opportunity to carry out scientific investigations and engineering design projects related to the disciplinary core ideas. Students in grades K help to raise chickens while learning about the life cycle of animals. Second graders construct machines using recycled materials to simulate cleaning a polluted river. Fourth grade students learn about forces, gravity, and building design, such as trusses, while building a bridge made of popsicle sticks and competing to hold increasing mass.

The Social Studies curriculum is also offered on a twelve week rotational basis across three trimesters and covers a multitude of engaging grade level topics. Kindergarten through second grade students are introduced to civics, geography, and economics through an integrated Social Studies curriculum. Topics such as family life, community helpers, natural resources, and land formations are discussed. In addition, fiction and nonfiction reading is integrated into social studies for a cross curricular connection. Problem Based Learning tasks are incorporated and adapted to address various historical and cultural units. Third through fifth grade students expand their understanding of the importance of citizenship regarding the relationships in progression from local, state, national, and global governments. Students further comprehend how citizens impact these communities and cause change. Students also understand how

innovations in science and technology have affected lifestyle, expanded access to information, impacted the environment and has created growth in economic opportunities in New Jersey.

The Holman School has a strong multi-tiered system of support framework and instituted a program called What I Need (WIN) five years ago. The bulk of our Tier II intervention services are provided for K-5 students during this thirty minute instructional block. During this twelve week cycle, students and teachers work together on areas of academic and social need. Through data analysis, students are placed in intervention groups to best meet their needs and are rotated through these groups based on their proficiency.

The Holman School principal, in collaboration with other administrators, makes evidence-based decisions when evaluating curriculum needs and professional development. Therefore, assessment is an integral part of the calendar and typically given three times per year. Pre-COVID-19, data-based decision making and analysis was the quintessential factor that led to the students' academic success on the 2018-2019 New Jersey Student Learning Assessments (NJSLA) in English Language Arts (ELA) and Math. This year, due to the significant instructional disruptions seen during the pandemic, the delivery of formative benchmark assessments has in many cases been forfeited to protect the emotional health and wellness of our students and staff. National research from AchievetheCore.org (2020), did not support assessing students at the beginning of the 2020-2021 school year. Rather, research suggested that schools focus on students' emotional well-being and instructional priorities that defined the most important standards to address this school year. With significant variations in scheduling, to include hybrid, synchronous, and remote during the COVID-19 pandemic the delivery of formative and summative assessments has proven to be more difficult than originally thought. The administration of these assessments in a virtual environment has compromised the fidelity and integrity of these assessments as students are not always taking them in one sitting and many times, when given at home, not proctored by a classroom teacher. As we move into Trimester III, where 90% of hybrid students are back in school five days per week, administrators and staff are feeling confident that they can effectively administer End of Year (EOY) screening and benchmark assessments successfully. This vital assessment data will provide much needed assistance in determining summer programming and placement, as well as Tier II and Tier III intervention needs moving into fall.

Due to the COVID-19 Pandemic, the Jackson School District quickly transitioned to a full remote learning model in March 2020 requiring the Holman School teachers to act fast and quickly pivot to a fully digital model which, at the time, seemed like an insurmountable task. However, with determined teachers and virtual, online professional development our teachers were able to make a successful transition to online learning. Every student and teacher were given a Chromebook device to access and implement online learning. During this time the district utilized internal teacher leaders to focus on Google Classroom implementation and instructional adaptations necessary for instruction. To help teachers prepare, ELA/Math lesson plans and resources were created to help teachers get through the first two weeks of full remote instruction. In the interim, instructional pacing adjustments were made to accommodate a shortened day schedule the last three months of school. Over the summer, curriculum committees worked on compacting the ELA and Math frameworks to identify the most impactful standards to focus on during the first twelve weeks of instruction. Prior to leaving for holiday break, the Jackson School District informed all hybrid teachers that the district was moving to synchronous instruction. Once again, virtual professional development was given by in-district teacher leaders. Looking back now, the Holman School community stands proud and is able to say how incredibly successful they were in navigating all of these changes. Recently, the Holman School welcomed back students to in school learning five days per week.

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

All students in grades K-5 attend a forty minute special daily. The special area classes include art, music, physical education/health, world language, technology, library/media and are offered in a rotating schedule which is usually done on a weekly basis. The objective of the art course is to begin to develop a basic understanding of the elements and principles of art and apply these to various mediums. Students will use the language of art to observe and respond to the quality of their own collages, sculptures, drawings and paintings, as well as the work of others. The music program is designed to develop a repertoire of songs and singing games. The students will distinguish between singing and speaking. They will also learn to identify specified instruments and work on improving performance techniques. In fourth and fifth grade students progress on to learning to read music and learn to play the recorder.

Physical Education units are a cohesive set of five units that scaffold instruction from one grade level to the next. The units are developed as building blocks of skills and concepts that move instruction from one unit to the next. The units progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities. In World Language, students are introduced to basic Spanish terms and Spanish culture. Students in grades K-2 have integrated Spanish lessons with classroom teachers throughout the day and view short vignettes of Salsa, an educational video series. Students in grades 3-5 begin to learn basic Spanish and ultimately become immersed in the language through conversational Spanish instruction. In technology, students explore STEM initiatives and investigate the engineering design process with opportunities for open-ended exploration and inquiry based learning and understand the basic theory, terminology, design of computer coding and basic robotics. Additionally, students learn proper typing techniques, digital citizenship, communication ethics and accountability, and plagiarism. The mission of the library/media program is to provide resources to ensure that learners can be effective users of ideas and information. These skills are integrated throughout subject curricula. Mastery enables learners to utilize skills and gain knowledge for their continual growth and success.

All special area teachers are certified in their discipline and deliver high-quality, standards-based curriculum in accordance with the New Jersey Student Learning Standards. Due to COVID-19, special area teachers had to make scheduling and instructional adjustments. All special area classes were initially conducted virtually. Now, with the district's transition to an in-person model five days per week, it was determined that the best way to mitigate any potential spread of the virus would be to alter special area teacher schedules again to a three week rotation instead of a weekly rotation. This schedule change allows special area teachers to safely meet with three to four classes over the course of a fifteen day period as opposed to meeting with seventeen to eighteen classes over the course of five days. This alteration assists with contact tracing and helps to impede the transmission of COVID-19. We anticipate this schedule will remain until June, however, we are hopeful that class schedules will resume to what they were pre-COVID-19 for the 2021-2022 school year.

Holman's after-school Enrichment program utilizes the Odyssey of the Mind curriculum. Fifth grade students exceeding proficiencies in math standards are selected to participate in the Advanced Math curriculum. These students may move on to ultimately take advanced placement courses in the middle school.

The Holman School has a significant number of English Language Learners in grades K-5 who participate in our ELL Program. Students that meet the criteria for entrance into the ELL program attend a forty minute period of Social Studies or Science daily utilizing the National Geographic curriculum. This program is a standards-based curriculum that provides rich content area instruction and is strong in its ability to build speaking, listening, and language to support vocabulary acquisition and reading comprehension. In addition, all teachers are Sheltered Instruction Observation Protocol (SIOP) trained and incorporate these strategies into their lessons to meet the needs of our ELL students.

The Holman School prides itself on having a very strong Social Emotional Learning Program (SEL) where wellness strategies are practiced through discussion, activities, games, and assemblies. Some assemblies include Yoga Calm, The Morris Brothers, and Omegaman. Students start each day with a Morning Meeting adapted from the Responsive Classroom Model. These programs and activities have been an effective way to assist with student behavior and address chronic absenteeism. It is through the collaborative efforts of the

Holman School teachers, school counselor, and child study team that students acquire and apply the knowledge, skills and attitudes to develop healthy identities and manage emotions. The impact on the school culture has been a positive one as the Holman staff continue building strong connections with students and families, especially during these challenging times.

3. Academic Supports:

The Holman School is designated as a Schoolwide Title I School and has several subgroups that are in need of targeted academic and social support to include: Economically Disadvantaged (ED), English Language Learners (ELL), and Students with Disabilities (SE). A rigorous academic model of intervention to address achievement gaps between various subgroups is used to meet the needs of struggling learners. Yearly testing shows that the achievement gap has decreased over the years. Unfortunately, though improvement was shown, the COVID-19 pandemic has caused some setbacks in addressing the achievement gap. Instructional time has been decreased due to shortened days and remote learning may not be as effective for some learners. Holman awaits the test results of the final administration of school assessments to analyze these gaps, share the data with staff, and suggest strategies for interventions in the fall of 2021. Many key strategies are used to help our students reach their full academic and emotional potential. The Holman School also has a well-established ELL program. Students in this program are immersed in the general education classroom for the majority of their instructional day; however, are required to attend one period of Social Studies or Science with an English as a Second Language (ESL) certified teacher daily. Supplemental technology is available to all of our ELL students which provides access to a Spanish and English version of Reading A-Z Kids (RAZ kids) and IXL licenses for reading and math. RAZ Kids and IXL assessments are used both in school and at home to progress-monitor students to determine how well they are progressing toward their target goals. The Holman School trains all of its certified staff members in Sheltered Instruction Observation Protocol (SIOP) to strengthen the ELL experience in inclusive, general education settings.

The Holman School also prides itself on educating students with disabilities in the least restrictive environment with the support of a certified special education teacher in our general education classrooms. Students with special needs have access to all of the same Tier I core program offerings, Tier II interventions for those that require a more structured program to meet their needs, and Tier III programs which include Read 180 for replacement literacy instruction and Science Research Associates (SRA) for replacement literacy and math instruction. For students identified as advanced-level learners, the Holman School offers an Advanced Math curriculum and a Gifted and Talented Program. The Holman School has implemented a variety of supplemental programs that contribute to the success of our students. Schoolwide intervention support, WIN, is provided to our learners five days per week for thirty minutes. The focus of WIN is to provide students and teachers time to work together on areas of academic need whether it be enrichment or intervention. Teachers utilize the core curriculum in literacy, to include Leveled Literacy Intervention (LLI), Project Read, Foundations and Units of Study for Reading and Writing, EnVision Math 2.0, and specialized digital platforms like RAZ Kids, Reflex Math, and IXL. RAZ Kids, Reflex Math, and IXL are considered a Tier II intervention and allow students to practice basic skills in literacy and math. SRA and Read 180 are considered Tier III intervention programs as they generally replace a student's reading or math instruction. These programs are high-quality programs that are included in the What Works Clearinghouse for targeted interventions in literacy and math. The Holman School offers a Brain Boosters Program that is held outside of the school day in fall and spring. Homeless students are provided with transportation to not only attend school but supplemental programs held outside of the school day as well.

The Gifted and Talented Program (Enrichment) supports students who exceed grade level expectations. The Odyssey of the Mind curriculum is utilized in Holman's after-school Enrichment

program. Several Holman School teachers have the opportunity to bring excitement and fun to their classrooms as they create opportunities for students to solve Odyssey of the Mind problems using various manipulatives. The Enrichment Program aligns beautifully with the technology and STEM opportunities seen across the special area content areas. In addition, fifth grade students exceeding proficiencies in math standards are selected to participate in the Advanced Math curriculum. These programs have been contributing factors to the increase in student achievement seen on the 2018-2019 NJSLA and benchmark assessments in ELA and Math as students' have daily opportunities to research and apply critical thinking and problem-solving skills.

The home-school connection is strengthened through community-based events, like Family Math and Literacy Nights and ELL parent gatherings. While on remote instruction, many of these events were offered virtually. In addition, other events, such as Virtual Family Trivia Night and Virtual Read-Alouds were also included to continue to support the academic connection within the school community. The Holman School is proud to offer all of these unique learning experiences and programs and celebrates their excellence in student achievement.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is an essential component for student success at Holman Elementary School. The Holman School teachers utilize all aspects of technology to promote and maintain student engagement pre-COVID-19 and during the pandemic. The Google Classroom, with its Google Enterprise features, is the quintessential factor in supporting all students with academic and social needs. The Holman teachers are highly proficient in using technology applications, like Kahoot, Jamboard, KAMI, and live breakout sessions just to name a few. These high-level skills have allowed students and parents to feel supported in the hybrid, remote, and synchronous learning models. The Holman School community takes pride in providing a safe, nurturing environment for student learning and achievement.

Positive character is recognized daily through extrinsic motivation. Students recognized through this program are given a coupon that allows them to enter a monthly drawing for Pizza with the Principal. Pizza with the Principal is a coveted student event that recognizes students for kindness and citizenship displayed towards their peers and teachers. Additionally, the Student of the Month program recognizes students for both academic effort and improvement. Though we could not meet personally, at times, because of restrictions due to COVID-19, these programs were continued but modified to a digital platform so that students would continue to be recognized and celebrated.

The Holman School continues to engage, motivate, and provide students with a positive learning environment through a strong Social-Emotional Learning (SEL) program that is infused throughout the school day on a daily basis. The Holman School's SEL Program aligns to the Collaborative Academic and Social Emotional Learning model that allows teachers to follow a specific scope and sequence of activities and are incorporated into weekly lesson plans. It is through the collaborative efforts of the Holman School's school counselor, teachers, and child study team that Holman students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and maintain supportive relationships. The impact on the school culture has been a positive one as the Holman staff appreciates fostering connections with students and families. The Holman School SEL program allows students to feel safe to share things about themselves leading to a stronger classroom culture of respect, kindness, and caring. The daily meeting gives a voice to the quieter students that may have limited opportunities to socialize with peers out of school. Schools with a high influx of new and/or transfer students, like that of the Holman School, have transitioned more easily into their classroom environment due to these daily social interactions. This has allowed students to increase their confidence in social interaction and participation in academic discussions. Moreover, this program has been an effective way to address chronic absenteeism and student behavior which has led to decreases in disciplinary referrals and Harassment, Intimidation, and Bullying (HIB) reports.

2. Engaging Families and Community:

The Holman School prides itself on its strong capability to keep the lines of communication open to Holman School staff, students, parents, and the community at large. This high-quality communication comes in the form of a school website, live video streaming, Jackson TV, and social media to keep all stakeholders actively informed of school operations, changes to school policies or procedures, and program implementation. The COVID-19 Pandemic and the pivot to full remote instruction brought about a new level of communication needed between teachers, parents, and students. The Google Classroom helped bridge the gap of teacher-parent communication during the pandemic as it had replaced the brick and mortar classroom with virtual instruction.

The Holman School is committed to fostering community partnerships with the Jackson Police Department, the Jackson Rotary Club, the Westlake Senior Living Community. Additionally, the Holman Organization of Parents and Educators (H.O.P.E.) meets monthly to discuss and plan schoolwide activities and programs that enhance student and family engagement. Each year, The Women of Bat Shalom Hadassah of Jackson, NJ donate backpacks with school supplies for students in need. Prior to COVID-19, residents of the West

Lake Senior Community volunteered to visit classrooms to read to the Holman students to promote literacy as well as community involvement. Senior citizens continued to read to students through a virtual platform when the switch to full remote learning occurred. Further, each year, the Holman chorus students visit Bella Terra Assisted Living Center of Jackson to perform for the residents. This community service project is enjoyed by both the students and the senior citizen residents. A local pizza restaurant generously donates three pies each month to support the school character recognition program, Pizza with the Principal, that acknowledges students who act as respectful, caring, trustworthy, fair, and responsible citizens.

The students and parents of our most fragile populations have access to Title I and Title III funding supports and are actively involved in supplemental programming for their children such as Parent University and Family Night. These monthly meetings strengthen the parent-school connection, educate parents about our programs, and provide strategies to work most effectively with their child at home. Another program unique to the Holman School is the Family Literacy Program entitled, One School One Book. This is a schoolwide reading program in which every student, parent, faculty member, and administrator reads the same book at the same time. One School One Book highlights the importance of family literacy, strengthens our home-school connection, and unites our school community in a month-long reading experience.

3. Creating Professional Culture:

The Holman School has a strong professional development program in place that utilizes district Teacher Leaders across grades Pre-K through 12. The Jackson School District has been recognized by the New Jersey Department of Education in creating a highly effective Teacher Leader Program that demonstrates excellence in its selection of content and pedagogy. Professional learning has been vital to increasing student proficiency in literacy and math at the Holman School. Teacher Leadership has been instrumental in raising student achievement, fostering SEL, building student engagement, and spearheading Google technology initiatives. Staff members have always shown strong levels of appreciation for the high-quality professional learning support, however, never as much as what was seen during the transition to full remote instruction as a result of the COVID-19 Pandemic. Although it was thought that this switch to online professional learning would not be as effective as in person professional development, it was well received and enabled Teacher Leaders to offer more opportunities for staff to attend sessions. Looking back now, the Holman School community stands proud and is able to say how incredibly successful they were in navigating all of these changes.

Holman is a welcoming school where administration and staff work closely to provide a safe, collaborative, and supportive learning environment. Everyone is made to feel their opinions and contributions are valued and appreciated. The school principal appreciates the faculty and staff at Holman. He celebrates their commitment to teaching and learning. Each month, a staff member is recognized for outstanding commitment to education by being named Bobcat of the Month. Furthermore, the principal developed a Principal's Cabinet Committee to include Holman staff in various subgroups to discuss and address non-academic concerns in the building. This provides an opportunity to develop strategies to improve school climate and community engagement. To further boost school morale, the school principal expressed his appreciation and gratitude by hand delivering cookies, pastries, tea, and coffee to all Holman staff members throughout the school building.

Professional development and school culture and climate surveys provide feedback to guide the planning from year to year. The topics are timely and scheduled in a progressive rollout so building administration and staff have access to monthly professional development with the necessary coaching and follow-up. This structure has been well received and staff participation levels have grown since the program's inception. The Holman School is filled with an exceptional staff that demonstrate their love for learning and professional growth. There is a culture of excellence in the Holman School community and the sole reason why we are making an application for the recognition of Blue Ribbon School.

4. School Leadership:

The Principal of the Holman School is the pillar of the institution. As only one administrator is officially assigned to the Homan School, every faculty member in the building is expected to take on a leadership role

as a model to our students. The principal inspires academic success, cultivates personal growth, and personifies a healthy community while fostering relationships among staff, students, and families. At the start of each school year, the principal holds a school-wide meeting outlining district policies and school procedures, as well as his expectations for teaching and learning to ensure student success. He is highly visible, not only in the building, but in the school community as well and believes that all children have an instinctive need to learn, a natural curiosity, and a desire to do work of significance. His intention, with the assistance of the School Improvement Team, has always been to provide the strongest possible academic atmosphere and a supportive caring environment in an effort to develop self-confident, motivated students who have a love of learning. Holman School students transition to middle school with a positive sense of self, a consideration for others, and a commitment to lifelong learning.

The Supervisor of Literacy provides strong supervisory support to the Principal and has a continual focus on literacy achievement and instruction for English Language Learners (ELL). She assists the Principal in raising student achievement levels through an intentional focus on the core curriculum and programs and tiered intervention services. She oversees the Teacher Leaders and actively schedules professional learning opportunities for Holman School staff.

The Holman School Lead Reading Teacher is a vital support to the building Principal. Her role with the help of the school counselor is to support the multi-tiered system of support framework and schedule Intervention and Referral Service (I&RS) meetings to address student learning needs. She is a liaison to teachers and parents and addresses curriculum issues and organizes data for Schoolwide Title I monitoring and supplemental intervention programs.

The role of the School Counselor is to support the student body in their development of social-emotional skills and overall health and safety of the school. She is highly knowledgeable of the federal Harassment, Intimidation and Bullying statute and works with the Principal to organize and implement a strong Character Education Program in the school. The School Counselor is also the school's ELL parent liaison to the community and proficient in connecting supports to those families in need of assistance.

During COVID-19, the principal, as well as all building staff, worked together to quickly transition to a new learning model. Schedules were changed, learning expectations modified, and needed materials were provided to all staff and students. The roles of the principal also changed as he supervised student lunch periods, covered classes, and continually ensured COVID-19 safety protocols were adhered to. As our needs changed throughout the year, we continued to provide training and materials to meet the needs of both staff and students.

5. Culturally Responsive Teaching and Learning:

Diversity is something that is appreciated and celebrated at Holman Elementary school. The Holman School staff honors diversity and values the individual needs and unique learning styles of each student through various programs, assemblies, and celebratory events. They believe that each child is an active participant in the learning process which stresses real-world connections, cultural sensitivity and interdisciplinary experiences. In September, students honor the cultures and contributions of both Hispanic and Latino Americans through various classroom activities. During the month of October, different events are held to promote awareness and acceptance of various groups. For example, the Week of Respect is celebrated during the first full week in October to remind and encourage students to treat each other and themselves with respect. Other events include School Violence Awareness Week and Red Ribbon Week, which are weeks dedicated to helping students make safe, responsible, respectful, and healthy choices. During the month of February, several classes at Holman School delved into the lives of noteworthy African Americans in honor of African American History Month. For example, some classes participated in a learning quest during which they read about famous African Americans while other classes conducted research on noteworthy African American and women inventors throughout history, creating interactive reports that were displayed for others to see. Even though these and other

events are highlighted during various months, cultural awareness and diversity are practiced throughout the school year so that students may have a better understanding of current events that are happening throughout the world.

Additionally, the Holman Library has recently added multiple books to its collection, reflecting different heritages written by diverse authors and ensuring that students see themselves represented in the books they have available to them. Communication with the families of our students is essential for student success. Talking Points and Life Lines are communication tools used by staff members at the school to translate information for families into their native language. This has been a key factor in being able to effectively communicate with our families that speak a variety of different languages. Cultural awareness nights are sponsored through our ELL program to promote awareness of the many cultures represented at the Holman School and provide an opportunity for families to share their culture with all.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental in achieving success at the Holman School is engagement. Engagement of administration, students, staff, and parents in a multitude of areas is necessary for successful teaching and learning. Academic engagement is present throughout the day as students are immersed in a rigorous core curriculum. The Holman School teachers plan lessons that challenge students' thinking and embrace all learning styles. Students needing extra support are placed in tiered levels of intervention and receive the support needed to keep them engaged in the learning process while working at the appropriate level. Students continue to be engaged both before and after school through our Reflex Math and Brain Boosters intervention programs.

The Holman School community sets a positive tone for each day through a daily Morning Meeting. Engagement in learning begins immediately as students are greeted and Social Emotional Learning (SEL) competencies are practiced. As part of the SEL process, individuals learn to acquire the tools, knowledge, and skill sets to be able to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills proved to be especially important throughout the COVID-19 pandemic. When the school moved to full remote learning due to the COVID-19 pandemic, the school leader considered this a time of crisis learning as the home life of our families varied and flexibility was essential in order to be sensitive and comprehensive to the various needs. The Holman School principal and staff members worked hard to keep the school community engaged and informed through the school webpage, videos, phone calls, and home visits when needed. For example, families working in the medical field may not have been visible or able to help their child during the typical school day. Students were allotted additional time outside of the normal school day to complete assignments in order to accommodate each family situation. Engagement in all areas became especially challenging during this time as administrators, teachers, and students learned new ways to keep students engaged and keep learning moving forward. Teachers were readily trained on the new learning tools and platforms they would need to use to keep their students engaged during remote learning. Families were an integral part of student engagement during remote learning. The school relied heavily on continued communication with parents/guardians to keep our students focused and engaged as this new learning model was introduced. Holman School families readily met this challenge. Engagement and communication with all stakeholders are essential for academic and social-emotional success. The administration and staff rose to the occasion as they went above and beyond to meet the needs of the entire Holman community.